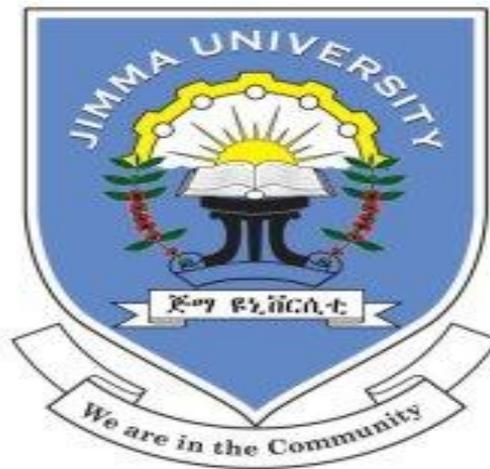


**PRACTICE AND CHALLENGES OF PRACTICUM AT
SHAMBU COLLEGE OF TEACHER EDUCATION**

BY:

MESFIN FANTU



**INSTITUTE OF EDUCATION AND PROFESSIONAL
DEVELOPMENT STUDIES**

**DEPARTMENT OF TEACHER EDUCATION AND
CURRICULUM STUDIES**

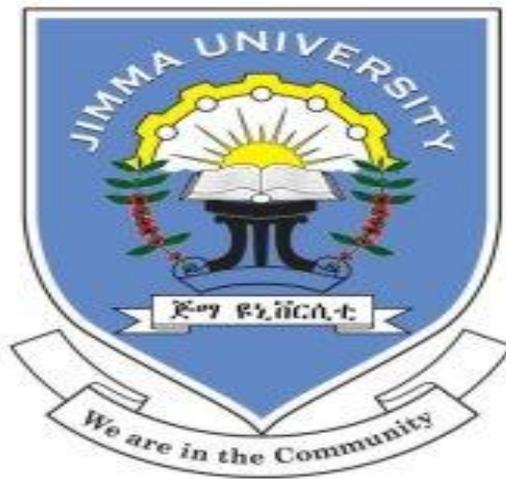
MAY, 2014

JIMMA UNIVERSITY

PRACTICE AND CHALLENGES OF PRACTICUM AT SHAMBU COLLEGE OF TEACHER EDUCATION

BY:

MESFIN FANTU



ADVISORS:

Dr. CAROLYN CASEL

Mr. TARIKU SIME

**A THESIS SUBMITTED TO DEPARTMENT OF TEACHER
EDUCATION AND CURRICULUM STUDIES IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF DEGREE
OF MASTER IN CURRICULUM STUDIES AND
INSTRUCTION**

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

This is to certify that the thesis prepared by Mesfin Fantu Kebede entitled: **practice and challenges of practicum at Shambu college of teacher education** and submitted in partial fulfillment of the requirement for the degree of Master of Arts complies with the regulation of the university and meets the accepted standards with originality and quality.

Board of approval:

Chair person	Signature	Date
<u>Woldu Assefa</u>	<u>[Signature]</u>	<u>11/07/2014</u>
Main Advisor	Signature	Date
<u>[Signature]</u>	<u>[Signature]</u>	<u>11, July, 2014</u>
Co-Advisor	Signature	Date
<u>[Signature]</u>	<u>[Signature]</u>	<u>23/06/14</u>
External examiner	Signature	Date
<u>Woldu Assefa</u>	<u>[Signature]</u>	<u>11/07/2014</u>
Internal examiner	Signature	Date

Acknowledgments

My thanks are due to my advisor, Dr Carolyn Casel, and my co-adviser Mr Tariku Sime who gave me unwavering and inestimable support in editing and shaping my work all through the study.

My thanks also go to tutors, Practicum Unit Coordinator, mentors, and student-teachers in Shambu College of Teacher Education who cordially helped me in giving information while I was collecting data.

I am also grateful to my wife Workinesh Abera, for her material support and invariable encouragement throughout my study time in the university.

Finally, a considerable part of my thanks go to my friend, Moti Alemayehu for his invaluable advice which had a vital role in the successful completion of this study.

Table of Contents

Content	Page
Acknowledgment	i
Table of Contents.....	ii
List of Tables	iv
Acronyms and Abbreviations.....	vii
Definition of Terms.....	vii
Abstract.....	viii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study	6
1.3.1 General Objective of the Study.....	6
1.3.2 Specific Objective of the Study.....	6
1.4 Significance of the Study	6
1.5 Scope of the Study.....	6
1.6 Limitation of the Study.....	7
1.7 Organization of the Paper	7
CHAPTER TWO	8
REVIEW of RELATED LITERATURE.....	8
2.1 The Concept of Practicum (Teaching Practice)	8
2.2 The Importance of Practicum.....	9
2.3 The Objectives of Practicum.....	10
2.4 Mentorship	12
2.5 Assessment in Practicum	14
2.5.1 Continuous assessment	14
2.5.2 The Purpose of Assessment	15
2.6 Models of Teacher Education	16

2.6.1 The Craft Model.....	16
2.6.2 The Applied Science Model.....	16
2.6.3 The Reflective Model	17
2.7 Challenges of Practicum	19
CHAPTER THREE	20
RESEARCH METHODOLOGY AND DESIGN	20
3.1 Research Design.....	20
3.2 Research Method	20
3.3 Source of Data.....	20
3.4 The study Site	21
3.5 Population.	21
3.6 Sample Size and Sampling Technique.....	21
3.7 Data Collecting Instruments	23
3.7.1 Questionnaire	23
3.7.1.1 Questionnaire for Student-Teachers	23
3.7.1.2 Questionnaire for Mentors	23
3.7.2 Interview	24
3.7.2.1 Interview with Practicum Unit Coordinator	24
3.7.2.2 Interview with Tutors.....	24
3.7.3 Document Consultation	25
3.8 Validity and Reliability Checks	25
3.9 Procedure of Data Collection.....	25
3.10 Data Analysis	26
3.11 Ethical Consideration.....	26
CHAPTER FOUR.....	27
DATA PRESENTATION, ANALYSIS AND INTERPERTATION	27
4.1 Ways of Encouraging Student-Teachers to acquire.....	27
4.1.1 Teaching as Craft.....	28
4.1.2 Teaching as Applied Science	29
4.1.3 Teaching as Reflective Practice	32
4.1.3.1 Critical Inquiry.....	32

4.1.3.2 Retrospective and Predicative Thought	34
4.1.3.3 Problem Solving.....	36
4.1.3.4 Acceptance and Use of Feedback	39
4.1.3.5 An Overview of Reflective Practice	42
4.2 Student-Teachers and Mentors' Response on Assessment	43
4.2.1 Student-teachers' Response on Assessment	43
4.2.1.1 Response on Discussion before Assessment	43
4.2.1.2 Response on Observation of Mentors and Tutors.....	46
4.2.1.3 Response on Tutors and Mentors Assessment.....	47
4.2.1.4 Response on Some Aspect of Assessment.....	49
4.2.2 Mentors' Response on Assessment.....	50
4.2.2.1 Response on Discussion before Assessment.....	50
4.2.2.2 Response on Attitude of Student-teachers	51
4.2.2.3 Response on Methods of Assessment	53
4.2.2.4 Response on some Aspects of Assessment.....	54
4.3. Student-teachers and Mentors Response on Challenges of Practicum	55
4.3.1 Lesson Preparation and Presentation	55
4.3.2 Management of Pupils	57
4.3.3 Academic Difficulties of Student-Teachers.....	60
4.3.4 Mentors' and Tutors' Role.....	61
4.3.4.1 Role of Mentors	61
4.3.4.2 Mentors Attitude	65
4.3.4.3 Tutors supervisory role	66
CHAPTER FIVE	68
SUMMARY, CONCLUSION AND RECOMMENDATION.....	68
5.1 Summary.....	68
5.2 Conclusion	71
5.3 Recommendation	73
References	75
Appendix A Questionnaire for Student-teachers	80
Appendix B Questionnaire for Mentors.....	86

Appendix C Interview Question for Tutors	93
Appendix D Interview Question for Practicum Coordinator	94
Appendix E Questionnaire for Student-Teacher in Afan Oromo	95
Appendix F Questionnaire for Mentors in Afan Oromo.....	102

List of Tables

Table	page
Table 1 Summary of population, the study subject and sampling technique.....	23
Table 2 The emphasis given to teaching as craft	28
Table 3 The emphasis given to teaching as applied science	30
Table 4 The emphasis given to reflective teaching skills	33
Table 5 The emphasis given to retrospective and predictive thought	35
Table 6 The emphasis given to problem solving skills	38
Table 7 The emphasis given to acceptance and use of feedback	41
Table 8 The overall emphasis given to reflectivity.....	42
Table 9 Student-teachers response on the discussion before assessment	44
Table 10 Student-teachers response on observation of mentors and tutors	46
Table 11 Student-teachers response on mentors and tutors assessment	47
Table 12. Student-teachers response on some aspects of assessment	49
Table 13 Mentors response on the discussion before observation.....	50
Table 14 Mentors response on the attitude of student-teachers on assessment	52
Table 15 Mentors response on the methods of assessment	53
Table 16 Mentors response on some respect of assessment	54
Table 17 Student-teachers and mentors response on lesson preparation.....	56
Table 18 Student-teachers and mentors response on the management of pupils.....	58
Table 19 Student-teachers and mentors response on academic difficulties.....	60
Table 20 Student-teachers and mentors response on the role of mentors	62
Table 21 Student-teachers and mentors response on the attitude of mentors	65
Table 22 Student-teachers and mentors response on the tutors' supervisory role	63

Abbreviation and Acronyms

SCTE- Shambu College of Teacher Education

ITE-Initial Teacher Education (McIntyre et al, 1994)

MoE- Ministry of Education (Kindalem Damte, 2005)

NETP-New Educational Training Policy (Solomon Amare, 2006)

TESO-Teacher Education System Overhaul (Solomon Amare, 2006)

TP-Teaching Practice (Fish, 1989; Wingard 1974; Stones and Morris,1972)

ICDR-Institute of Curriculum Development and Research

Definition of Terms Used

Portfolios- are systematic, purposeful, and meaningful collection of student-teachers' works which show their efforts, progress, and achievement over a period of time. (De Fina, 1992)

Tutor- a college teacher who supervises student-teachers (McIntyre et al,1994)

Mentor- a school-teacher who guides and helps a student-teacher at school,(also called associate teacher, cooperating educator, and sponsor educator) (Moon, 1994).

Student-teacher- a student who teaches at school for practicing, (also called "mentee")(McIntyre et al, 1994)

Practicum- In this study, the term practicum is used in the sense it has been used in most of the literature on teacher education. That is, it refers to the programme in which trainees are sent to schools where they get practical experience engaged in teaching real students in real classrooms. In the study, it is also used interchangeably with the term Teaching Practice (TP).(Fish, 1989)

Challenges- These refer to threats, problems and obstacles that student-teachers may encounter on the program.

Abstract

In this study, an attempt was made to investigate the practice and challenges of Practicum at Shambu College of Teacher Education. The principal aim of the study was to explore the ways in which student teachers had were encouraged to acquire professional expertise, the assessment condition of mentors and tutors and the coping behavior of student-teachers with respect to the challenges associated with their professional and academic performances, and supervisory practices of mentors and tutors. Quantitative research methods were applied in this study. Data were gathered from tutors and Practicum Unit Coordinator through interviews. Questionnaire was also distributed to mentors and 3rd year student-teachers to obtain data, in addition to this document consultation was carried out. Questionnaire was organized and analyzed using tables, frequencies and percentages. In order to get adequate information on the issue, 165 student-teachers by simple random sampling (lottery method), 84 mentors by census, 15 tutors by and one practicum unit coordinator by convenience sampling were selected. Major findings of the study are that, in the course of helping student teachers to acquire professional expertise, a tendency to emphasize teaching as craft was not observed. Instead, the practicum was found to be based on the view of teaching as an applied science the student teachers were merely encouraged to transform the theoretical knowledge they have into a practical one. There was a failure, during the practicum, to foster reflective teaching skills in the student teachers, that assessment in practicum has some problems, inadequate supervision, and inadequate tutors' and mentors' professional support, had been given to student-teachers. Based on the results of the study and conclusions drawn, the recommendations were forwarded to improve the practice of practicum in the college under study.

CHAPTER ONE

1.1. Background of the Study

Rapid developments in education, both locally and globally, have raised questions about teacher education and the attributes which underpin proposed teacher preparation and professional development opportunities (Thorpe, 2002) There is a need to draw up descriptions of core attributes to provide teachers new to the field, and those responsible for training them, with clear goals and understanding of the role of a teacher in developing and developed countries; Ethiopia is no different.

Teacher education in Ethiopia is more than half of a century old and has been entangled with different challenges. MoE (2003b) stated the following major problems with teacher training: the recruitment, selection of teachers and educational managers is not based on interest and professional competence, the training of teachers lacks a clear vision and mission .Traditionally teacher education curriculum in Ethiopia had the conventional structure of the pre-service general education courses followed by methods course, then by teaching practices (as Nemser, cited in Solomon, 2006). Implicit in this structure is the view that learning to teach is a two –step process of knowledge acquisition and application or transfer (as Kennedy, cited in Solomon,2006).

The Teacher Education System Overhaul (TESO) curriculum of the Ministry of Education (MoE, 2003), states that this approach was not as effective and the previous pre-service teacher education curriculum was criticized as deficient and incapable of producing competent, ethical, professional teachers, who can promote student centered learning methods (MoE , 2003). Therefore a new curriculum by the Educational Training Policy (ETP) was introduced. Thus, in attempt to redress this situation, the government of Ethiopia has called for a complete Teacher Education System Overhaul (TESO),which claims to have put in place a new curriculum that promote active learner-focused education.

Accordingly, this has been instituted in almost all teacher education institution through out Ethiopia since the 2003/4 academic year. TESO made practicum the heart of the program and as an approach that enables the students to be exposed to a real school environment and experiences from the very beginning of their study in teacher education institutions (Solomon, 2006).

The Ministry of Education (MoE, 2003) advocates the use of active learning methods both in and outside the classroom through the active participation of students in teaching. In addition, practicum is believed to offer student-teachers real experience of schools consisting of three interrelated Stages: preparation, observation and reflection. It is a program that is supposed to implement in collaboration, with partner schools, while the preparations and reflections are done in colleges with teachers; the observation and practice are carried out at partner schools either in classrooms or elsewhere under the supervision and guidance of mentors and/or the college teachers.

According to Richards and Crookes (1988:11), the objective of practicum are to provide practical experiences in classroom teaching, apply instruction theory courses , give feedback on teaching techniques, and provide opportunities to observe experienced teachers .

Although Seagall (2002) claim that the practicum experience is the most valuable aspect of teacher education programs, Schulz (2005), Goodlad (1990), and Zeichner (1996, 1999), who question some of the ways conventional practical are approached in teacher preparation programs, suggest alternative models. The technical model of focusing on skill development, mastering lesson plans, and classroom management should be, and continues to be, an important component, but it is not sufficient preparation for pre service teachers. Schulz (2005) sees a need for a change towards “a practicum experience that provides teacher candidates with opportunities for inquiry, for trying and testing new ideas within collaborative relationships, and for talking about teaching and learning in new ways” (p. 148). Instead of demonstrating instructional skills learned in methods courses, Zeichner (1996) suggests that the practicum should be a time for growth and learning, where pre service teachers come to understand the broader implications of being a teacher, and to appreciate the ultimate aim of teaching: to help children learn.

A strong practicum component is acknowledged as essential in teacher preparation (Gregory et al. 2011). During the practicum, student-teachers get an opportunity to learn from experienced teachers and to apply knowledge and skills learned in the taught courses. In addition, they get exposure to the different areas of teachers’ world of work. In essence, the trainees come to

realize how best to cope with the challenges they will face in the field. Therefore, efforts need to be made by teacher education institutions during teacher preparation programs to “continuously relate how theory informs practice and how practice informs theory in both the practicum and on-campus components” (Campbell, 1992). By making connections with work required of teachers in the field.

In a traditional Teaching Practice(TP) ,(Wingard, 1974) expounds it, at its worst can be a frustrating experience which a large measure of the isolation which is the bane of teaching, briefly interrupted by unwelcome visits, from a tutor who supervise , assesses ,criticizes and departs . What about in the currently introduced practicum? Currently, in Ethiopia, there are programs for the training of teachers at diploma and B.ED, levels. These training programs, aiming at producing competent teachers, offer theoretical and practical courses. As a practical competent, all the training programs run a practicum (TP), which requires the trainees to go school and be engaged in actual teaching. During the practicum the trainees are engaged in real teaching under the supervision of the college teacher and tutor of the partner school.

The focus of this researcher was on the implementation of practicum and the major challenges that are encountered student-teachers in the practice of practicum in teachers’ education colleges. This is the area in which emphasis has not previously been given.

Practicum is important for the training of teachers to put their theoretical knowledge into practice and reflect on their practices. Smith and Levari (cited in Smith, 2010), it is also regarded as problematic area associated with its duration, timing, requirements, connection to college/university courses, and the type and the intensity of supervision, the quality of mentors professional support Cochran smith, 1991 (as cited in Mulugeta, 2002). He adds that the supervisors’ time table not allows sufficient time for evaluating and giving feedback on students teaching practice. The aforementioned problems which are connected with work load of the tutors and mentors, lack of time to assess continuously and give feedback led the present researcher to be skeptical about the effectively implementation of practicum .Thus, the purpose of this study was to assess the practice and challenges of practicum of Shambu College of Teacher Education (SCTE) in Horro Guduru Wellega Zone of the Oromia Region. Shambu College of teacher Education is one of the College of Teacher Education in Oremia region which is stablished in 2003 e.c., as the researcher experience and some students-teachers and tutors

blame the mentors professional support and the frequency of supervision during the practicum also the College is established recently and no research was conducted in this area in the College.

1.2. Statement of the Problem

Practicum is the most important part and relevant part of the pre-service teacher education program. Teaching in addition to satisfactory academic level and good motivation, presupposes good pedagogical skills. A student teacher must undergo a professional training to acquire the necessary skills. In this regard Tom Russell (as cited in Gezu, 2012) states:

It is the practicum experience that is universally reported to be Perceived as the most valuable element of pre-service teacher education Programs. Thus schools and universities must cooperate at some level, if the universities are to provide practicum placements for those learning to teach. (p.83)

The education and training policy and the existing curriculum of Ethiopia call for student center methods of teaching (practicum). In addition, TESO states program was introduced in 2003. In this document, among other major programs, it emphasizes the implementation of practicum in pre-service programs of teacher education (MoE, 2003) Student-teachers in Shambu College of Teacher Education are practice the practicum through three interrelated stages i.e. preparation, observation and reflection. They observed, get professional support and also assessed by their tutors and mentors based on their practical teaching, reflections and portfolio .There are practicum courses from first year up to third year. The student-teacher begin their course by observing the external physical appearance of the school compound in their first year practice and they observe the classroom situations and the way the subject teacher teaches and manages the class in their second year practice , and , finally , they substitute the subject teacher for a couple of weeks and teach the subject in their third year practice time- which is the focus of this study .The student-teachers are guided, supported and assessed by their mentors and also assessed and supervised by their tutors while they teach in the actual classroom , their reflections when they are back to college , based on their written report /portfolio. Mentors are continuously followed up and give professional support, also observe and assess the student – teachers while they teach to give constructive feedback to the student-teachers. The researcher,

however, has doubt on the practice of good assessment of the tutor and mentor of the student-teachers, giving constructive feedback for the student-teachers to improve their professional competence and the professional support mentors give to student-teachers due to different reasons. Among these are the work load of teachers/tutors and mentors, the number of the student- teachers they assess, the number and amount of written report to be checked, and the requirement of the practicum, including the understanding of mentors on assessing and giving appropriate feedback.

A Research on how to implement practicum in private college of teacher education was done by Amdework Berhane (2007). Shumet Kebede (2006) did a research on "Reflective Approach to Teacher Education. Shumet emphasizes, unlike the traditional TP, on the student-centered way of teaching. Mesfin Bekalu (2002) also carried out research which is related to practicum, the title of his study is “the supervisory process of practicum” focused on the supervision of practicum . Fekede (2009) also did research on undergraduate students’ practicum experience at Jimma University.

As stated above and examined by the present researcher, they focused on the supervision, reflective approach to teacher education and implementing curriculum in to private colleges moreover they focus on practice foreign language teaching, but the present one focused on the practice and challenges of practicum in teachers education college. Here, the center of attention lies on the examining how is the current practice of practicum in alignment with TESO and how are the challenges of practicum being met by the student teachers. The present researcher due to the presence of gaps between the researches done and the present one , is , therefore , interested in investigating the practice and challenges of practicum by answering the following questions .

1. How do mentors and tutors encourage student-teachers to acquire professional expertise during the practicum?
2. How do mentors and tutors assess, observe and give feedback to student-teachers at Shambu College of Teachers’ education?
3. How do student-teachers meet the challenges of practicum at Shambu College of Teachers’ Education?

1. 3. Objectives of the Study

1.3.1. General Objective

The main objective of the study was to assess the practice and challenges of practicum at Shambu College of Teacher Education.

1.3.2. Specific Objective

The specific objectives of the study were to

- a. Describe the encouragement mentors and tutors give to student-teachers to acquire professional expertise during the practicum? .
- b. Describe how tutors and mentor assess, observe and give feedback to student-teachers.
- c. Identify the academic challenges that encounter student-teachers in practicum.

1.4. Significance of the Study

The importance of this study is to improve practicum. The intention is to:

1. Serve as support for further study in the area.
2. Give assistance for the tutors and mentors to provide feedback for the student-teachers.
3. Have significant vitality for the concerned body at the college to provide training on the purpose of practicum and on how to assess and give feedback in practicum
4. Assist the tutors and mentors work together.

1.5. Scope/delimitation of the Study

The study was delimited geographically and conceptually. Geographically delimited to Shambu College of Teachers' Education. Due to limit of time, finance and material resources the research was conducted on the Shambu College of Teacher Education. Conceptually the research was delimited, on the practice and challenges of practicum in 2013/14. More specifically, the study was delimited to the ways of professional encouragement, mentors and tutors practicum assessment and academic challenges that encounter student-teachers during practicum four, besides delimited to tutors, third year student-teachers who are taking practicum four, their mentors and practicum unit Coordinator.

1.6. Limitation of the study

The following limitations were observed in the research process. Data collection was conducted when the College was too busy managing practicum programs which limited the researcher initiative taking with regard to the response rate.

1.7. Organization of the Paper

The paper comprises five chapters. Chapter One dealt with background, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study, organization of the paper. Chapter two dealt with the review of related literature; it is specifically about the issues related to practicum. Chapter three dealt with methodology and shows the subjects of the study, instruments used, and the procedure. The fourth chapter dealt about the data and its analysis and the last one includes summary, conclusions of the study and some recommendations.

CHAPTER TWO

REVIEW of RELATED LITERATURE

2.1. The Concept of Practicum (Teaching Practice)

Wallace (1991: 121) defines teaching practice as “the opportunity given to the trainee to develop and improve his/her professional practice in the context "of a real classroom, usually under some form of guidance or supervision”. Similarly, Gower and Walters (1983) describe teaching practice as a situation in which a teacher in training teaches a group of students under supervision. The aim, as they state, is usually to improve the trainee's teaching skills and develop his or her awareness of how students learn. Teaching practice is a kind of learning by doing through which trainees develop professional experience and test the theories they have learnt in the existing situations of the primary schools for which they are trained (ICDR, 1999). Practicum courses and other field-based experiences are key components of teacher preparation programs (Palmer, 1995; Richards & Farrell, 2011).

Historically, the concept was based on craft apprenticeship. In this case, the student-teacher has as its core the initiation of the apprentice into the " mysteries of the craft by the process of telling, demonstrating and initiating. , The 'master teacher' tell the students to imitate him. It is because the success depends on the existence of an established body of subject matter by the student (Stones and Morris, 1972). However, today, teaching practice is accepted as an important part of the whole training program. It focuses on providing trainees with the chance to apply the subject matter and the professional courses they have taken into real classroom conditions (Lemma Setegn and Tafesse Asfaw, 1997 in ICDR, 1999). Stating the current use of teaching practice, Stones and Morris (1972:7) reported that teaching practice has three major connotations: the practice of teaching skills and acquisition of the role of a teacher; the aspect of the course, as distinct from theoretical studies; and the whole range of experiences that students go through in schools.

2.2. The Importance of Practicum

Richards and Crookes (1988) report that TESO programs reveal the fact that practicum is an opportunity for the student-teacher to acquire the practical skills and knowledge needed to function as an effective teacher. Schulz (2005), also emphasize the notion of practicum vitality. They state that you learn a lot about teaching by discussing it and talking about materials and techniques but like most skills, including using a language effectively, you can't really learn it without doing it. It is one thing to describe what you are going to do in a lesson and before going into school where your students expect you to be able to do your job. There are huge benefits to being able to try things out before hand in a supportive manner / atmosphere. Kennedy (1993: 157) is another advocate who points out that the way we think about the relationship between educational theory and pedagogical practice has changed substantially recently. She sees teaching as moving towards the practice-based profession in that educational practice - a focus realized in the concept of the 'reflective practitioners' first explained by Schon (1987) and then elaborated by Fish (1989). The proverbs "practice makes perfect"; and "action speaks louder than words" back up the importance of practice in training.

Supporting this idea, Forrester (1974: 52) also explicates: "An ounce of demonstration is worth a pound of theory". He further adds: no teaching training course is complete without its demonstration lessons. The other proponent of practicum importance is Wingard (1974) who writes as "theory is constantly being tested against practice, and practice is constantly being considered in the light of theory. The result is sometimes less tidy than if the two were kept in separate compartments" (p 54). Richards and Crookes (1988: 13) standing for the advantage of practice state that in TESO, merely having taught before practice is no longer accepted as a guarantee that adequate teaching skills have been developed. They also believe that practice only does not necessarily make you perfect but what is needed is good practice. Freeman (1990) accentuates the importance of practicum by saying that it is during the practicum session that trainees are encouraged to develop practice and refine their competence as teachers. Mulugeta Teka (2002) also strengthens the notion by citing the idea of Sund and Bridge (in Brown and Nacino-Brown, 1990) as:

The practice teaching experience is assigned to smoothen the transition from the role of student to that of a teacher. At the same time, the practice teaching assessment will give the training institution an opportunity to evaluate the students' teaching capability.

2.3. The Objectives of Practicum

Solomon Amare (2006: 108), based on his study, elucidates that the TESO curriculum adopts and promotes an active student centered approach to teaching and the practicum: an approach that enables students to be exposed to real school environment and experience from the very beginning of their stay in teacher education institutions. Solomon Amare (2006), emphasizing the need of practice based on the current status of teachers, cites the belief of MoE (2003: 11) as:

... It is essential that the practicum, as an aspect of teaching methods, should start from the central core of their teaching process. Research has shown that, at present, teachers in Ethiopia are weak in practical teaching using student centered learning methods.

This shows that the purpose of practicum is to achieve competent teachers by making the student-teachers involved in actual teaching in a real situation. According to Gower and Walters (1983: 1), the objectives of practicum include 'i] providing student-teachers with an opportunity to try out techniques; ii) encouraging in you some criteria for self-evaluation; iii) helping you develop your own teaching style, and iv) providing you with exposure to real learners, their learning problems and the affective factors which influence their learning. Richards and Crookes (1988: 11) also enumerate the objectives of practicum in ranking order which is obtained from their study. The results of the study were:

- To provide practical experience in classroom teaching,
- To apply instruction from theory courses,
- To provide opportunities to observe 'master teachers',
- To give feedback on teaching techniques,
- To develop increased awareness of personal teaching style,

- To develop lesson planning skills,
- To develop ability to select and adapt materials, and
- To become familiar with specific methods.

Mulugeta Teka (2002:85), on his part, states some objectives which are also mentioned in Brown and Nacino-Brown (1990). These include a) to gain confidence, b) to put theories into practice, c) to learn the skills and attitudes of a competent and effective teacher, d) to learn about children in real life, e) to improve knowledge of subject matter, f) to gain from the benefits of constructive criticism, g) to self-evaluate and discover strengths and weaknesses, and h) for the teaching institute, to evaluate itself. Stones and Morris (1972), besides the mentioned objectives of practicum, add some more which are almost similar to the aforementioned ones. The objectives of practicum or teaching practice are to:

1. provide students with the opportunity of becoming part of the school community, familiarizing himself with its practices and entering into appropriate professional relationships with its adult members, the most significant of which is his/her relationship with the class or subject teacher.
2. Provide for the interchange of ideas and methods between schools and college.
3. Provide an opportunity in practical teaching situation for the extension and deepening of the students' self-knowledge.
4. Give an opportunity for evaluating the students' potential as a teacher and suitability for the teaching profession.
5. Allow the student to evaluate his/her own progress and pupil's progress.

In the past, according to Stones and Morris (1972), the objectives of teaching practice were simply taken as self-evident and that its purpose was "to practice, being a teacher" devoid of reflection and research works. But, recent studies have indicated that TP must be supported by research and help the trainee teacher develop as an autonomous decision-maker through reflection in the classroom

2.4. Mentorship

Good (as cited in Adentwi, 2002), defined teacher education as involving formal and informal activities and experiences that should help to qualify a trainee to effectively assume the responsibilities and play the roles expected of a teacher. Student-teachers consider school-based teaching practice to be the most important part of teacher training, for it provides them with opportunities for actual teaching and real learning (Calderhead, 1988 and Griffin et al, 1983). It is not possible to gain the roles, behaviors and the teaching skills only through theoretical information gathered during pre-service teacher training. The practicum experience provides prospective with the essential bridge between theory and practice and the opportunity to define and refine teaching skills. The current literature supports the importance of teacher practice and identifies student teaching as the most helpful part of their professional education since this period is regarded as the first steps of a personal journey to become a teacher (McIntyre & Byrd, 1996).

Cooperating teachers and the university supervisor whose roles are defined as the supervisor, the mentor, the observer, the model teacher and the supporter, are important to help them to gain the essential skills and a teacher identity during this journey. The term ‘mentor’ is rooted in Homer’s epic poem ‘The Odyssey’ in which Odysseus gave the responsibility for nurturing his son Telemachus, to his loyal friend, Mentor. Mentor educated and guided Odysseus’ son. This education included every facet of his life: physical, intellectual, spiritual, social and administrative development.

According to Anderson and Shannon (1988) mentoring can be best defined as: ‘a nurturing process in which a more skilled or experienced person teaches, sponsors, encourages, counsels, serves as a role model, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development’. These ideas confirm the importance of classroom teachers in training teacher-students. The mentoring process has been identified by Anderson and Shannon (1988) as having five attributes: (a) the act of serving as a role model (b) the process of nurturing (c) mentoring functions (teaching, sponsoring, encouraging, counseling and befriending), (d) focusing on professional and /personal

development and (e) on-going caring relation. Therefore, in teacher education, the mentor is a professional teacher with a difference in terms of being worthy of emulation.

Bey (1990) defines mentoring as 'a professional practice that is emerging as a way for experienced teachers and supervising teachers to offer assistance to new teachers. The definitions above is evidence that there is no clear universal definition of mentoring due to the highly personal interactions conducted under different circumstances in different schools (Zanting, Verloop & Vermunt, 2001). Therefore, in the present study Odell and Huling's mentor definition will be taken as a base in pre-service teacher education. They (2000) define mentors as experienced teachers who mentor pre-service\beginning teachers as they are learning to teach as a part of their professional assignment. Fresko, (1999,) stated that, 'mentoring and tutoring provide prospective teachers with special opportunities in the early stage of their professional development. Brown (1975) contended that trainees should not be permitted to handle full-scale classroom teaching until they have proved competent in basic teaching skills. According to him, without mastery of the skills needed to teach, one cannot conquer the problem of controlling and motivating learners let alone to be effective in the teaching profession.

Mentors are key role-players of the practicum programme. They must be regular, punctual and stay in class to give student-teachers the needed support and guidance. They are to conduct themselves as role models to the student-teachers not only at school but in the communities as well; mentors are to be worthy of emulation (Adentwi, 2002).

Adentwi (2002) was specific on tutors' roles. These included: liaising between their colleges and the schools of Attachment, working closely with mentors to advance the professional development of Student-teachers. They are to hold conferences with Mentors and student-teachers to share ideas and experiences help student-teachers growth. They also assist student-teachers to carry out Action Research and write their project work and provide feedback on student-teachers who have difficulties and need assistance. Essentially, tutors complement the efforts of mentors. Mensah (199 I) defined students teaching as a period when learners receive guidance in learning to assume responsibility for the major activities of teaching in public schools. Ahiatrogah(2001) mentioned criteria for assessing teacher trainees' competence to include: lesson planning, Lesson presentation, class management and control, personal and

professional attributes. He concluded that teacher competence involves all desirable talents, competencies and traits that would benefit the learner and help in achieving educational goals

Sergiovanni and Starratt (1998) maintained that the focus of clinical supervision should be on formative evaluation where the supervisor is primarily, interested in improving teaching and increasing teachers' personal development. The emphasis is entirely consistent with holding teachers accountable in a professional and non-bureaucratic sense

Brickell (1961) stated that supervisors should familiarize themselves with what pertains in each school situation. During their pre-observation meetings, the objective of the supervision is explained to the supervisee and discussions ensue to establish a good rapport between supervisor and trainee

Cubberly (1963) confirmed that if there is anything wrong with the teaching and learning process, the supervisors should discuss ways of improving it with the teachers concerned through conferencing. Johnson (1996) further added that such frank discussions often help in clearing up the inevitable occasional misunderstandings and differences in opinion and help refine the subsequent output

2.5. Assessment in Practicum

Ralph et al (2007:5) state that assessment in practicum is shared between the college supervisor and the cooperating educator in the center (also called: sponsor educator or mentor). Some programs include an aspect of student selfassessment. Likewise, Allsop (in Wilkin and Sankey 1994:53) suggests that it is appropriate to divide the assessment of a student-teacher's competence so sharply between mentors and tutors in higher education.

2.5.1. Continuous Assessment

In the traditional teaching practice, the teacher educators conducted only final assessment at the end of the year. But, nowadays, there is emerging view that teachers at all levels use assessment as an ongoing process that is part of instruction and assess formatively to help students to learn (Shepard, 2001, in Tadesse Melese, 2006: 14). Assessment should be an on-going process

whereby student-teachers receive feedback on their strong sides and the areas which they need to amend (MOE, 2003 in Kindalem Damte, 2005: 17). In the process of assessing, the two main areas worth considering are:

- Academic and professional skills, e.g. subject knowledge methodology, and
- Ethical value, e.g. diligence, role within the community. Specifically, in the process of assessing the student-teachers performance the new practicum covers 25% of the program of the study. In general, continuous assessment, block teaching and portfolio (file of the student-teacher) are major components of the evaluation (MoE, 2003, in Kindalem Damte, 2005: 18)

2.5.2. The Purposes of Assessment

In essence, assessment is any activity used to determine pupil's performance (Kyriacou, 1995:102). Assessment has, according to Rountree (1987:15), several purposes-diagnoses, evaluation and grading. He argues that these are not ends by themselves. They are the means towards further ends. But, what are those overarching purposes? Kyriacou (1998), Race (2001) and Rountree (19~7) have listed the following very essential purposes of assessment:

1. To provide you with feedback about pupil's progress. Such feedback: enables you to consider how effective your teaching has been in achieving its intended learning outcome.
2. To provide pupils with educative feedback. Assessment enables pupils to relate their performance to the standard expected, to use detailed feedback to correct and improve their work and to appreciate more clearly the requirements of the tasks.
3. To motivate pupils. Assessment activities can act as a spur to organize their work well and to learn what is required so as to achieve well at these activities
4. To provide a record of progress.
5. To provide a statement of current attainment.
6. To assess the student's readiness for future learning.
7. To provide evidence of teacher and school effectiveness, and
8. To classify or grade students

2.6 Models of Teacher Education

We can clearly see that in recent years, in the field of teacher education, there has been a shift of paradigm from technical rationality to reflectivity. With its emphasis on the application of pre-set scientific theories and techniques, the technical-rational approach is nowadays under attack and is giving way to the reflective approach. Based on the above argument, Wallace (1991) has classified the models of teacher education into three: the craft model, the applied science model, and the reflective model.

2.6.1 The Craft Model

In this model, professional action is seen as craft (Ur, 1996). The wisdom of the profession resides in a 'master teacher' or an experienced professional practitioner (Wallace, 1991). The trainee learns from the example of the 'master teacher', whom s/he observes and imitates. In other words, the student-teacher learns by imitating the 'master teacher's' techniques, and by following the 'master teacher's' instructions and advice (Wallace, 1991). Wallace represents the craft model as follows

This model was considered to be conservative in that it solely depended on the concept of the old master teacher who may be, in some ways, outdone by younger teachers directly from a college of education (Stones and Morris, 1972 cited in Wallace, 1991). However traditional it is, the craft model is still used as a substitute for postgraduate teaching courses in some countries (Ur, 1996). It could also be said Study with 'master' that the main strength of this model was that it gave due recognition to the element of experiential knowledge (Wallace, 1991).

2.6.2 The Applied Science Model

This model, as Wallace (1991) puts it, is what Stoiber and Harris called the technical-rational model, after Schön (1983). In the applied science model, the trainees study theoretical courses in applied linguistics and other related subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice (Ur, 1996). This model, brought into the scene as a result of the criticisms of the craft model, derives its authority from the achievements of empirical science (Wallace, 1991). "The findings of scientific knowledge and experimentation

are conveyed to the trainee by those who are experts in the relevant areas" (Wallace, 1991:9). It is therefore the responsibility of the trainees to put the conclusions drawn from the various theoretical courses into practice by the time they come to actual teaching. Wallace (1991:9) has represented the applied science model.

The basic assumption of this model is that as professional science develops, it brings about changes in the practice element. However, most often these scientific changes are brought about by experts and not by practitioners (by those actually engaged in the day-to-day practice of the profession). Hence, in the teaching profession where experts are well removed from the day-to-day working scene, teachers are likely to look to others for professional updating (Wallace, 1991).

The applied science model treats theory and practice separately. As Ur (1992) argues, in this model, there are two groups of individuals: the academics and the professionals engaged in theory and practice respectively. Ur, criticizing the applied science model, puts the division between theory and practice.

Its treatment of theory and practice at two different levels and the fact that teaching is not a mere application of pre-ordained techniques and principles, made it necessary to question the conceptions of the applied science model. As a result, a model that is believed to give answers to the problems noticed in the applied science model has come into the scene.

2.6.3 The Reflective Model

In this model, teaching is viewed as reflective practice. The model has become popular after the influential writings of the American sociologist Donald, A.Schön (1983; 1987); though the very concept of reflection has a long history dating back to the time of John Dewey in the 1930s(Hatton and Smith, 1994; Florez, 2001). Pennington (1992:47) quoted in Farrel (1998) defines reflective teaching as "deliberating on experience, and that of mirroring experience." She also proposes a reflective/developmental orientation " as a means for (1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers" (Pennington, 1992:51 as cited in Farrell, 1998:10)

In the reflective model, as Ur (1996:5) puts it, "the trainee teaches or observes lessons, or recalls past experience; then reflects, alone or in discussion with others, in order to work out theories about teaching; then tries these out again in practice." In this model, practitioners are involved in a continuous cycle of self observation and self evaluation so as to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1991, cited in Florez, 2001). The goal is not necessarily to address specific problem or question at the outset, as in the applied science model, but to observe and refine practice in general on an ongoing basis (Florez, 2001).

The reflective model comprises, 'received knowledge' and 'experiential knowledge' as its basic elements (Wallace, 1991). The received knowledge refers to the knowledge that the trainee possesses about the research findings, theories and skills, which are widely accepted as being part of the necessary intellectual content of the profession. In addition to the received knowledge, in the experiential knowledge, the trainee will have developed knowledge in action by practice of the profession, and will have had the opportunity to reflect on that knowledge in-action (Wallace, 1991).

Wallace (1991) has proposed that the reflective model can be taken as a compromise solution that gives due weight to both experience and the scientific basis of the profession. Similarly, Ferraro (2000) has observed that over the past two decades, research has shown that effective teaching practice is linked to inquiry, reflection, and continuous professional growth; and has argued that reflective practice can be a beneficial form of professional development at both pre-service and in-service levels of teaching. The above models of teacher education can be reflected at two levels: at the methodology coursework level, and at a microteaching and/or teaching practice level.

Wallace (1991) has proposed that the reflective model can be taken as a compromise solution that gives due weight to both experience and the scientific basis of the profession. Similarly, Ferraro (2000) has observed that over the past two decades, research has shown that effective teaching practice is linked to inquiry, reflection, and continuous professional growth; and has argued that reflective practice can be a beneficial form of professional development at both pre-service and in-service levels of teaching. The above models of teacher education can be reflected

at two levels: at the methodology coursework level, and at a microteaching and/or teaching practice level.

The way in which a given methodology course is prepared and offered to trainees may be based more on one of the models than the other. In a supervised practicum experience, the kind of help rendered to the student-teachers can also be dictated more by one than the others. This latter component of a teacher education programme is even more crucial than the former in that it is the first time when trainees are encouraged to ascertain themselves as real teachers and become engaged in real teaching

2.7. Challenges of Practicum

Since teaching practicum is the time when student teachers practically have the opportunity to experiment with their knowledge outside their classroom for the first time, a lot of challenges are expected to arise. This is because learning to teach is a very complex activity as there are so many “unexpected and unknowns”. Kyraicos & Stephen, (1999) has suggested the need to pay attention to those concerns and challenges for future development in teacher education. If the challenges are not taken care of, they could aggravate more problems to the already complicated teaching activity.

Research evidences indicate that appropriate mix of the theoretical and practical knowledge help to minimize the challenges in the actual teaching and learning situation. In this context, Field and Latta (2001), cited in Watson (2005), hold that practicum should help pre-service teachers to develop the “practical wisdom associated with professional practice.” In the implementation of practicum programs the roles of the supervising teachers and mentorship of experienced teachers are significant. Pre-service teachers typically require high levels of mentoring or support during their practicum to reflect on the links between theory and practice. Watson (2005) states the challenges with supervising teachers and mentors due to constraints of time and limitations appropriate skills. In this regard, he contends that these challenges could be addressed through stronger partnerships between teacher education faculties and schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discussed the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, validity, reliability, procedure of data collecting, methods of data analysis and ethical consideration

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclarck, 2007). Therefore, as stated in chapter one the objective of this study was: to assess the practice and challenges of practicum at Shambu College of Teachers' Education. In order to achieve the intended objective quantitative design was chosen. A quantitative research design enables the researcher to deal with large sample size in limited time.

3.2. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). The research question is to assess the practice and challenges of practicum at Shambu College of Teacher Education. As a result, descriptive survey method was selected because it enables the researcher to describe the current status of the study area. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe. Therefore, this method was selected with the assumption that it was helpful to obtain precise information concerning the practice and challenges of practicum from numerous numbers of respondents

3.3. Sources of Data

The source of necessary information to conduct the study was primary data sources. The primary data was collected from instructors/tutors, student-teachers, mentors and practicum unit

coordinators through questionnaire and semi-structured interview. The decision to use these subjects as a source of primary data was based on the expectation that they have a better experience and information about practicum. In addition to check whether the tutors and mentor give feedback to student-teachers' and to check whether the student-teachers give exercise to pupils secondary data or document consultation was done.

3.4 .The Study Site

Shambu College of Teachers' Education is found in Horo Guduru Wellega Zone in shambu town which is 3km far from the center of the town. Shambu town is 314kms far from Addis Ababa in the west direction.

3.5. Population

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008, p.130).” Therefore, the population that was included in this research was 19 instructors those assignee as tutor, 284 student- teachers who were taking practicum four, 3 Practicum Unit Coordinators and 84 mentors from seven partner schools.

3.6. Sample Size and Sampling Technique

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. . Hence, both probability and non probability sampling technique was used to obtain the representative sample units for this research. First, to determine the sample size of student- teachers, in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shimels, 2010) was employed. This formula was used because it is one that determines the sample size in probability sampling technique. Therefore, the total numbers of student- teachers who were included in the study was 165(58.1%) according to (Johnson,B. & Christencen,L.,2008).

Then the sample sizes were computed as:

$$n = \frac{NZ + (Se)^2 \times (1 - p)}{NSe + Z^2 \times P(1 - P)}$$

The total numbers of student- teachers in the six departments are 284 hence, to select 165 student- teachers through simple random sampling technique; proportional allocation to the size of student- teachers in each department was done. Selecting student- teachers through random sampling technique helped the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to student- teachers in each department, equalize the representativeness of all department for the study. It was done by dividing the targeted sample student- teachers (165) with the total number of student- teachers in the six department(284) and multiplied with total number of student- teachers' in each department. Mathematically;

$$Ps = \frac{n}{N} \times \text{No of teacher in each departement}$$

Where, $Ps = \text{Proportional allocation to size}$

$n = \text{Total teachers' sample size (165)}$

$N = \text{Total number of student- teachers in the six department (284)}$.

After determining proportional allocation to the size of student- teachers to each department, the researcher was employed lottery method. Based on this assumption 30 student-teachers from Mathematics department, 26 from physics, 30 from biology, 29 from Chemistry, 25 from social Science and 25 from language departments selected by proportional stratified sampling methods.

From 19(nineteen) teachers assignee as tutors 15 was selected by simple random sampling method to give equal chance for all tutors, 2(two) practicum unit coordinator was selected by convenience sampling method and among seven partner schools the researcher was select all schools and eighty-four(84) mentors by census method.

Table 1.The summary of the population, the study subjects and sampling technique

No	Participants	Total No	Sample size	Sampling technique
1	Practicum unit-coordinator	3	2	Convenience
2	Instructors	19	15	Simple random
3	Student-teachers	284	165	Simple random
4	Partner schools	7	7	Census(all)
5	Mentors	84	84	Census(all)

3.7. Data Collecting Instruments

In order to elicit relevant and sufficient amount of data, the instrument that the researcher used for data collection was semi structured interview, questionnaire, and document consultation.

3.7.1. Questionnaire

3.7.1.1. Questionnaire for Student-Teachers

Questionnaire was the major instrument used to get information from the subjects. It was used to get in touch with the large sample size and to obtain necessary information within limited period of time. 165, 3rd year student-teachers were asked to give response to the questionnaire. The focus of the questions to student-teachers was including the way of encouragement to acquire professional expertise, the methods of mentors and tutors assessment and the challenges encounter them during the practicum four. For the student-teachers' full understanding of the questions, the questions was translated in to Afan Oromo.

3.7.1.2. Questionnaire for Mentors

The are seven partner schools and 84 teachers assignee as mentors the researcher was select all schools(7) and 84mentors was also selected by census method and would be asked to give response to the question. The focus of the questions to mentors was include the way they encourage student-teachers to acquire professional expertise, the methods of practicum assessment and the challenge that student-teachers face during the practicum.

3.7.2. Interview

Interview was another tool of data gathering in this study. According to Nachmias and Nachmias (1987), interview allows greater flexibility in the questioning process and it helps the researcher to ensure that the respondents answer the questions in the appropriate sequence. Besides, the interviewer can collect supplementary information. In order to help the researcher to focus on important areas, semi-structured interview was used to get information from the practicum unit coordinator and tutors. All the interviews to all groups were tape-recorded to preserve the information in a genuine manner for the subsequent data interpretation.

3.7.2.1. Interview with Practicum Unit Coordinator

Practicum coordinators are responsible for the overall organization and running of the program. The roles that they play include organizing a reasonable time-table with partner schools, creating assessment criteria for observation and assessment of student teachers, assigning student-teachers to their tutors, monitoring the commitment of the participants, and ensuring whether resource materials are available. The interview questions, therefore, are related to the facilities and problems encountered in relation to the implementation and assessment in Practicum.

3.7.2.2. Interview with Tutors

There are 19(nineteen) instructors who were assigned as tutors from them 15(fifteen) were selected by convenience sampling as a sample and interviewed. The interview was focused on the way they encourage student-teachers, conduct supervision, how they give feedback to their student-teachers' actual teaching-, whether they evaluate collaboratively with mentors, the methods of assessing student- teachers and challenges that face student-teachers during practicum.

3.7.3. Document Consultation

Document consultation was also the other vital technique used to get information about whether tutors and mentors assess and give written feedback on the student-teachers' lesson plan and

portfolio. Besides, the students' exercise books were checked whether the student-teachers give exercise and correction to it during practicum.

3.8. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments was developed under close guidance of the advisors and experts and also a pilot study was carried out on 25 student-teachers and 5 mentors of Nekemte Teachers Training College to pre-test the instrument. The pre-test was providing an opportunity for the researcher to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence. After the dispatched questionnaires' were returned, necessary modification on 13 items and complete removal and replacement of 7 unclear questions were done (Adams et al., 2007). Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. The results of Cronbach's coefficient alpha is 0.75 and 0.85 of student-teachers and mentors respectively. This indicating question in each construct are measuring a similar concept.

3.9 Procedures of Data Collection

To answer the research questions raised, the researcher went goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University for ethical clearance, the researcher directly went to Nekemte College of Teacher Education to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contact to College of Teacher Education of Shambu and the practicum unit coordinator of the College for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample mentors and student-teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was

closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.10. Data Analysis

Quantitative method of date analysis was used in this research. The data collected through closed-ended questionnaire was analyzed quantitatively by using table, percentage and frequency distribution. And the data gathered through semi structured interview was analyzed by narration and used to strangulate the data gathered quantitatively.

3.11. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, a number of ethical considerations were made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires was required significant time and energy and its participation was disrupting the respondents' regular activity. For this reason, the researcher was explaining the objectives and significance of the study to the respondents and allows them to exercise their right to voluntary participation. To avoid any psychological harm, questions was framed in manners that is not offensive and disturb their personality. They were assured that the information they provided was kept confidential. To ensure this, the researcher was removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire was displayed an opening introductory letter requesting the respondents' cooperation to provide the required information for the study

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data gathered by questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables, frequencies and percentage. The data gathered through semi-structured interview and document consultation used to triangulate the data gathered by questionnaire.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview are used to collect necessary or relevant information for this study. Thus a total of 165 questionnaires for student-teachers and 84 for mentors were distributed. But properly filled and returned questionnaires were 148 (89.7%) from student-teachers and 80(95.2%) from mentors. The other 17 and 4 questionnaires of student-teachers and mentors respectively were lost or not included in the analysis, due to the problems to be returned from respondents and some contained incomplete information. Among 15 tutors and 2 practicum coordinator interview respondents 10 (66.7%) and 1(50%) respectively are properly participated and gave necessary information on the issue under investigation.

4.1 Ways of Encouraging Student-Teachers to Acquire Professional Expertise

There are three ways/models of acquiring professional expertise: the craft model, the applied science model, and the reflective model (Wallace, 1991). Given these models, the question 'how are student teachers encouraged to acquire professional expertise?' In an attempt to answer this question, twenty-one items, under the heading 'kind of encouragement', were presented with a five-point Likert type rating scale. The items were designed to represent the three models of professional learning. The respondents were required to rate each item on the given Likert-type scale. In the scale, the numbers 1-5 were used to indicate the degree of absence and presence of the particular kind of encouragement described. Thus, 1 represented an absence of encouragement; 2 represented a small amount of encouragement; 3 represented a moderate degree of encouragement; and 4 represented a great deal of encouragement 5 represent very great deal of encouragement.

4.1.1 Teaching as Craft

Table 2. The frequency distribution of mentors and student-teachers' responses on the emphasis given to teaching as craft.

	Mentors					Student-teachers				
	Rating Frequency					Rating Frequency				
Items	1	2	3	4	5	1	2	3	4	5
A.1 Encouragement in modeling teaching behavior	60	10	4	5	1	128	9	5	4	2
	75%	12.5%	5%	6.25%	1.25%	86.5%	6.1%	3.4%	2.7%	1.4%
A.2 Encouragement in seeking and following instructions and advice from cooperating teachers	50	10	13	4	3	98	17	24	9	0
	62.5%	12.5%	16.25%	5%	3.6%	66.2%	11.48%	16.2%	6.1%	0

Items A.1 and A.2 were representing the craft model of professional learning. Item A.1 elicited the degree to which the student teachers were encouraged to model their teaching behavior or style after their respective co-operating teachers. Through item A.2 data has been obtained on the degree to which the student-teachers were encouraged to seek and follow instructions and advice on what and how to teach from their cooperating teachers. Consequently, both items received a low rating from most of the mentors and student-teachers. The vast majority of mentors and student-teachers, i.e., 75% 86.48% respectively, rated item A1 as totally absent. Similarly, item A.2 received a low rating 62.5% of the mentors and 66.21% of the student-teachers rated as totally absent.

The data presented above show that during the practicum of Shambu College of teacher education, teaching was not seen as craft that could be imitated from a 'master' teacher. The lack of emphasis given to this model of professional learning can possibly tell us that there is some recognition of the real nature of teaching during the practicum of Shambu College of teacher Education. That is, as Wallace (1991) argues, learning to teach is not merely a matter of imitating the 'old master' teacher. However, while minimizing mere imitation as a principal way of acquiring professional expertise is a logical practice, neglecting the contributions of the cooperating teachers in the course of developing competent prospective teachers appears to be an uninformed practice.

According to the data obtained through the interview made with Tutors, there seems to be a neglect of the contributions of the cooperating teachers.

4.1.2 Teaching as Applied Science

Table 3. The frequency distribution of student-teachers' and mentors' responses on the emphasis given to teaching as applied science

	Mentors					Student-teachers				
	Rating frequency					Rating frequency				
Item	1	2	3	4	5	1	2	3	4	5
A.3 Mentors and tutors' intervention	33	16	25	3	2	20	22	88	10	8
	41.2%	20%	31.3%	3.8%	2.5%	13.5%	14.9%	59.5%	6.8%	5.4%
A.4 Mentors and tutors' prescription	33	16	25	3	2	11	13	70	40	14
	41.3%	20%	31.3%	3.8%	2.5%	7.4%	8.8%	47.29%	27.0	9.5%
A5 Encouragement in implementing advocated method and/or technique	5	11	5	60	3	4	10	45	84	5
	6.3%	13.8%	6.3%	75%	3.8%	2.7%	6.8%	30.4%	56.80	3.4%

Items A.3, A.4 and A.5 were representing the applied science model of professional learning. Item A.3 was used to elicit the degree to which the mentors intervene in decisions made about how to teach and the materials to be used. Item A.4 elicited the degree to which mentors gave prescriptions about a 'better' way of handling disciplinary matters and classroom management in general. Through item A5, data has been drawn on the degree to which student teachers were encouraged to think of and implement a method and/or technique of teaching that had been advocated in college courses. While 41.25% and 20% of the mentors indicated that the kind of help described under item A.3 was totally 'absent' and existed in 'a small amount' respectively; and (31.25%) reported that there was 'a moderate degree of encouragement' described under item A3. More or less the same kinds of responses were given to item A.4 by the mentors (see Table 3 above). Item A.5 received a high rating (a great deal of encouragement) from the vast majority of the mentors (75%). When we come to the responses of the student-teachers, A.3 received 'a moderate' rating from the majority (59.72%) of the student-teachers. Similarly, 47.29% of the student-teachers reported that the kind of help described under item A.4 was there to 'a moderate' degree, whereas 27.02% of them said there was 'a great deal of' this kind of encouragement. Item A5 received a high rating (a great deal of encouragement) from (56.75%) of student-teachers, and a moderate rating from (30.40%) of the student-teachers. The above Table shows this.

The responses given by the mentors to items A3 and A4 seem to be skewed towards low. What the mentors responded to item A5 significantly skewed high. Thus, the responses given by the mentors concerning the emphasis given to teaching as applied science appear to be unclear, and as a result, it would be difficult to say anything based on their responses. The responses given by the student-teachers, however, tell us something about the emphasis. What the student-teachers responded to each of the above items (A.3, A.4 and A.5) significantly skewed high. According to the data obtained through the interview made with Tutors and practicum coordinators "encourage student-teachers to implement the methods and techniques that had been learnt in the college". It could therefore be said that during the 2013/2014 practicum of Shambu College of teacher education, learning to teach was regarded as a matter of implementing the methods and techniques of teaching that had been learnt in campus courses. The view that teaching is an applied science, attaches a directive or prescriptive role to the tutors and mentors. As expertise is seen as basically residing outside the student-teacher or the role of the mentors will become one

of informing and giving some pre-ordained techniques and principles of teaching to be applied in the student-teachers classroom (Wallace and Woolger, 1991).

Even though the responses that the mentors gave to the questionnaire items concerning the emphasis given to teaching as applied science did not show a significant tendency either towards low or high, what the tutor remarked during the interview was found to be consistent with the responses that the student-teachers gave to the questionnaire items. Asked as to how they encouraged their student-teachers to acquire professional expertise, all the interviewed tutors remarked that they first observed and came to know the extent to which their student-teachers put into practice the methods and techniques that they learnt during their stay at the College. They then identified weaknesses and strengths of the student-teachers, and encouraged them to keep up strengths and reduce weaknesses. Asked as to what kind of skill/knowledge they expected their student teachers to acquire/develop in the course of the practicum, tutors reported that they expected their student teachers to 'transform the theoretical knowledge they have acquired into a practical one'. This typically signifies that the applied science model of professional learning was emphasized during the practicum of Shambu College of teacher education. In other words, during the practicum of the College, the motto of the applied science model that Ur (1992:57) described as "learn - the - theory - and - then - apply - it" was found to be the central principle. In the 2013/2014 practicum of Shambu College of teacher education, as discussed above, there was a tendency to emphasize teaching as applied science. But, in a practicum based on the applied science model, it is unlikely for the prospective teachers to develop/acquire skills of reflection and explorations in their own practices. As Freeman (1990:107) makes clear, "idiosyncratic aspects of the student's teaching are stymied as the relationship becomes a matter of the student-teacher replicating the educator's views and practices in the classroom."

4.1.3 Teaching as Reflective Practice

Items A6-A.21 represented the various reflective teaching skills as discussed by different researchers (e.g Stout, 1989; Bolin, 1990; Ferraro, 2000; Zeyrek, 2001). As stated in the methods section, for ease of analysis, Stout's category of reflective teaching skills has been used in this study. Thus, items A6-A8 represented the skills of critical inquiry; items A.9-A.13 referred to the skills of retrospective and predictive thought. Items A14-A.17 represented problem -solving

skills; and items A18-A20 referred to the skills of acceptance and use of feedback. The remaining item, i.e, A.21 served as an overview testing the overall encouragement given to student teachers to become reflective teachers.

4.1.3.1 Critical Inquiry

Table 4. The frequency distribution of mentors' and student-teachers' responses on the emphasis given to reflective teaching skills, via, critical inquiry.

	Mentors					Student-teachers				
	Rating scale					Rating scale				
Items	1	2	3	4	5	1	2	3	4	5
A.6 Encouragement in critical observation	15	30	15	20	0	61	46	17	24	0
	18.8%	37.5%	18.8%	25%	0	41.2%	31.1%	11.5%	16.2%	0
A.7 Encouragement in familiarizing oneself	20	35	0	25	0	34	62	11	31	10
	25%	43.8%	0	31.3%	0	23%	41.9%	4.7%	20.9%	6.8%
A.8 Encouragement in questioning the why's of the syllabus	45	12	20	3	0	119	9	20	0	0
	56.2%	15%	25%	3.75%	0	80.4%	6.1%	13.5%	0	0

With regard to the responses of the mentors to the kind of help described under item A.6 (i.e. encouragement in critically observing and questioning the lessons of the cooperating teacher and/or accepted methods and procedures for teaching), 15 (18.75%) rated an absence of encouragement, 30 (37.5%) a small amount, another 15 (18.7%) a moderate degree, and the remaining 20 (25%) rated a great deal of encouragement. When we see the responses of the student-teachers to this item, the majority, 61(41.21%), and 46(31.08%) of them reported 'an absence' and 'a small amount' of this kind of encouragement, respectively; whereas, the

remaining 17(11.48%) and 24(16.21%) respectively reported that there was ' a moderate degree' and ' a great deal' of this kind of encouragement. Asked the degree to which they encouraged the student teacher to take advantage of his/her observation week by familiarizing him/herself with such things as classroom atmosphere, student level, available instructional and testing materials, etc., 20 (25%) of the mentors reported that they did not totally provide this kind of help, whereas, 35 (43.75%) of them said that they provided a small amount of this kind of encouragement. The remaining 25 (31.25%) responded that there was a great deal of this kind of encouragement during the practicum. When we come to the responses of the student-teachers, 34(22.22%) reported that this kind of help was totally absent. Similarly, 62 (41.67%) and 10(6.94%) of the student-teachers responded that there was a moderate degree and a great deal of encouragement respectively.

The last item within this cluster (critical inquiry) elicited the degree to which the student teachers were encouraged to question the why's of the syllabus, its content and sequencing in relation to their own practices. Consequently, a good percentage 45 (56.25%) and 12 (15%) of the mentors remarked that this kind of help was totally absent, and small amount of encouragement, whereas, only a 20 (25%) responded that there was a moderate degree of encouragement. Similarly, the vast majority of the student-teachers 119 (80.40%) reported the total absence of the kind of help described. Only a 20 (13.51%) said that there was a moderate degree of the help described and 9(6.08%) respond small amount of encouragement. For a numerical representation of the above stated data, see the above frequency distribution table.

Since almost all the skills of critical inquiry are to be fostered in the student-teachers before they embark on the teaching practice, but the lack of emphasis given to the skills of critical inquiry noted above, results that the student-teachers were very keen in critically inquiring into the profession awaiting them.

4.1.3.2 Retrospective and Predicative Thought

Table 5. The frequency distribution of mentors' and student-teachers' responses on the emphasis given to reflective teaching skills, via, retrospective and predictive thought.

Item	Mentors					Student-teachers				
	Rating frequency					Rating frequency				
	1	2	3	4	5	1	2	3	4	5
A.9 in keeping journals for reflection	70	5	5	3	1	146	1	1	0	0
	87.5%	6.3%	6.3%	3.8%	1.3%	98.6%	0.7	0.7	0	0
A10 in considering long term effects of one's method	35	10	0	35	0	82	19	21	22	4
	43.8%	12.5%	0	43.8%	0	55.4%	12.8%	14.2%	14.9%	2.7%
A11 in evaluating one's teaching performance	40	10	30	0	0	50	56	20	22	0
	50%	12.5%	37.5%	0	0	33.9%	37.8%	13.5%	14.9%	0
	0	37.5%	50%	12.5%	0	34.5%	27%	20.3%	16.2%	2.0%
A13 in generating new ideas for one's classroom	30	15	0	35	0	34	61	40	12	1
	37.5%	18.8%	0	43.8%	0	23%	41.2%	27%	8.1%	0.7%

There were five items (A9-A13) representing this sub-skill of reflective teaching. The first item, i.e., encouragement to keep journals/diaries for reflection during the practicum, was rated as absent by the majority of both the mentors (87.5%) and their student-teachers (98.64%). The second item, i.e., item A.10 (encouragement to consider long-term effects of one's methods) was rated as 'totally absent' and existed in 'a small amount' by 43.75% and 12.5% of the mentors respectively. The remaining 43.75% reported 'a great deal' of encouragement. When we come to the responses of the student-teachers, while 55.40% and 16.89% of them reported 'an absence' and 'a small amount' of encouragement respectively, the remaining 12.83% and 15.54% indicated 'a moderate degree' and 'a great deal' of encouragement respectively.

The third item within this cluster, i.e., item A11 (encouragement to evaluate one's teaching performance) was rated as 'absent' by 50% of the mentors, whereas 12.5% and 37.5% reported 'a

small amount' and ' a moderate degree' of encouragement respectively. When we see the responses of the student-teachers, while 33.78% and 37.83% of them reported ' an absence' and ' a small amount' of encouragement respectively, the remaining 13.51% and 14.86% indicated ' a moderate degree' and ' a great deal ' of encouragement respectively.

Item A12 (i.e. encouragement to make carefully outlined plans for one's own teaching improvement) received 'a moderate' rating from 50% of the mentors, whereas 37.5% of them reported a small amount of encouragement. The remaining 12.5% reported a great deal of encouragement. When we come to the responses of the student-teachers, while 34.45% and 27.02% of them reported that this kind of encouragement was ' totally absent' and existed in 'a small amount' respectively, the remaining 20.27% and 16.21% indicated 'a moderate degree' and 'a great deal' of encouragement respectively.

The last item within this cluster, i.e., item A13 (encouragement to generate new ideas for one's classroom) was rated as ' absent' by 37.5% of the mentors. 18.75% reported that there was 'a small amount' of this kind of encouragement; whereas, 43.75% of them reported 'a great deal' of encouragement. When we see the responses of the student-teachers, while 22.97% and 41.21% of them reported that this kind of encouragement was 'totally absent' and existed in ' a small amount' respectively, the remaining 27.02% and 8.78% indicated 'a moderate degree' and ' a great deal' of encouragement respectively.

Journals/diaries, kept by student-teachers during the practicum, provide student-teachers with a vehicle for systematic reflection on their development as teachers and on their actions in classroom and work context (Zeichner and Liston, 1987). However, as noted above, during the 2013/2014 practicum of Shambu College of teacher education, student teachers were not encouraged to keep journals/diaries for reflection. They, as a result, could not get the benefits of doing so. In order to become reflective teachers, student teachers should be encouraged to consider long-term effects of their teaching, and evaluate their teaching performance. What is more, they should be encouraged to plan for their own teaching improvement, and generate new ideas for their classrooms (Stout, 1989). What was going on during the 2013/2014 practicum of Shambu College of teacher education, however, did not reflect the emphasis of these kinds of encouragement. Consequently, the student teachers were not in a position to acquire the skills of retrospective and predictive thought.

4.1.3.3 Problem-Solving

Table 6. The frequency distribution of mentors' and student-teachers' responses on the emphasis given to reflective teaching skills, via, problem solving.

Items	Mentors					Student-teachers				
	Rating frequency					Rating frequency				
	1	2	3	4	5	1	2	3	4	5
A14 becoming creative in determining the situational appropriateness of techniques	0	25	40	15	0	20	78	30	19	1
	0	31.3%	50%	18.8%	0	13.5%	52.7%	20.3%	12.8%	0.7%
A15. becoming flexible and adaptable	5	20	40	15	0	28	65	35	20	0
	6.3%	25%	50%	18.8%	0	18.9%	43.9%	23.6%	13.5%	0
A16 solving one's own classroom difficulties	35	5	30	10	0	43	50	17	39	0
	43.8%	6.3%	37.5%	12.5%	0	29%	33.8%	11.5%	26.4%	0
A17 bringing teaching problems to discussions	11	0	21	47	6	55	64	21	19	6
	13.8%	0	26.3%	58.8%	7.5%	37.2%	43.2%	14.2%	12.8%	4%

Problem-solving skills were represented by four items (items A14-A17). Item A14 (i.e., encouragement to be creative in determining the situational appropriateness of methods and techniques learnt from college courses or professional journals) received 'a moderate' and 'a high' rating from 50% and 18.75% of the mentors respectively. The remaining 31.25% reported 'a small amount' of encouragement. When we see the responses of the student-teachers, while 13.51% and 52.72% reported 'an absence' and 'a small amount' of encouragement respectively, the remaining 20.27% and 12.83% indicated 'a moderate degree' and 'a great deal' of encouragement respectively.

Item A15 (i.e., encouragement to become flexible and adaptable in methodological issues) was rated as 'absent' and as existed in 'a small amount' by 6.25% and 25% of the mentors respectively. The remaining 50% and 18.75% of the mentors rated the item as 'moderate' and 'high' respectively. With regard to the responses given by the student-teachers, while 18.91% and 43.91% of the student-teachers reported 'an absence' and 'a small amount' of encouragement respectively, the remaining 23.64% and 13.51% reported 'a moderate degree' and 'a great deal' of encouragement respectively.

The third item within this cluster, i.e., item A16 (encouragement to solve one's own classroom difficulties) was rated as 'absent' and as existed in 'a small amount' by 43.75% and 6.25% of the mentors respectively. The remaining 37.5% and 12.5% reported 'a moderate degree' and 'a great deal' of encouragement respectively. As to the responses of the student-teachers, while 29.05% and 33.78% reported 'an absence' and 'a small amount' of encouragement respectively, the remaining 11.48% and 26.35% reported 'a moderate degree' and 'a great deal' of encouragement, respectively.

The last item within the cluster was item A17. It elicited the degree to which the student teachers were encouraged to come up with teaching problems that they had faced and thereby set the agenda for discussion during post-observation conferences. Consequently, while only 12.5% of the mentors said that this kind of help was totally absent, the rest 25% and 62.5% reported that there was 'a moderate degree' and 'a great deal' of encouragement respectively. Furthermore what the student-teachers responded was not in harmony with what their mentors reported above. While 33.33% and 33.89% of the student-teachers reported 'an absence' and 'a small amount' of encouragement respectively, only 12.5% and 15.28% reported 'a moderate degree' and 'a great

deal' of encouragement respectively. Table 6 depicts the frequency distribution of the data reported above.

An attempt has been made to draw a general picture of the emphasis given to problem solving skills during the practicum. Here, as it could happen that, what one claims to have practiced and what one actually practices become different, the responses given by the mentors may be dubious. What the student-teachers have said regarding the emphasis given to problem solving skills may therefore be taken as a finding reflecting the existed condition. Mentors were not found making any attempt at fostering the skills under discussion (problem-solving skills).

Hence, it appears to be logical to conclude that, even though the mentors claim that they have fostered problem-solving skills in their student-teachers, the student –teachers not feel that it was so and through the interview made with tutors” even if the student-teachers should encouraged to problem solving skills during practicum mentors did not give attention.” This being the case, as teaching is a dynamic and complex activity, the student teachers should have been encouraged to be creative in determining the situational appropriateness of the methods and techniques that they have learnt in campus courses. They should also have been encouraged to be flexible and adaptable. Moreover, in order to create and develop a spirit of autonomy in the prospective teachers, mentors should have encouraged their student-teachers to come up with and solve their own classroom problems. In general, the student-teachers should have been encouraged to approach teaching with problem solving strategies and pride themselves in generative thought. This indicates that if the mentors had made any attempts to inculcate problem solving skills, the student teachers would have welcomed them, and as a result, benefited a lot.

4.1.3.4 Acceptance and Use of Feedback

Table7. The frequency distribution of mentors' and student-teachers' responses on the emphasis given to reflective teaching skills, via, acceptance and use of feed back.

Items	Mentors					Student-teachers				
	Rating frequency					Rating frequency				
	1	2	3	4	5	1	2	3	4	5
A18 in sharing thinking and experience with fellow student-teachers	55	5	20	0	0	60	37	18	33	0
	68.8%	6.3%	25%	0	0	40.5%	25%	12.3%	22.3%	0
A19 in soliciting feedback	5	30	40	5	0	25	66	57	0	0
	6.3%	37.5%	50%	6.3%	0	16.9%	44.6%	38.5%	0	0
A20 Provision of written feedback from supervision	65	3	10	2	0	140	6	2	0	0
	43.9%	3.8%	12.5%	2.5%	0	94.6%	4.1%	1.4%	0	0

This cluster of reflective teaching skills was represented by three items (items A18-A.20). Item A18 elicited the degree to which student teachers were encouraged to share their thinking and experience concerning teaching with other student-teachers. Thus, the item received a low rating from a substantial percentage of both the mentors and their student-teachers. While 68.75% of the mentors reported that this kind of encouragement did not exist at all, only 25% reported ' a moderate degree' of encouragement. Similarly, while 40.54% and 25% of the student-teachers reported that this kind of encouragement was 'totally absent' and existed in 'a small amount'

respectively, the remaining 12.16% and 22.29% of them reported ' a moderate degree' and ' a great deal' of encouragement respectively.

Item A19 (i.e., encouragement in soliciting feedback from the tutors, the mentor and the pupils) was rated as ' totally absent' and existed in 'a small amount' by 6.25% and 37.5% of the mentors respectively, whereas ' a moderate degree' and ' a great deal' of encouragement were reported by the remaining 50% and 6.25% of the mentors respectively. Similar responses were obtained from the student-teachers. While 16.89% and 44.59% of the student-teachers reported ' an absence' and 'a small amount' of encouragement respectively, the remaining 38.51% of them indicated ' a moderate degree' of encouragement.

The last item within this cluster was item A20. It elicited the degree to which student teachers were provided with written feedback from their mentors. Consequently, the item received a low rating from the great majority of the mentors and their student-teachers. While 81.25% of the mentors reported 'an absence' of this kind of encouragement, only 12.5% indicated 'a moderate' rating. Similarly, while 94.59% of the student-teachers reported that this kind of encouragement was ' totally absent', only 4.05% and 1.35% of them reported 'a small amount' and 'a moderate degree' of encouragement respectively. The above table depicts the frequency distribution for the responses of both the mentors and their student-teachers and also the interview of tutors shows that” student-teaches

"Teachers who seek and are aware of the value of peer and student feedback about their teaching base their reflection on the most valuable information available" (Stout, 1989:517). To become reflective teachers, pre-service teachers must therefore be encouraged to solicit feedback from various sources at their disposal. What has been seen during the 2013/2014 practicum of Shambu college of teacher education, however, did not reflect this. An attempt was also made to see the degree to which the student-teachers to be encouraged to acquire the skills of accepting and using feedback. This can possibly be attributed to the overall learning strategies that the student teachers were accustomed to. Until recently, owing to the teacher-centered approach that used to prevail in the education system of the country, most students tend to consider the teacher as the only source of knowledge, and disregard the benefits of learning from a friend (peer).

4.1.3.5. An Overview of Reflective Practice

Table 8. The frequency distribution of mentors' and student-teachers' responses on the overall emphasis given to reflectivity.

	Mentors					Student-teachers				
	Rating-frequency					Rating frequency				
Item	1	2	3	4	5	1	2	3	4	5
A21	0	20	45	15	0	66	43	35	4	0
Encouragement in reflecting Upon one's teaching practices	0	25%	56.25%	18.8%	0	44.59%	29.1%	23.6%	2.7%	0

Item A21 was designed to serve the purpose of testing the overall emphasis given to reflective teaching skills in the course of the practicum. The item received opposing responses from the mentors and the student-teachers. While only 25% of the mentors reported 'a small amount' of encouragement, the remaining 56.25% and 18.75% of them reported 'a moderate degree' and 'a great deal' of encouragement respectively. On the contrary, while 44.59% and 29.05% of the student-teachers reported 'an absence' and 'a small amount' of encouragement respectively, only 23.64% and 2.70% of them reported 'a moderate degree' and 'a great deal' of encouragement respectively (see Table 8). The above table depicts the frequency distribution of the responses reported above.

As can be seen from the above data, there is a discrepancy between the responses of the mentors and their student-teachers concerning the overall emphasis given to reflective teaching. However, a safer way of justifying the discrepancy noted above would be to say that what the claimed mentors to have done were not felt by their student-teachers. In order for the encouragement that the mentors claimed to have provided to be effective and meaningful, it must have been felt by the student-teachers. It would, therefore, be logical to speak of the overall lack

of emphasis given to reflective teaching during the 2013/2014 practicum of Shambu College of Teachers Education.

This indicates that had they been encouraged to reflect upon their own practices, the student teachers would have enjoyed the help and learnt a lot from their student teaching.

4.2. Student-Teachers' and mentors' Responses to the Assessment of Practicum

Responses of student-teachers and mentors regarding the items under the research question two on the tutors and mentors assessment during practicum are presented in this section under the following sub-headings: discussion before assessment, observation of mentor and tutor, assessment of tutor and mentors and on some aspects of assessment on Tables 8-15

4.2.1 Student-teachers' response on assessment

4.2.1.1 Student- Teachers' response on discussion before Assessment

Table 9: Questions on whether student-teachers discuss with mentors and tutors before they are observed or assessed

NO	ITEM	ALTERNATIVES	Respondents			
			Mentors		Student-teachers	
			f	%	F	%
B1	Do you make discussion with your tutor before observation/assessment?	Yes	-	-	125	84.45%
		No	-	-	23	15.54%
		Total	-	-	148	100%
B2	If your answer to question: 1 is 'Yes', what kind of discussion is it?	A .On the purpose of observation	-	-	30	23.64%
		B. on whether observations is to give feed back on strong &weak point or to mark student-teachers performance	-	-	8	6.66%
		C. To check whether the students has shown progress	-	-	42	33.93%
		D. It is on how to use lesson plan, to prepare teaching aids, & to manage class room	-	-	45	36%
		Total	-	-	125	100%
B3	Do you have discussion with your mentor before observation?	Yes	56	70	122	82.43%
		NO	24	30	26	17.57%
		Total	80	100	148	100%
B4	If your answer to question 3 is" yes" what kind of discussion?	A. On the purpose of the observation	5	6.2	25	20.49%
		B. It is on whether the observation is to give feedback on strong & weak points or to mark student-teachers performance	43	53.75	30	24.59%
		C. TO check whether the student has shown progress	9	11.25	31	25.40%
		D. It is on how to use lesson plans, to prepare teaching aids	23	28.75	36	29.50%
		Total	80	100	122	100%

As shown In Table 9 the majority of student-teachers make discussions with mentors and tutors: that is, 125 (84 .45%) and 122 (82.4%) of the student-teachers respectively discussed on different issues before observation. As the figure shows, tutors are relatively better in making the purpose of observation clear to student-teachers before observation. As can be seen in the table, both tutors' and mentors' discussion with their student-teachers focus on lesson plan, teaching aids, and classroom management, accounting for 45 (36%) and 36 (29.5%), respectively. Among the student-teachers, 50(33.93%) of them discussed with tutors on the progress the student - teachers make. Concerning the mentors' and student-teachers' discussion, those student-teachers who responded that they make discussion before assessment are insignificant like student-teachers and tutors discussion on whether the purpose of the observation is to give feedback or evaluate the student-teachers' performance.

Regarding the discussion before observation or assessment, literature supports that student-teachers should be aware of what issues they are going to be assessed or evaluated on rather than they are observed without informing them. Wallace (1991: 130), for example, states that it is good to make the student-teachers know which session is formative and which one is summative. Similarly, Blandford (2000: 155) advocates that in observation assessment, the agreed relationship with both the teachers and students under observation should be maintained. However, there are cases in which assessors to drop in on trainees unannounced to assess them on whether they really teach (Wallace, 1991: 130)

4.2.1.2 Student-teachers response on observation of Mentors and Tutors

Table 10: Whether the Tutors and Mentors Observe and Assess Student-teachers the Whole Period (40 minutes).

NO	Items	Alternatives	Respondents			
			Mentors		Student-teachers	
			F	%	F	%
B5	Does the tutor observe the whole period (40') while you teach?	Yes			68	45.94%
		No	-	-	80	54.05%
		Total			148	100%
B6	Dose the mentors observe the whole period (40') while you teach?	Yes	54	67.5	62	41.89%
		No	26	32.5	86	58.10%
		Total	80	100	148	100%

As can be seen, Table 9 presents the result on the duration or how long the mentors and tutors stay observing the student-teachers while they teach in the classroom. It depicts that though the number of student-teachers who say mentors and tutors observe the: whole period is, 62 (41.89%) and 68 (54.94%) in the listed pattern, the figure of those who responded 'no' is also considerable, representing 86 (58.10%) and 80 (45.94%) of the whole. sample, respectively.

As shown in the table, tutors and mentors also do not observe the whole period (40 minutes), and this has its own role to play in leading to the ineffectiveness of assessment in Practicum.

4.2.1.3 Student-teachers response on Tutors' and Mentors' assessment

Table 11: The Views of Student-teachers Towards the Tutors' and Mentors' Assessment

NO	Item	Alternative	Respondent	
			f	%
B7	Are you happy with the way tutor assess?	Yes	93	62.83%
		No	55	37.16%
		Total	148	100%
B8	If your answer to question 7 is “ yes” what is your reason? It is because :	A. You have got good grade	7	7.52%
		B. He/ She continuously assessed you and checked your progress	33	35.48%
		C. He/ she gave you feedback on your strong & weak points	49	52.68%
		D. He/ she help you in every challenges you face in the class & out of the class	4	4.30%
		Total	93	100%
B9	If your answer is “no” what is your reason?	A. Because there is subjectivity in his/her assessment	17	30.90%
		B. Because he/she does not give good mark/grade	15	27.27%
		C. Because he/she does not observe me the whole period (40’) while I teach	17	30.90%
		D. Because he/she does not continuously assess me (but, only once or twice) during the whole practicum time	6	10.90%
		Total	55	100%
B10	Are you happy with the way mentor assess?	Yes	93	62.83%
		No	55	37.16%
		Total	148	100%
B11	It your answer to question 10 is “ yes” what is your reason? It is because	A. You have got good grade	7	7.52%
		B. He/She continuously assessed you and checked your progress	47	50.53%
		C. He/she gave you feedback on your strong & weak points	32	34.40%
		D. He/she helped your in every challenges you face in the class	7	7.52%
		Total	93	100%
B12	If your answer to question 10 is “no” what is your reason? It is because	A. there is subjectivity in his/her assessment	12	21.81%
		B. she/he does not give good mark/grade	14	25.45%
		C. she/he does not observe me the whole period (40’) while I teach	17	30.90%
		D. she/he does not continuously assess me (but, only once or twice) during the whole practicum time.	12	21.81%
		Total	55	100%

As indicated in the table given above, the majority of the respondent student-teachers, that is, 93 (62.83%) of them are interested in tutors as well as in the mentors' assessment. Among the respondents who are interested in the tutors' and mentors' assessment, many of them, that is, 49 (52.68%) of student-teachers reflected that tutors give feedback on their strong and weak points and 29 (31.18%) of them responded that they are interested because of the continuous assessment mentors carried out and because their progress is being checked. From the interested group, only 4(4.3%) of the student-teachers reflected that it is because tutors helped them in challenges they faced. On the contrary, among those respondents who are not interested in tutors' and mentors' assessments, 17 (30.9%) of them responded that there is-subjectivity in the tutors' assessment, and, again, 17 (30.9%) of the student-teachers replied that mentors and tutors do not observe the whole period From the result, one can deduce that mentors are slightly better in providing continuous assessment and feedback as compared to tutors.

Despite the fact that assessment in Practicum is continuous, due to different reasons such as workload, limited time for assessment, and the number' of student-teachers to be assessed, tutors and mentors do not do it continuously, but they assess once or twice within the whole practicum time to decide the grade on the basis of 5cr /hr course.

4.2.1.4 Some Aspect of Assessment

Table 12: Student-teachers' Response on Some Aspects of Assessment in Practicum

NO	Items	Alternatives	Respondents	
			F	%
B13	The tutors are more likely to use summative than formative (continuous) assessment?	Yes	94	63.51%
		NO	54	36.48%
		Total	148	100%
B14	The assessment used by the mentors are more of summative than formative (continuous) assessment?	Yes	90	60.81%
		No	58	39.18%
		Total	148	100%
B15	Do you think tutors have enough time to help you?	Yes	104	70.27%
		No	44	29.72%
		Total	148	100%
B16	Do you think mentors have enough time to help you?	Yes	85	57.43%
		No	63	42.56%
		Total	148	100%
B17	How many times did your mentor observe you during practicum four?	A. Only once	35	23.64%
		B. twice	97	65.54%
		C. Three times	7	4.72%
		D. More than three times	9	6.08%
		Total	148	100%
B18	How many times did your tutors observe you during practicum four?	A. Only once	30	20.27%
		B. Twice	112	75.67%
		C. Three times	3	2.02%
		D. more than three times	3	2.02%
		Total	148	100%

The majority of the respondents, that is, 90 (60.8%) of them reflected that mentors' assessment is summative and 94 (63.51%) of the student-teachers responded that the tutors' assessment is summative. On the contrary, those who said that mentors' assessment is formative and that of the tutors' assessment is formative rated 58 (39.18%) and 54 (36.48%), respectively. From this result, one can understand that the assessment of both mentors and tutors is more of summative

rather than of a formative or continuous nature. The table reveals that 85 (57.43%) of the students believe that mentors have time to help student-teachers, and 104 (70.27%) of them consider that tutors have enough time to help student-teachers. In spite of the fact that student-teachers believe that mentors and tutors have time to help them, the table also depicts that a large number of student-teachers 97 (65.54%) by mentors, 112 (75.67%) by tutors are observed only twice during the whole practicum course time. Those respondents who said mentors do not have enough time to help student-teachers account for 63 (42.56%) and tutors account for 44 (29.72%). The table also indicates that those respondents who reflected that mentors and tutors observed and assessed them three times and more than three times rated very few.

4.2.2 Mentors' response on assessment

4.2.2.1 Mentors' Response on the Discussion before Observation/assessment

Table.13 Mentors' response on the discussion before observation/assessment

No	Items	Alternative	Respondents	
			F	%
1	Do you make discussion with your student-teachers before observation/assessment?	Yes	56	70%
		No	24	30%
		Total	80	100%
2	If your answer to question '1' is 'yes' what kind of discussion is it?	A. On the purpose of observation	4	6.25%
		B. It is on whether the observation is to give feedback on strong & weak points or to mark student-teachers performance	30	53.75%
		C. TO check whether the student has shown progress	6	11.25%
		D. It is on how to use lesson plans, to prepare teaching aids	16	28.75%
		Total	56	100%
3	Do you observe student-teachers the whole period (40') while he/she teach?	Yes	26	32.5%
		No	54	67.5%
		Total	80	100%

As shown In Table 13, the majority of mentors make discussions with student-teachers: that is, 56 (70%) make discussion with student-teachers and 24(30%) of the mentors not discussed on different issues before they are observed/assessed. As can be seen in the table, mentors'

discussion with their student-teachers focus on lesson plan, teaching aids, and classroom management, accounting for 36 (35.3%). Among the mentors, 20 (19.6%) of them discussed with student-teachers on the progress the student -teachers make. Concerning the mentors' and student-teachers' discussion, those student-teachers who responded that they make discussion before assessment are insignificant like student-teachers and tutors discussion on whether the purpose of the observation is to give feedback or evaluate the student-teachers' performance.

As can be seen, Table 12 presents the result on the duration or how long the mentors stay observing the student-teachers while they teach in the classroom. It depicts that though the number of mentors who say observe the whole period is 26(32.5%) and the figure of those who responded 'no' was 54(67.5%). Despite the fact that assessment in Practicum is continuous, due to different reasons such as workload, limited time for assessment, and the number' of student-teachers to be assessed, tutors and mentors do not do it continuously, but they assess once or twice within the whole practicum time to decide the grade on the basis of 5cr /hr course. Besides, as shown in the table, tutors and mentors also do not observe the whole period (40 minutes), and this has its own role to play in leading to the ineffectiveness of assessment in Practicum.

4.2.2.2 Mentors Response on Attitude of Student-Teachers

Table 14 Mentors response on attitudes of student-teachers on assessment during practicum

No	Items	Alternative	Respondents	
			f	%
4	Are student-teachers happy with your assessment?	Yes	62	77.5%
		No	18	22.5%
		Total	80	100%
5	If your answer to question '4' is 'yes' what is your reason?	A. He/she has got good grade	35	56.25%
		B.I continuously assessed them and checked their progress	12	18.75%
		C. I gave feedback on their strong & weak points	10	16.25%
		D. I helped them in every challenges they face	5	8.75%
		Total	62	100%
6	If your answer for question'4' is 'no' what is your reason?	A. Because there is subjectivity in my assessment	7	37.5%
		B. Because I do not give good mark/grade	5	25%
		C. Because I do not observe them the whole period (40') while they teach	3	18.75%
		D. Because I do not continuously assess them (but, only once or twice) during the whole practicum time.	3	18.75%
		Total	18	100%

As indicated in the table given above, the majority of the sample, that is, 64 (62.7%) of mentors said that student teachers are happy in their assessment. Among the respondents who are their assessment is interested by student-teachers, many of them, that is, 34 (33.3%) of the mentors reflected that they helped student-teachers in any challenge they faced during the course) and 32 (31.4%) of them responded that student-teachers are interested because of their continuous assessment carried out and because student-teachers progress is being checked. From the mentors their assessment is interested by student-teachers, only 3(2.9%) of the mentors reflected that it is because they helped student-teachers in challenges they faced. On the contrary, among those respondents who are their assessment is not interested by student-teachers, 12 (11.8%) of them responded that there is subjectivity in their assessment, and, again, 12 (11.8%) of the mentors replied that do not observe the whole period

4.2.2.3 Mentors' and Tutors' Methods of Assessment

Table 15 Mentors response on the methods of assessment during practicum

No	Items	Alternative	Respondents	
			F	%
7	Your assessment is more of summative than formative ?	Yes	49	61.25%
		No	31	38.75%
		Total	80	100%
8	For question '7' if your answer is 'yes' what is your reason?	A. Shortage of time	3	6.12%
		B. much numbers of students	9	18.36%
		C. There is work load	28	57.14%
		D. Agreement with College	9	18.36%
		Total	49	100%
9	Do you have enough time to help student-teachers?	Yes	57	71.25%
		No	23	28.75%
		Total	80	100%
10	During practicum-4 how many times do you observe student-teachers?	A. Only once	12	15%
		B. Two times	61	76.25%
		C. Three times	7	8.75%
		D. More than three times	0	0%
		Total	80	100%

As far as methods of assessment during practicum is concerned, 49(61.25%) of the respondents noted that their assessment is summative and. On the contrary, those who said that their assessment is formative is 31 (38.75%). From this result, one can understand that the assessment of mentors is more of summative rather than of a formative or continuous nature. The table reveals that 3(6.12%) of mentors said that had shortage of time to assess student-teachers continuously and 9(18.36%) and 28(57.14%) of the mentors not assess continuously because of much number of students and work load they have, 9(18.36%) of mentors said because of agreement with College. The table reveals that 57 (71.25%) of the mentors said that have no time to help student-teachers, and 23 (28.75%) of them consider that have enough time to help student-teachers. The table also, depicts that a large number of mentors were 61 (76.25%) observe only twice during the whole practicum course time and the table also indicates that those respondents who reflected that they observe and assess student-teachers three times and more than three times rated very few.

4.2.2.4 Mentors Response on Some Aspect of Assessment

Table 16 Mentors response on some aspects of assessment in practicum

No	Items	Alternative	Respondents	
			F	%
11	Have you got training on the purpose and evaluation of practicum from the College?	Yes	23	28.75%
		No	57	71.25%
		Total	80	100%
12	If your answer for question '11' is 'yes' how many times do you get training?	A. Only once	23	100%
		B. Two times	0	0
		C. Three times	0	0
		D. More than three times	0	0
		Total	23	100%
13	Do you assess/observe student-teachers with tutors?	Yes	14	17.5%
		No	66	82.5%
		Total	80	100%
14	Does the school minimize the work load for you to help student-teachers?	Yes	6	7.5%
		No	74	92.5%
		Total	80	100%

As can be seen from table 16, majority 57(71.25%) of the mentors said they have no training on how to assess and guide student-teachers and 23(28.75) of the mentors have training. Among the mentors who have training all of them responded that they had training only once. One can understand from this no special training on assessment of student-teachers and giving feedback has been given to them and majority 66(82.5%) of the mentors reported that they assess student-teachers alone and 14(17.5%) of them assess collaborate with tutors, so they do not usually observe and assess together.

Mentors' response on the frequency of their observation is that most of them observed the student-teachers twice while they teach and gave marks.

Majority 74 (92.5%) of the mentors replied that school does not minimize the work load in order to they help student-teachers and only 6 (7.5%) of them reflected that the school minimize the work load for them in order to help student-teachers.

4.3 Student-Teachers and Mentors Response on the Challenges of Practicum

Responses of student-teachers and mentors regarding the items under the research question three on the challenges of practicum are presented in this section under the following sub-headings: lesson preparation and presentation; Management of pupils' learning and Academic performances of student-teachers, mentors and tutors role on Tables 17-22, In an attempt to answer this question, twenty-three items were presented with a five-point Likert type rating scale. The items were designed to represent the challenges of practicum. The respondents were required to rate each item on the given Likert-type scale. In the scale 1 represented strongly disagrees; 2 represented disagree; 3 represented undiside; 4 agree and 5 strongly agree.

4.3.1 Lesson Preparation and Presentation

Table 17 Student-teachers' and mentors' responses to Lesson Preparation and Presentation

		Mentors					Student-teachers				
		Rating scale					Rating scale				
No	Items	1	2	3	4	5	1	2	3	4	5
1	I prepare for teaching with mentors support	7	1	0	45	27	26	61	4	37	20
		8(10%)			72(54.72%)		87(58.78%)		57(38.51%)		
2	I have problem with lesson presentation and delivery	27	30	3	15	5	7	17	0	81	43
		57(71.25%)			20(25%)		24(16.21%)		124(83.78%)		

Table 17 shows that about half 87(58.78%) of the student-teachers said they were not supported while the other 57(38.51%) indicated that they were supported, , In contrast, 72(90%) of the mentors agreed that they supported the student-teachers, and the tutors interviewed agreed that disapproved of the assertion made by the mentors; thus confirming the lack of support for student-teachers, This implies that most student-teachers struggled through their practicum program without the effective support of mentors. Mentoring and Tutoring that indicated that tutors and mentors are giving support to student-teachers in the form of comment of lesson notes, supervision of teaching and post-lesson discussions. In the light of Good assertion cited by Adentwi (2002), careful planning and guidance is necessary to enable trainee teachers perform at their maximum capabilities.

As to whether student-teachers encountered problems with the presentation and delivery of their lessons, 124 (83.78%) as against 24 (16.21%) responded that they do not have problems. In contrast to the student-teachers claim of 'no problem', 57(71.2%) of the mentors said that the student-teachers had problems. The magnitude of this difference in opinion may be a direct result of the inadequate or ineffective use of pre- and post-conferencing sessions that should have brought a rapprochement between the student-teachers own self-assessment and the mentors' observations. This is what Johnson (1998) indicated when he stated that such frank discussions - held during conferencing sessions - often help in clearing up the inevitable occasional misunderstandings and differences in opinion and help refine the subsequent output. The other dimension of this finding is that lesson delivery is one of the key criteria for assessing student-teachers' competence (Ahiatrogah 2001) and this means that if a trainee falls short in this area, his entire competence is impacted. Additionally, when one compares the student-teachers' earlier assertion that they lacked professional support from mentors to their response that they do not have problems with the preparation and delivery of their lesson.

Within the frame of research question 2, questions were posed to find out how pupils' learning was managed by the student-teachers. Table 18 presents the detailed responses from the student-teachers. Griffiths and Owen's(1995) list of criteria for assessing teacher trainees' competence includes classroom management, assessment and recording of pupils' progress and other professional development. This indication of the importance of these teacher roles provides a good background for the evaluation of the findings in table18.

4.3.2 Management of Pupils

Table-18 the response of student-teachers and mentors on the management of pupils

		Mentors					Student-teachers				
		Rating frequency					Rating frequency				
No	Item	1	2	3	4	5	1	2	3	4	5
3	I give enough exercise to pupils	8	29	2	30	11	44	99	0	4	1
		37(46.25%)			41(51.25%)		143(96.2%)			5(3.4%)	
4	I mark all exercise given to pupils	7	33	5	31	4	1	5	0	89	53
		40(50%)			35(43.75%)		6(4.05%)			142(95.94%)	
5	I manage my class well	51	25	0	4	0	79	60		7	2
		76(95%)			4(5%)		139(91.93%)			9(6.08%)	
6	I am confident in teaching all the subject assigned to me	4	15	7	42	12	9	32	0	87	20
		19(23.75%)			54(67.5%)		41(27.70%)			107(72.29%)	
7	There is cordial relation ship between my pupils and me	27	34	8	10	1	13	35	0	72	48
		61(76.25%)			11(13.75%)		46(31.70%)			120(81.08%)	
8	I am involved in co-curricular activities	7	22	0	45	6	54	75	0	15	4
		29(36.25%)			51(63.75%)		129(87.16%)			19(12.83%)	
9	I reflect on my experience	18	31	2	25	3	39	72	0	26	11
		49(61.25%)			28(35%)		111(75%)			37(25%)	

As shown in table 18, an enquire in to how student-teachers manage pupils' learning in the schools, revealed that majority of the student-teachers, 143 (96.62%) gave enough exercises to their pupils; only 5(3.3) disagreed. However, while the mentors agreed to the student-teachers' view, the tutors responded other- wise. The researcher's own observation in the schools also

revealed that few student-teachers did not give sufficient exercises to children. As an example, a sample of children's English and Mathematics exercise books were assessed to find out the volume of exercises they had been given. It was found that few teachers had not given children exercises; while among those who had given out assignments the number of exercises was inadequate, in terms of the rate of marking children's exercises, Table 18 reveals that 142 (95.94%) marked all exercises given to their pupils; only 6(4.05%) of student-teacher disagreed, admitting that he or she could not mark all the exercises given. The mentors, tutors and the observation results confirmed this assertion. The marking of exercises given was inspected alongside number of exercises given to the pupils and it was seen that student-teachers marked exercises; only a few corrections were not marked.

Again, majority of the student-teachers 139(93.91%) disclosed that they managed their classes well with 9 (6.08%) saying that they had problems. From Table 18, 107 student-teachers (72.29%) as against 41 (27.70 %) showed that they were confident in teaching all the subjects assigned them. Furthermore, 120 (81.08%) stated that they related well with pupils. It was observed that generally, student-teachers demonstrated good relationship with their pupils. With regard to student-teachers' involvement in co-curricular activities, it was observed that most of the student-teachers 129(87.16%) not involved in co-curricular activities and 19(12.83%) of the student-teachers involved. Adentwi (2002) cited Good (1980) that teacher education should involve both formal and informal activities and experiences that should help to qualify a trainee to effectively assume the responsibilities and play the roles expected of a teacher. Much of this takes place in the classroom teaching and learning situations as well as co-curricula activities.

On student-teachers' reflection on their experiences, Ross (1989) pointed out that reflection in practice should include the student-teachers to encourage them to think about their practice by self-evaluation, analysis, discussion, evaluation and change. Wallace 1991) also suggested that reflection in teaching practice must permeate all aspects of teacher training. Viewed against these statements, the finding that some of the student-teachers, 37 (25%) take the time to reflect on their experiences is a positive sign. However, most of the student-teachers 111(75%) did not find it worthwhile and therefore did not carry out any reflection on their experiences.

4.3.3 Academic Difficulties of Student-Teachers

The study also sought to find out the academic concerns of the student-teachers by finding out whether student-teachers, were able to carry out their project work effectively or whether they were able to link what they learnt at the training college to their out/off campus teaching practice.

Table 19 presents the results of student-teachers' and mentors' response on the academic difficulty

		Mentors					Student-teachers				
		Rating frequency					Rating frequency				
No	Item	1	2	3	4	5	1	2	3	4	5
10	I am able to work on my project (practicum) work as expected	37	26	2	15	0	22	54	0	45	27
		63(78.75%)			15(18.75%)		76(51.33%)			72(48.64%)	
11	I link all I have been taught at College in to practice	8	42	2	15	13	25	105	0	13	5
		50(62.5%)			28(35%)		130(87.83%)			18(12.16%)	

On whether the student-teachers worked on their project work, 76 (51.35%) of them responded negatively, with 72 (48.64 %) responding positively and also 63(78.75%) of mentors disagree on student-teachers work as expected.

Regarding the extent to which student-teachers are able to link their previously acquired knowledge at college to their practices, 18 (12.16%) of the student-teachers intimated that they linked all that they have been taught at college to practice. The majority 130 (87.83%) and 50(62.5%) of mentors disagreed did either have problems with their preparation at college or the

school of practice. Some tutors were of the opinion that methodology covered at college for the student-teachers was enough and that if mentors were committed to their roles, they could be in the position to help the student-teachers. However, the mentors only confirmed the student-teachers' assertion that they linked theory to practice, perhaps the mentors feared intimidation.

4.3.4 Mentors' and Tutors' Roles

In Tables 20-22, the way the student-teachers' viewed the roles of their mentors and tutors are presented.

Table 20 reports student-teachers' responses on how they saw the role of their mentors during their practicum.

4.3.4.1 Role of Mentors

Table 20 Mentors and student-teachers response on the role of mentors

		Mentors					Student-teachers				
		Rating scale					Rating scale				
NO	Items	1	2	3	4	5	1	2	3	4	5
12	My mentors guide my professional growth	26	15	0	20	19	40	63	0	28	16
		41(51.25%)			39(48.75%)		103(69.59%)			44(29.72%)	
13	I accept the guidance given to me by mentors	19	31	6	15	9	36	86	1	17	8
		50(62.5%)			24(30%)		122(82.43%)			25(16.89%)	
14	My mentors comment my lesson plan	4	15	0	37	24	15	31	0	91	11
		19(23.75%)			61(76.25%)		102(68.91%)			46(31.08%)	
15	My mentors hold pre-observation meeting with me	45	12	9	11	3	33	106	0	7	2
		57(71.25%)			14(17.5%)		139(93.91%)			9(6.08%)	
16	My mentor hold post-observation meeting with me	52	17	2	6	3	11	92		21	14
		69(86.25%)			9(11.25%)		103(69.12%)			35(23.64%)	
17	My mentors help me in all my subjects	2	15	8	38	17	29	49		52	18
		17(21.25%)			55(68.75%)		78(52.70%)			70(47.29%)	

As can be seen from table 20, on mentors' guidance to student-teachers' professional growth, 44(29.72%) of the student-teachers and 39(48.50%) of mentors were agree on mentors guide professional growth of student-teachers and 103(69.59%) of student-teachers and 44(51.25%) of mentors disagree. Indeed, Anderson and Shannon (1988) listed the following five support functions as the attributes of the mentoring process: (a) the act of serving as a role model (b) the process of nurturing (c) mentoring functions (teaching, sponsoring, encouraging counseling and befriending), (d) focusing on professional and personal development and (e) on-going caring relation. Fresko (1999) also emphasized, the importance of the mentor's role indicating" that "mentoring and tutoring provide prospective teachers with special opportunities in the early stage of their professional development. The experience can have significant impact on their professional growth by broadening their outlook on teaching and learning". These experiences, it is argued, affect the development and awareness of the mentor's tolerance and empathy of individuals, greater social awareness, better communication skills, greater self-confidence and a stronger sense of social responsibility. It is obvious that this would make a difference in the quality of education that these teachers would give succeeding generations of pupils.

From Table 20, 25 (16.89%) of the student-teachers agreed that they accept the guidance given to them by their mentors. 122(82.43%) of them however disagreed. Concerning the mentors response 24(30%) agree and 50(61.50%) of them disagree. These respondents indicated that they did not accept and implement the suggestions and guidance given to them by their mentors because they (student-teachers) did not find them committed enough to the professional task of good mentoring.As can be deduced from the earlier discussions. This is a very unfortunate situation. Commenting of lesson notes is one of the key duties that mentors are expected to regularly carry out. Adentwi (2002) confirmed that student-teachers are to prepare lesson plans for comment by their mentors and tutors; and present lesson to their classes using the commented notes. The study found that a total number of 102 (68.91%) of student-teachers disagreed that mentors did not comment their lesson plans. However, 46(31.08%) agreed or indicated that the mentors comment their lesson plans, 61(76.25%) of mentors agree and 19 (23.75%) of mentors disagree.

Ideally, observation of student-teachers' classroom skills should be preceded by session (pre and post conferences). Student-teachers' responses however indicated that in a majority of cases mentors did not hold pre- conference meetings with them. Indeed, 139(94%) of student-teachers did not have any pre conference sessions with their mentors. The' mentors' responses were confirmed they hardly held it. This is contrary to the expected situation described by Brickell

(1961) that supervisors should familiarize themselves with what pertains in each school situation and that during their pre-observation meetings, the objective of the supervision is explained to the supervisee and discussions ensue to establish good rapport between supervisor and student-teachers.

This is important as this session reduces tension in the student-teachers and provides valuable foreknowledge of any challenges that the student-teachers may be encountering. Under the circumstances encountered by the study, therefore, most student-teachers are going into class without the benefit of these facilitating sessions. These notwithstanding, 9(6.08%) of the student-teachers said pre-observation conference was held.

35(23.64%) of the student-teachers said they met for post-conferencing. However, a high percentage 103 (69.5%) of student-teachers did not have any post-conferencing sessions either, Mentors responded that 69(89.5%) held post-conference and 9(11.25%) of them not held post-conference with student-teachers. It came out on the holding of conferences that majority of the mentors did not hold conferences with student-teachers, no wonder they were unable to share ideas and or problems together. This is an issue that had already been identified by Mensah (1991). Obviously, such exchange of views and clarifications on details shortly after supervision is extremely useful to the student-teachers so they can improve on their performance (Sergiovanni & Starralt, 1979). Indeed, Cubberly (1963) confirmed that if there is anything wrong with the teaching and learning process, the supervisors should discuss ways of improving it with the teachers concerned through conferencing. Johnson (1998) further added that such frank discussions often help in clearing up the inevitable occasional misunderstandings and differences in opinion and help refine the subsequent output. When viewed against the findings, what the above implies is that student-teachers go through their program with little opportunity for guided review of their performance and the supervised correction of problems and reinforcement of positive behaviors that is so necessary for continuous improvement. This brings into question the effectiveness of the practicum program as a tool for practical training.

Another issue that emerged was that 70 (47.29%) student-teachers said mentors helped them in all their subject areas. Another 78(52.70%) of the student-teachers disagreed to the assertion. Concerning mentors 55(68.75%) helped student-teachers in all their subject area and 17(21.25%)

of mentors did not help them. As has already been discussed, the absence or inadequacy of mentor support strongly reduces the effectiveness of student-teachers practical training.

4.3.4.2 Mentors attitudes

Table 21 Student-teachers' and mentors' Views on Attitude of Mentors

		Mentors					Student-teachers				
		Rating scale					Rating scale				
NO	Items	1	2	3	4	5	1	2	3	4	5
18	My mentors are regular at school to support me.	7	8	0	47	18	28	72	0	28	20
		15(18.75%)			65(81.25%)		100(67.56%)			48 (32.43%)	
19	My mentors are punctual at school to support me.	16	18	0	33	13	16	36	0	76	20
		34(42.50%)			46(57.50%)		52(35.13%)			96(64.86%)	
20	My mentors stay at school to supervise me.	11	23		41	5	15	56		61	16
		34(42.50%)			46(57.50%)		71(47.97%)			77(52.02%)	

Most of the student-teachers 100(67.56%) disagreed that their mentors were regular at school to support them while 48(32.43%) of them agreed. It was also 65(81.25%) of the mentors were reported that regular at school and 15(18.75%) of them were not regular at school. Consequently, the student-teachers were left to manage their classes alone. The tutors also confirmed the finding and said most mentors fell below expectation even though the mentors themselves disagreed. It could be concluded that the mentors were dishonest in their responses.

Similarly, 96 (64.86%) of the student-teachers intimated that mentors were punctual at school to support them. However, 52 (35.13%) disagreed with the majority's views expressed in respect to mentors' punctuality at school. And 46(57.50%) of mentors agree that they are punctual and 34(42.50%) of them were not punctual.

Almost half of the student-teachers 77 (52.02%) Said that, mentors did not stay school to supervise their work. Table 13 above shows that 71 (47.97%) student-teachers did say that mentors stayed. Also 46(57.50%) of mentors said they stay at school to help student-teachers and 34(42.50%) of them not stay at school. Since ideally, student-teachers should not be permitted to handle full scale classroom teaching until they have proved competent in basic teaching skills (Brown, 1975), this situation is unacceptable. Such attitudinal behaviors of mentors if not checked would not only have a negative impact on the student-teachers' development but also on the realization of the expected outcome of the practicum program.

4.3.4.3 Tutors Supervisory Role

Table 22. The response of student-teachers and mentors on the tutors' supervisory role

		Mentors					Student-teachers				
		Rating-scale					Rating scale				
No	Items	1	2	3	4	5	1	2	3	4	5
21	Tutors hold pre-conference meetings with me.	11	35		30	4	45	86	1	12	4
		46(57.50%)			34(42.50%)		131(88.51%)			16(10.81%)	
22	Tutors hold post conference meetings with me.	13	35		31	1	34	16		53	45
		48(60%)			32(40%)		50(33.78%)			98(66.21%)	
23	I have adequate supervisions by tutors	17	40		11	12	14	61		51	22
		57(71.25%)			23(28.75%)		75(50.67%)			73(49.32%)	

As can be seen from the table 21, 16(10.81%) of the student-teachers said pre-conference meetings held and 131(88.51%) of the student-teachers said not held. Concerning the mentors 34(42.50%) of them held pre-conference and 46(57.50%) not held pre-conference. The implication of these pre-conference meetings not being held is that students attend classes unprepared, with the likelihood that their lessons would not be as effective as would normally be the case. On post-conference meetings, 98 (66.21%) of the student-teachers agreed that meeting were held, 50 (34%) of the student-teachers disagreed. Concerning mentors 32(40%) of them agreed that meeting was held and 48(60%) of the mentors disagree.

When tutors were asked to comment on the holding of conferences with student-teachers, most of them said they held only post-conference. According to them, it helped them to know and address student-teachers' problems at times. On the other hand, some tutors admitted that conferences were irregularly held because of time constraints. As one tutor voiced, "We at times have a number of student-teachers to supervise in a day. It is simply impossible". It became obvious that the supervisory roles of both mentors and tutors left much to be desired especially where the holding of pre-conferences was concerned.

The student-teachers' responses to whether they had adequate supervision by their tutors showed 73(49.32%) of them indicating that they had enough supervision by their tutors with 75(50.67%) asserting the opposite and 23(28.75%) of mentors agree and 57(71.25%) of them disagree. The responses implied that majority of the student-teachers had problem with adequacy of supervision.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

5.1 Summary

The first basic question was on the ways of encouraging student-teachers during practicum: In an attempt to see the ways in which student teachers were encouraged to acquire professional expertise, a list of items with a five-point Likert type scale were presented under a heading 'kind of encouragement'. The items were designed to represent the three models of professional learning: the craft model, the applied science model, and the reflective model (Wallace, 1991). The student-teachers and their mentors were then asked to rate the items on the given Likert type scale and thereby indicate the degree of emphasis given to each item.

The data drawn indicated that during the 2013/2014 practicum of the College, teaching was not seen as craft, which could be imitated from a 'master' teacher. This can possibly tell us that there is some recognition of the real nature of teaching during the practicum of the College. That is, as Wallace (1991) argues, learning to teach is not merely a matter of imitating the 'old master' teacher. However, while minimizing mere imitation as a principal way of acquiring professional expertise is a practice expected in an inquiry-oriented practicum, neglecting the contributions of the cooperating teachers in the course of developing competent prospective teachers appears to be an uninformed practice. .

This study revealed that during the 2013/2014 practicum of Shambu College of teacher education, learning to teach was regarded as a matter of implementing the methods and techniques of teaching that have been advocated in campus courses. In other words, during the practicum, there was a tendency to emphasize teaching as an applied science. However, as Zeichner (1992: 279) argues, it is the 'traditional' or 'old' model of the practicum that bases itself on a view of teaching as an applied science. In a practicum based on the applied science model, learning to teach and improve one's teaching means learning to make one's classroom practices

more closely match the practice advocated in campus courses. Passing through this kind of practicum, the student teachers will not be in a position to develop/ acquire skills of reflection and explorations in their own practices. As Freeman (1990:107) makes clear, "idiosyncratic aspects of the student's teaching are stymied as the relationship becomes a matter of the student teacher replicating the educator's views and practices in the classroom.

The fact that teaching was viewed as an applied science has resulted in the lack of emphasis given to reflective teaching skills during the practicum. The various reflective teaching skills were presented within four clusters (following Stout, 1989).

The clusters were critical inquiry, retrospective and predictive thought, problem solving, and acceptance and use of feedback. There was also an item presented to test the overall emphasis given to reflectivity during the practicum. The findings indicated that there was lack of emphasis given to reflective teaching skills during the practicum of the College.

Given the goal of producing competent teachers who are independent and capable of making decisions concerning their practices and professional development, student-teachers should have been encouraged to become reflective practitioners. Practicum coordinator should therefore have laid the ground for this kind of encouragement.

However, the 2013/2014 practicum of the College seemed to have fallen short of this goal.

The second basic question is how tutors and mentors assess student-teachers to answer/in attempt to see how tutors and mentors assess student-teachers a list of items were presented. The student-teachers and their mentors were asked to give their response to the given items. Assessment is an integral part of Practicum; so, it should be given a crucial attention so that trainees can practice their skills in teaching and professional competence. Student-teachers are assessed for different purposes. In Practicum, they are assessed for two main reasons.

These are, to assess student-teachers continuously and give them feedback so that they improve their skills of teaching. They are also assessed so as to give them mark or grade and judge what grade he or she deserves. Unlike the assessment in traditional teaching-practice, which was done by only one supervisor, who visits, observes, and decides the grade the student-teacher gets. But, in the newly introduced curriculum, that is, in Teacher Education System Overhaul (TESO), student-teachers are assessed by two bodies of assessors: by mentors and tutors.

Assessment in Practicum, being a collaborative activity of the mentors and tutors, needs a special care to maintain objectivity and fairness. Literature on Practicum assessment suggests that

student-teachers need to be assessed continuously and be given continuous feedback symbolizing assessment as an engine and feedback as a gear, lubricating the engine. Here, feedback is very vital in linking the assessment with instruction and is used as a remedy for the student-teachers' work. Although: tutors and mentors are expected to assess continuously, there are some problems hindering them from assessing repeatedly. These are limited time for assessment, workload, and the number of student-teachers to be assessed which are some of the problems to mention that determine the assessors' assessment frequency, their continuous feedback provision, and the way of marking and grading.

The third basic question is how student-teachers face the challenges of practicum, in attempt to answer how student-teachers face challenges a list of items with a five point likert scale type were presented. The student-teachers and their mentors were asked to rate the items on the given likert type scale. The role of practicum include: Strengthening the development of specific teaching competencies, providing opportunities for self reflection, providing opportunities for sharing experiences with a mentor, supervisor and peers, Promoting problem solving capacity and team skill in student teachers and an appreciation of the life of the whole school as distinct from teaching in individual classroom. Since teaching practicum is the time when student teachers practically have the opportunity to experiment with their knowledge outside their classroom for the first time, a lot of challenges are expected to arise. According to the data the student-teachers are prepared for teaching without the support of mentors, they do not reflect on their experience, had a problem of lesson plan preparation, management of pupils and the ability to link what they learn in College into practice, their mentors did not guide their professional growth/development and have not got adequate supervision by their tutors and mentors.

In the implementation of practicum programs the roles of the supervising teachers and mentorship of experienced teachers are significant.

Although: tutors and mentors are expected to support and guide the professional growth of student-teachers; there is a lack of professional support due to constraints of time and limitation of appropriate skills.

Similarly, most mentors and some tutors were reported not to have had post-conference meetings with student-teachers. Student-teachers again indicated that some mentors do not help them in all subject areas. It was also found that some mentors were neither punctual nor regular at school to

support student-teachers. Most of the student-teachers did not have adequate supervision by their tutors.

5.2 Conclusion

1. The data drawn indicated that during the 2013/2014 practicum of the College, teaching was not seen as craft, which could be imitated from a 'master' teacher. This can possibly tell us that there is some recognition of the real nature of teaching during the practicum of the College.
2. This study revealed that during the 2013/2014 practicum of Shambu College of Teacher Education, learning to teach was regarded as a matter of implementing the methods and techniques of teaching that have been advocated in campus courses. In other words, during the practicum, there was a tendency to emphasize teaching as an applied science. However, as Zeichner (1992: 279) argues, it is the 'traditional' or 'old' model of the practicum that bases itself on a view of teaching as an applied science. In a practicum based on the applied science model, learning to teach and improve one's teaching means learning to make one's classroom practices more closely match the practice advocated in campus courses. Passing through this kind of practicum, the student teachers will not be in a position to develop/ acquire skills of reflection and explorations in their own practices. As Freeman (1990:107) makes clear, "idiosyncratic aspects of the student's teaching are stymied as the relationship becomes a matter of the student teacher replicating the educator's views and practices in the classroom."
3. The fact that teaching was viewed as an applied science has resulted in the lack of emphasis given to reflective teaching skills during the practicum. The various reflective teaching skills were presented within four clusters (following Stout, 1989). The clusters were critical inquiry, retrospective and predictive thought, problem solving, and acceptance and use of feedback. There was also an item presented to test the overall emphasis given to reflectivity during the practicum. The findings indicated that there was lack of emphasis given to reflective teaching skills during the practicum of the College.

4. It was found that, though in many instances mentors give full and similar mark to all student-teachers, when they try to give mark for each student-teacher in accordance with his/her performance, subjectivity occurs in the assessment of mentors and tutors. It is because the student-teachers work with mentors for a couple of weeks that they become friendly. Besides, since the student-teachers cover some portions of lessons for mentors, there is a tendency of helping each other. Tutors also use the rating scale of observation form which is subjected to personal decision or subjectivity and, for another, tutors know their student-teachers in advance in the college: who is a good and who a poor achiever is. As a result, when they assess by using the observation form, they are biased in marking.
5. The portfolios written by the student-teachers lack written feedback on them and the work is not returned to the students so that the trainees can evaluate themselves by checking their progress and by identifying their strong and weak points.
6. Mentors and tutors do not observe/assess collaboratively. They observe and assess separately based on their own schedule and plan. Since they observe and assess at different times, the student-teachers are bewildered as to whose feedback to take. It is because some mentors focus on transmission of knowledge while tutors need the student-teachers to make their pupils active participants in the class.
7. There is no strong link between the Practicum coordinators and mentors in the school so as to check whether mentors are appropriately performing what is expected of them in supporting and guiding the student-teachers' professional growth, assessing and giving constructive feedback for them.
8. The result of the study also shows that although student- teachers in Practicum are needed to be assessed continuously and be given constructive feedback, due to different hindering problems like the workload of the mentors, tutors, and a large number of student-teachers mentors and tutors mostly observe and assess only once or twice during the whole Practicum time.
9. Some mentors are reluctant and they show low level of commitment in helping student-teachers, guiding their professional growth. When they give feedback also, they appreciate everyone's work thus skipping the opportunity of providing any help for the student-teachers to improve their weakness.

10. All mentor respondents reported that they have not got any training or workshop on Practicum.
11. student-teachers not have adequate supervision by their tutors and mentors.

5.3 Recommendations

1. In line with the paradigmatic shift that professional learning has undergone over the past few decades, teacher educators of the College need to reassess the assumptions underlying their practices in the course of helping prospective teachers to acquire professional expertise during the practicum. The practicum should be inquiry-oriented, and should provide the ground on which student teachers could be encouraged to become reflective practitioners. For this to happen, seminars and workshops focusing on the practicum run by the College should be conducted so that the tutors and mentors will be able to develop the conceptual framework for reflective thought in general, and understand the ways in which prospective teachers could be helped to become reflective practitioners in particular.
2. The college (Shambu College of Teacher Education) is expected to train the mentors on the objectives of Practicum, on assessment of student-teachers, and on how to help the student-teachers by providing feedback on the strong and weak points of their performances.
3. Collaborative assessment should be practiced instead of mentors and tutors observing and assessing alone or separately. If they assess together, they can share information about the student-teachers' performance and avoid discrepancy among themselves in giving marks and in providing feedback.
4. The number of student-teachers assigned to tutors is one of the problems hindering tutors to exhaustively observe and provide feedback for student-teachers. In addition to this, if a tutor is assignee to supervise student-teachers placed in different schools, the tutor wastes his/her time moving from one school to the other. Therefore, it is advisable to assign the number of student-teachers to tutors in accordance with their workload and he / she should supervise those student-teachers placed in one school rather than in two or three schools so that they use their time effectively to observe and help the student-teachers.
5. The result of the study concerning the frequency of the assessment/ observation revealed that tutors' and mentors' observation is mainly only two times and a considerable number of

student-teachers were also observed only once. Such way of assessing student-teachers looks unfair, and since it is not continuous, it fails to comply with the objectives of Practicum. If the number of times for student-teachers to be observed and assessed is increased by the tutors and mentors, the result of the assessment can be more effective.

6. There must be greater monitoring of mentors' work in the program by the colleges and the District Education office, CRC supervisors and school supervisors to ensure that mentors live to expectation.
7. Since the program success depends on mentors' and tutors' commitment to their mentorship roles and attitude, it will be ideal to give such people some monetary incentives to motivate them.

References

- Adentwi, K. I. (2002). *Principles, practices and issues in teacher education*. Kumasi: Skies Printing Works
- Adams, J., Khan, H. T. A., Raeside, R. & White, D. (2007). *Research method for graduate business and social science students*. USA: Sage Publications I
- Ahiatrogah, P. D. (2001). "The impact of supervision and mentorship practice on perceived competence of teachers trainee and beginning teachers in Ghana. Thesis "(unpublished)
- Allsop, T. (1994). "The language partnership". In Wilkin and Sankey (Eds) *Collaboration and Transition in Initial Teacher Training*. London: Kogan Page.
- Amdewrok Berhane.(2006). "The implementation of practicum in private college of teacher education in Tigray region. The case of Hashange college." (Unpublished MA Thesis), Addis Ababa: Addis Ababa University
- Anderson, E.M, & Shannon, A. L. (1988). *Toward a Conceptualizing of Mentoring*. *Journal of Teacher Education*, 39(1), 38-42.
- Aron, A., E. N. & Aron oups, E. J. (2008). *Statistics for the Behavioral and Social sciences*. (4th ed.). USA: Pearson Education, Inc.
- Bey,T. Introduction. In T.M. Bey and C.T. Holmes (Eds). *Mentoring: Developing successful new teachers* (pp. 1-2). Reston,VA: Association of Teachers Educators, 1990
- Brickel, H. M. (1961). *Organizin New York State for educational change*. Albany New York: State Education Department.
- Brown, G. (1975). *Micro Teaching: A programme of teaching skills*. London: Mathuen & Co. Ltd.
- Brown D. and R. Nacino-Brown. (1990). *Effective teaching practice*. LeckhamptonSantley Thomas Ltd.
- Calderhead, J. (1988). *The contributions of field experiences to primary teachers' professional learning*, *research in education*, 40, 33-49
- Campbell, C. (1992). *Building bridges in teacher education: Tearing down barriers we have constructed*. In B. Driscoll & W. Halloway (eds) *Building Bridges in Teacher Education: Proceedings of the 12th Annual International Seminar for Teacher Education*. Australia. University of New England.

- Creswell, J. W. & Planoclark, V. (2007). *Designing and conducting mixed methods research*. USA: Saga publication, Inc.
- Cubberly, E. P. (1963). *The Principal and his schools*. New York: Houghton Mifflin Co.
- De Fina A. (1992). *Portfolio Assessment: Getting Started*. New York: Scholastic Professional Books.
- Fekede, Tuli (2009). *Understanding undergraduate students' practicum experience: a qualitative case Study of Jimma University*. Retrieved on January, 2013. From <http://www.ajol.info/index.php/ejesc/article/viewfile/56311/44753>
- Farrell, T. 1998. " *Reflective Teaching: The Principles and Practices*". ELT Forum.36/4.
- Ferraro, J.M. 2000. " *Reflective Practice and Professional Development*." ERIC Digest, Washington D.C: National Center for ESL Literacy Education
- Fish, D. (1989). *Learning through practice in initial teacher training*. London: Kogan Page.
- Florez, M.C.2001." *Reflective Teaching Practice in Adult ESL Settings*." ERIC Digest. Washington D.C: National Center for ESL Literacy Education
- Forrester, J. (1974)." *Demonstration of lessons*". In ELT Journal 8/1.
- Freeman, D. (1990). " *Intervening in Practice Teaching*." In Richards and Nunan (Eds). *Second language teacher education*. Cambridge: Cambridge University Press.
- Fresko, B. (1999). *Mentoring and tutoring as preparation for prospective teachers*. Eric microfiche: ED432567.
- Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: the Falmer Press.
- Gezu Urgessa.(2012).”The status of teacher development program in Oromia college of teacher education .”(published MA Thesis), Addis Ababa: Addis Ababa University.
- Gower, R. and S. Walters, 1983. *Teaching practice hand book: A reference book for EFL teacher in training*. London: Heinemann Education Boo
- Goodlad, J. I. (1990). *Studying the education of educators: From conception to findings*. *Phi Delta Kappan*, 71, 698- 701
- Gregory, S., Campbell, M., Knox, V., Dalgarno, B., Reiners, T., and Masters, Y.,2011. Changing directions through VirtualPREX: *engaging pre-service teachers in virtual professional experience*. *Changing demands, changing directions: Proceedings of the Ascillite 2011 Conference*, Hobart, pp. 491-501

- Griffiths, Y., & Owen, P.E. (1995). *Schools in Partnership. Accreditation of Initial Teacher Training*. London: McGraw-Hill,
- Griffin, G., Barnes, S., Hughs, S., O'Neal, S., Defino, M., Edwards, S. and Huckill, H. (1983). *Clinical preservice teachers' education: Final report of a descriptive study. , research in teacher education program*, R&D center for teacher education, the university of Texas at Austin, Austin.
- Hatton, N. and D. Smith . 1994." *Reflection in Teacher Education: Towards Definition and Implementation.*" *Teaching and Teacher Education*. Vol 11/1. 33-49.
- Institute of Curriculum Development and Research. (1999).*Teacher education hand-book*. Addis Ababa: Ministry of Education.
- Johnson, S. D. (1996). *An alternate vision for assessment in vocational teachers education*. Columbia: University of Missouri. Johnson, B. and Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches (3rd ed.)*. Thousand Oaks, CA: Sage.
- Kennedy, J. (1993). "*Meeting the needs of teacher trainees on teaching practice*". In *ELT Journal*, LJ7/1.
- Kindalem Damite. (2005). "*The Implementation of Practicum in Education Faculty of AAU: ELI in Focus.*" (Unpublished MA Thesis) Addis Ababa: Addis Ababa University , .
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (2nd revised.) New Delhi: New Age International (P) Ltd.
- McIntyre, et al (1994). *The Management of Student-Teachers' Learning: A Guide for Professional Tutor in Secondary Schools*. London: Philadelphia.
- McIntyre, D. J., & Byrd, D. M. (Eds.). (1996). *Preparing tomorrow's teachers: The field experience*. Thousand Oaks, CA: Corwin Press\
- Mensah, S. K E. (1991). *Organization and Supervision of Student Teaching*. *Journal of the Institute of Education*. University of Cape Coast
- Mesfin Awoke,(2002). "*An exploration of the supervisory process of the ELT practicum.*" Bahir Dar University.(MA Thesis);Bahir Dar
- Ministry of Education. (2003a). *A national curriculum guideline for pre- service teacher education programs*. Addis Ababa.
- _____. (2003b). *Practicum guidelines for developing courses*. Addis Ababa.

- MOE (March 2003). *Teacher education system overhaul (TESO) handbook*. Available at www.tei.edu.et
- Moon, J. (1994). "Teachers as Mentors: A Route to In-service Development". In ETL Journal 46/3.
- Mulugeta Teka. (2002). "Educators' perceptions of teaching practice in Bahirdar University." In IER FLAMBEAU 9/2:85-86.
- Nachrins, W. and Nachmias, C. (1987). *Research methods in the Social Sciences*. New York: St. Marlin's Press.
- Palmer, I.C. (1995, March). *Required courses for master's degrees: A nationwide survey*. Paper presented at the 29th Annual TESOL Convention, Long Beach, CA.
- Pennington, M. (1992). "Reflecting on Teaching and Learning: A Development Focus for Second Language Classroom." In J. Flowerdew, M. Brock, and S.Hsia (eds). *Perspectives on Second Language Classroom Teacher Education*. Kowloon: City Polytechnic of Hong Kong.
- Ralph, et al. (2007). *The Practicum in Professional Education: Pre-service Students' Experiences*. <http://www.aare.edu.au/ojap/lig05237.pdf>.
- Rand, M. K., & Shelton-Colangelo, S. (1999). *Voices of student teachers: Cases from the field*. Upper Saddle River, NJ: Merrill.
- Richards, J. and Crookes, C. (1988). "The practicum in TESOL." in *TESOL quarterly*, 22/1
- Richards, J.C., & Farrell, T.S. C. (2011). *Practice teaching: A reflective approach*. Cambridge, UK: Cambridge University Press
- Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Schön, D.A. 1983. *The Reflective Practitioner*. New York: Basic Books
- Schulz, R. (2005). *The practicum: More than practice*. *Canadian Journal of Education*, 28 (1&2), 147- 167
- Seagall, A. (2002). *Disturbing practice. Reading teacher education as text*. New York: Peter Lang
- Sergiovanni, T. J., & Starratt, R. 1. (1998). *Supervision: A redefinition*. (6th ed.). Boston: McGraw-Hill Companies Inc. p.53-54

- Shumet Kebede. (2006). "A reflective approach to teacher education: The practice of practicum in Eskindrawit college of teacher education and Awnda primary school." (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Singh, Y. K. (2006). *Fundamentals of research methodology and statistics*. India (New Delhi): New age international publishers .
- Solomon Amare. (2006). "TESO Seen as a Strait-jacket of trendy methodologies teachers' perspectives." In *proceedings of the conference on teacher education for sustainable development in Ethiopia*. College of education, Addis Ababa: Addis Ababa University.
- Stones, E. and Morris, S. (1972). *Teaching practice: Problems and perspectives. A Re-appraisal of the practical professional Element in teacher preparation*. London: New Fetter Lane
- Thorpe, M. (2002). *Rethinking learner support: The challenge of collaborative online learning*. Open Learning, 17(2), 105-119.
- Ur, P. 1992. " *Teacher Learning*" ELT Journal. Vol 46/1. 56-61.
- _____. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.
- Wallace, J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press
- Wingard, P. (1974). "Teaching practice." In ELT Journal Vol. XXIX No.1
- Yalew Endaweke Mulu (1998). *Fundamental principles of research and its implementation*. Bahir Dar: Alpha printing enterprise
- Zanting, A., Verloop, N., & Vermunt, J.D. (2001). *Student teachers' beliefs about mentoring and learning to teach during teaching practice*. British Journal of Educational Psychology, 71, 57-80.
- Zeichner, K. (1996). *Designing educative practicum experiences for prospective teachers*. In K. Zeichner, S. Melnick, & M. Gomez (Eds.), *Currents of reform in pre-service teacher education* (pp. 215- 234). New York: Teachers College Press.
- Zeichner, K. (1999). *The new scholarship in teacher education*. *Educational Researcher*, 28(9), 4- 1

Appendix A

Jimma University
Institute of Education and Professional Development
Department of Teacher Education and Curriculum Studies
Questionnaire for Student-Teachers

Dear Trainees

This questionnaire is supposed to be answered by Shambu College of Teacher Education (SCTE) student-teachers and the purpose of the study is to assess the practice and challenges of Practicum. In order to carry out the research effectively, your participation as a source of information has an invaluable role to play. Therefore, the investigator requests you to kindly give your genuine responses to the following questions accordingly.

Thank you in advance!

Mesfin Fantu , the Researcher

A. The following items refer to the overall kind of encouragement that you have been given by your tutor and mentor during the teaching practice session in order to help you acquire professional expertise. Read each item carefully and put a tick in one of the four boxes against each item. Please note that the numbers 1-5 are used to indicate the degree of absence or presence of the particular kind of encouragement described. Thus,

- 1 Indicates an absence of encouragement.
- 2 Indicates a small amount of encouragement
- 3 Indicates a moderate degree of encouragement.
- 4 Indicates a great deal of encouragement.
- 5 Indicates a very great deal of encouragement

No	ITEMS	1	2	3	4	5
1	My mentor encourage me to model my teaching behavior or style					

2	My mentor encourage me to seek and follow instruction and advice on what and how to teach					
3	My tutor intervene in decision made about how to teach and the material to be used					
4	My tutor give me prescription about a better way of handling disciplinary matters and class room management in general					
5	Encouraged to think of and implement the technique and/or method of teaching that has been advocated in college course					
6	Encouraged to critically observe and questions the lessons of my mentors and/or accepted methods and procedures for teaching					
7	Encouraged to take advantage of my observation week by familiarizing myself with such things as class room atmosphere, student level, available instructional and testing materials					
8	Encourage to question the why's of the syllabus, its content and sequencing in relation to your practice					
9	Encouragment in keeping journals for reflection					
10	Encourage to consider possible long-term effects concerning the method of your lessons					
11	I taught how to evaluate my own teaching performance					
12	Encouraged to make carefully outlined plans for my own teaching improvements					
13	Encourage to generate new ides for my class room					
14	Encourage to be creative in determining the					

	situational appropriateness of particular teaching techniques or strategies learnt from college courses					
15	Encourage to become flexible and adaptable in methodological issues					
16	Encourage to solve my own class room difficulties (academic and management)					
17	In post observation discussions encouraged to come up with teaching problems that you have faced and there by set the agenda for discussion					
18	Encourage to share thinking and experience concerning teaching (methods, content, m management, etc) with other student-teachers					
19	Encourage to solicit feedback from tutor, mentor and my students concerning my teaching					
20	Give written feedback on my class room performance					
21	In order to consider alternatives in my future teaching encourage me to reflect up on my teaching practice and their effects on the learners					

B : The following questions are related to the assessment. There are two options: "Yes" or "No". Use a tick (..J) mark in the appropriate box to show your answer. Some of the questions are of multiple-choice type and some are followed by dashes. So, choose your answer from the options and indicate your choice by means of a ",j" mark and write your comment **on** the provided space

1. Do you have discussion with your tutor before observation/assessment?

A. Yes..... B. No.....

2. If your answer to Question: 1. is 'Yes', what kind of discussion is it?

A. On the purpose of the observation.

B. On whether the observation is to give feedback on strong and weak points or to mark student-
teachers performance.

C. To check whether the students has shown progress

D. It is on how to use lesson plan, to prepare teaching aids, and to manage classroom.

3. Do you have discussion with your mentor before observation/assessment?

A. Yes..... B. No.....

4. If your answer to question no 3 is "Yes" what kind of discussion is it? .

A. On the purpose of the observation.

B. It is on whether the observation is to give feedback on strong and weak points or to mark
student-teacher's performance.

C. To check whether the student has shown progress

D. It is on how to use lesson plan, to prepare teaching *aids*, and to manage class

5. Does the tutor observe the whole period (40') while you teach?

A. Yes..... B. No.....

6. Does the mentor observe the whole period (40') while you reach?

A. Yes..... B. No.....

7. Are you happy with the way tutors assess?

A. Yes..... B. No.....

8. If your answer to question 7 is "Yes", what is your reason? It is because:

A. you have got good grade.

B. He/she continuously assessed you and checked your progress.

C. he/she gave you feedback on your strong and weak points.

D. he / she helped your in every challenges you race in the class and out of the class.

9. If your answer is no what is your reason?

A. Because there is subjectivity in his/her assessment.

B. Because he/she does not give good mark/grade.

C. Because he/she does not observe me the whole period (40 minutes) while I teach.

D. Because he/she does not continuously assess me (but, only once or twice) during the whole
practicum time.

10. Are you happy with the way mentor assess?

A. Yes..... B. No.....

11. If your answer to question 10 is "Yes", what is your reason? It is because.
- A. you have got good grade.
 - B. he/she continuously assessed you and checked your progress.
 - C. he/she gave you feedback on your strong and weak points.
 - D. he/she helped your in every activity
12. If your answer to question 10 is "No", what is your reason?
- A. Because there is subjectivity in his/her assessment.
 - B. Because he/ she does not give good mark/ grade.
 - C. Because he/she does not observe me the whole period (40 minutes) while I teach.
 - D. Because he/ she does not continuously assess me (but, only once or twice) during the whole practicum time.
13. The tutors are more likely to use summative than formative (continuous) assessment?
- A. Yes.....
 - B. No.....
14. The mentors are more likely to use summative than formative (continuous) assessment?
- A. Yes.....
 - B. No.....
15. Do you think tutors have enough time to help you?
- A. Yes.....
 - B. No.....
16. Do you think mentors have enough time to help you?
- A. Yes
 - B. No.....
17. How many times did your mentor observe you during practicum four?
- a) Only once b) twice c) three times d) more than three times
18. How many times did your tutor observe you during practicum four?
- a) Only once b) twice c) three times d) more than three times

c. Items that focused on challenge of practicum are listed below; please show your position from the given alternatives.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	I prepare for teaching with my mentor's support					
2	I have problems with lesson presentation and delivery					
3	I give enough exercises to the pupils					
4	I mark all exercise given to the pupils					
5	I manage my class well					
6	I am confident in teaching all subjects assigned me					
7	There is cordial relation ship between my pupils and me					
8	I am involved in co-curricular activities					
9	I reflect on my experiences					
10	I am able to focus on my project work as expected					
11	I have been taught at college to apply what I learned in practice					
12	My mentors guide my professional growth					
13	I accept the guidance given to me by mentors					
14	My mentors comment my lesson pla					
15	My mentors hold pre-observation meeting with me					
16	My mentor hold post-observation meeting with me					
17	My mentors help me in all my subjects					
18	My mentors are regular at school to support me.					
19	My mentors are punctual at school to support me					
20	My mentors stay at school to supervise me.					
21	Tutors hold pre-conference meetings with me.					
22	Tutors hold post conference meetings with me.					
23	I have adequate supervisions by tutors					

Appendix B

Jimma University
Institute of Education and Professional Development
Department of Teacher Education and Curriculum Studies
Questionnaire for Mentors

Dear Mentors

This questionnaire is supposed to be answered by Shambu College of Teacher Education (SCTE) mentors and the purpose of the study is to assess the practice and challenges of Practicum. In order to carry out the research effectively, your participation as a source of information has an invaluable role to play. Therefore, the investigator requests you to kindly give your genuine responses to the following questions accordingly.

Thank you in advance!

Mesfin Fantu , the Researcher

A. The following items refer to the overall kind of approach that you might have adopted in encouraging your student - teacher to acquire professional expertise during the practicum. Please note that the numbers 1-5 are used to indicate the degree of absence or presence of the particular kind of encouragement described. Hence,

1 indicates an absence of encouragement

2 indicates a small amount of encouragement

3 indicate a moderate degree of encouragement.

4 indicates a great deal of encouragement

5 Indicates very great deal of encouragement

No	ITEMS	1	2	3	4	5
1	To what degree do you encourage the student - teacher to model his/her teaching behavior or style					

2	To what degree do you encourage the student teacher to seek and follow instructions and advice on what and how to teach from his/her mentor					
3	To What degree do you intervene in decisions made about how to teach and the materials to be used?					
4	To what degree do you give prescription about a ' better' way of handling disciplinary matters , and Classroom management in general?					
5	To what degree do you encourage the student - teacher to think of and implement the technique And/or method of teaching that has been advocated in college courses.					
6	To what degree do you encouraged the student - teacher to critically observe and question the lessons of his/her mentor and/or accepted Methods and procedures for teaching.					
7	To what degree do you encourage the student teacher to take advantage of his/her observation week by familiarizing him/ herself with such things as classroom atmosphere, student level, available Instructional and testing materials etc?					
8	To what degree do you encourage the student- teachers to question the way's of the syllabus, its content and sequencing in relation to his/her own practice?					
9	To what degree do you encourage the student- teachers in keeping journals for reflection?					

10	To what degree do you encourage the student Teacher to consider possible long-term effects concerning the methods of his/ her lessons?					
11	To what degree do you encourage the student teacher and show her/him way of evaluating his/her own teaching performance?					
12	To What degree do you encourage the student - teacher to make carefully outlined plans for his/her own teaching improvement?					
13	To what degree do you encourage the student-teacher to generate new ideas for his/her classrooms?					
14	To what degree do you encourage the student teacher to be creative in determining the situational appropriateness of particular teaching techniques or strategies learnt from college courses					
15	To what degree do you encourage the student teacher to become flexible and adaptable in methodological issues?					
16	To What degree do you encourage the student - teacher to solve his/her own classroom difficulties (academic and management)?					
17	n post-observation discussions, to what degree do you encourage the student teacher to come up with teaching problems that she/he has faced and thereby set the agenda for discussion?					

18	To What degree do you encourage the student - teacher to share his/her thinking and experience concerning teaching (methods, content, management etc.), with other student teachers?					
19	To what degree do you encourage the student - teacher to solicit feedback from you (the tutor), the mentor and his/her students concerning his/her teaching?					
20	To what degree do you give written feedback to your student teacher on his/her classroom performance?					
21	In order to consider alternatives in his/her future teaching approaches , to what degree do you encourage the student- teacher to reflect upon his/her own teaching practices and their effects on the learners?					

B. The following questions are related to the assessment. There are two options: "Yes" or "No". Use a tick (..J) mark in the appropriate box to show your answer. Some of the questions are of multiple-choice type and some are followed by dashes. So, choose your answer from the options and indicate your choice by means of a ",j" mark and write your comment **on** the provided space

1. Do you have discussion with your student-teachers before observation/assessment?

A. Yes..... B. No.....

2. If your answer to question no 1 is "Yes" what kind of discussion is it?

A. On the purpose of the observation.

B. It is on whether the observation is to give feedback on strong and weak points or to mark student-teacher's performance.

C. To check whether the student has shown progress

D. It is on how to use lesson plan, to prepare teaching *aids*, and to manage class

3. Do you observe the whole period (40') while student-teachers teach?

A. Yes..... B. No.....

4. Are student-teachers happy with the way you assess?
 A. Yes..... B. No.....
5. If your answer to question “4” is "Yes", what is your reason? It is because.
 A. He/she has got good grade B.I continuously assessed them and checked their progress
 C. I gave feedback on their strong & weak points D. I helped them in every challenges they face in the class and out of the class
6. If your answer to question “4” is "No", what is your reason?
 A. Because there is subjectivity in my assessment B. Because I do not give good mark/grade
 C. Because I do not observe them the whole period (40') while they teach
 D. Because I do not continuously assess them (but, only once or twice) during the whole practicum time.
7. You are more likely to use summative than formative (continuous) assessment?
 A. Yes..... B. No.....
8. For question ‘7’ if your answer is ‘yes’ what is your reason?
 A. Shortage of time B. Much number of students
 C. There is work load D. Agreement with College
9. Do you have enough time to help student-teachers?
 A. Yes B. No.....
10. How many times did you observe your student-teachers during practicum four?
 a) Only once b) twice c) three times d) more than three times
11. Did you get training on how to assess and on the purpose of practicum from the college?
 A. Yes..... B. NO.....
12. If your answer to question 11 is yes how many times get training?
 a) Only once b) twice c) three times d) more than three times
13. Do you observe/assess student-teachers together with tutors from the college?
A. Yes B. No
14. Does the school minimize the work-load you could have to help you with the student-teachers?
 A. Yes B. No

C. Items that focused on challenges of practicum are listed below; please show your position from the given alternatives.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (

No	Items	SDA	DA	ND	A	SA
1	Student-teachers prepare for teaching with my support					
2	Student-teachers have problem of lesson presentation and delivery					
3	Student-teachers give enough exercises to the pupils					
4	Student-teachers mark all exercise given to the pupils					
5	Student-teachers manage their class well					
6	Student-teachers are confident in teaching all subjects assigned them					
7	There is cordial relation ship between pupils and student-teachers					
8	Student-teachers involved in co-curricular activities					
9	Student-teachers reflect on their experiences					
10	Student-teachers able to focus on their project work as expected					
11	Student-teachers able to apply what they learned in College in to practice					
12	I guide professional growth of student-teachers					
13	Student-teachers accept the guidance I give to them					
14	I give comment for their lesson plan					
15	I hold pre-observation meeting with student-teachers					
16	I hold post-observation meeting with student-teachers					
17	I help student-teachers in all their subjects					

18	I am regular at school to support student-teachers.					
19	I am punctual at school to support student-teachers.					
20	I stay at school to supervise student-teachers					
21	Tutors hold pre-conference meetings with student-teachers.					
22	Tutors hold post-conference meeting with student-teachers					
23	Student-teachers have adequate supervisions by tutors					

Appendix C

Jimma University

Institute of Education and Professional Development

Department of Teacher Education and Curriculum Studies

Semi-Structured Interview Questions for Tutors

Introduction: These are interview questions for tutors and they are related to practice and challenges of Practicum.. So, I would like to request you to respond in detail.

1. In what ways were you encouraging your student-teachers to acquire professional expertise/
2. Do you think that your that your student-teachers was satisfied with the help s/he had obtained from you?
3. Do you think that mentors encourage student-teachers as expected in acquiring professional experience during practicum-4?
4. Do you continuously observe or assess your student-teachers?
5. What are the challenges that student-teacher face during practicum four?
6. Does the college give training for the mentors and tutors on the practicum?
7. What improvements do you think will be made about the Practicum?

Thank You

Appendix D
Jimma University
Institute of Education and Professional Development
Department of Teacher Education and Curriculum Studies
Interview Questions for Practicum Coordinator

Introduction: These questions are related to the practice and challenges of practicum. So, please answer them in detail

1. Do you believe that student-teachers have enough understanding about the purpose of practicum?
2. Does the college train mentors and tutors on the how to mentor student-teachers? If yes what type of training? When?
3. When you assign tutors to student-teachers to supervise, do you consider the workload? Explain?
4. How often are the tutors and mentors expected to observe during Practicum four? Explain?
5. How do you see the involvement of mentors in assessment in Practicum?
6. How do you check whether mentors/tutors observe and give feedback to student-teachers?
7. What are the challenges of practicum that encounter student-teachers?

Appendix E

Jimma University

Institute of Education and Professional Development

Department of Teacher Education and Curriculum Studies

Gaaffilee barattoota-barsisotaaf

Kabajamaa leenjifamaa

Gaaffileen armaan gadii barsiisota –barattoota kolleejjii barsiisota shaambuudhaan akka deebii’uf kan qophaa’eedha. Akkasumas faayidaan qorannoo kanaas rawwii fi rakkowwan shaakallii (practicum-4) qorachuuf dha. Qorannoo kan haala bu’aa qabeessa ta’een geggessuuf hirmaanaan kessan akka madda odeefannootti gahee ol aanaa taphata . Kanaafu haala amanamaa ta’een gaaffilee armaan gadiif akkaataa gaafii isaatii deebii sirrii ta’e akka deebistan qoratichii kabajaan singaafata.

Guddaa galatoomaa!

Masfin Faantuu, qorataa

A. Gaaffileen armaan gadii walumaagalatti shaakallii (practicum-4) irratti degersa meentoriin kee ykn tutoriin kee akka ogummaa barsiisummaa horatuuf sif keennan dha. Gaaffilee tokko tokko isaa sirritti eerga dubistee booda malatto ($\sqrt{\quad}$) sanduqa shanan keessaa tokko irratti kaa’i. Lakkofsi 1-5 hanga degarsa kennamee agarsiisuuf kan taa’e dha. Kunis:

1=deegarsii hin godhamnee

2=deegarsa xiqqoo godhamee

3=deegarsa giddugaleessa godhamee

4=deegarsa guddaa godhamee

5=deegarsa baayee guddaa godhamee

Lakk	Gaaffilee	1	2	3	4	5
1	Amma mentoriinkoo mala barsiisuukoo akka foyyessuf na jajjabessu					

2	Amma mentoriinkoo maal akkanbarsiisuu fi akkamitti akkan barsiisuuf qujeelfamaa fi ajaja akkan hordofuu qabu najajabessu					
3	Amma tutoriinkoo akkaataa meeshaale barnootaa fayyadamuu fi akkaataa barsiisuu irratti mutteessu kessatti qoda fudhachu					
4	Amma tutoriinkoo mala foyyaa ta'een rakko naamusaa itti qabatanii fi haala qubanaa daree walumaagala irratti gorsa naaf laachusaa					
5	Mala barsiisuu fi toftaa barsiisuu kollegeitti baradhe akkan itti yaaduu fi fayyadamu amma najajabeessu					
6	Barnoota mentoriinkoo Sirritti ilaaluu fi gaafachun toftaa fi adeemsa barsiisuu fudhachu irratti jajabeessu					
7	Torbee do'annaa kootti fayadameen mataa koo haala daree, sadarkaa barattootaa, meeshaale barnootaa fi qorannoo jiran wajjin akkan walbaruuf najajabeessa					
8	Gaaffii maaliif? Siilaabasi, qabiyyee isaa fi tartiiba isaa haal shaakalli koo wajjin najajabeessa					
9	Jornaalota fi yaaddannoo calaqqif akkan qabadhu najajabeessa					
10	Haala bu'aa barnootaa yeroo dheeraa akkan madaalu na jajabeessa					
11	Akkamitti haala mala barsiisuu koo madaalu baradheera					
12	Haala eegannoodhaan hojii barsiisuu koo irratti foyyeessuu fi karoorsu irratti najajabeessa					

13	Yaada haaraa daree koo kessatti akkan burqiisuu keessatti najajabeessa					
14	Tooftaa fi istiraateejii koorsii kolleejjii keessatti laatamee haala barbaachiisummaa isaa irratti hundaa'udhaan uumun akkan itti fayyadamu na jajabeessaa					
15	Haala barsiisuu irratti jijjiramaa fi itti bariinsa akkan qabaadhu najajabeessa					
16	Rakkowwan daree (academia and management) akkan salphisuuf na jajabeessa					
17	Maree daree boodaa irratti rakkowwan barsiisuu irratti namudatee akkan fideen dhufuu fi akka ajandaatti irratti mari'achuuf na jajabeessa					
18	Yaadaa fi muuxannoo barsiisuu irratti (mala, qabiyyee fi managimanti fi kkf) barataa-barsiisaa biro wajjin akka muuxannoo wal-jijjiru na jajabeessa					
19	Dub-deebii tutorii, meentorii fi barattoota irraa waa'ee mala barsiisuu koo akkan fudhu na jajabeessu					
20	Haala barsiisuu koo irratti dub-deebiin barreefamaa naaf laatama					
21	Filannoo barsiisuu koo gara fulduraaf akkan reefileeket godhuuf mala barsiisuu koo fi dhiibbaa barattoota irratti qabu irratti refleekt akkan godhu najajabeessu					

B.Gaaffileen armaan gadii haala madaalli meentorii/tutorii yeroo shaakalli (practicum-4) godhan wajjin wal qabata dha. Gaaffileen kun filannoo kan qabanii fi deebii gutuu kan barbaadanii dha. Kanaaf deebii sirrii ta'e akka filtanii fi baressitan

1. Do'anno dura waa'ee madaalli tutorii kee faana mari'ataa?

A, eeyyee

B, Lakkii

2. Gaaffii tokkoffaaf deebiin kee' eeyyee' yoo ta'e, marii akkamii?

A, Faayidaa do'annoo irratti

B, Dub-deebii ciiminaa fi laafina irratti

laachuuf ykn madaalliif

C, Jijjirama barataan agarsiisee ilaaluu

D, Karoora akkamitti akka fayadamanii, meeshaalee gargaarsa barnootaa qopheessuu fi abbommii daree irratti

3. Do'annoo dura meentoorii kee faana marii gegessitu?

A. Eeyyee

B, Lakkii

4. Deebiin kee gaaffii "3" eeyyee yoo ta'ee , marii akkamii?

A, Faayidaa do'annoo irratti

B, Do'annoon ciiminaa fi dadhabii jiru irratti dub-deebii laachu fi qaphxii barataa madaaluuf

C, Hammam barattoonni akka foyyaa'anii madaaluuf

D, akkamitti akka karoora fayadaman, akkaataa meeshaalee deegarsa barnootaa itti fayadaman, akkaataa qabannaa daree

5. Tutooriin kee yeroo barsiistuu wayitii guutuu (40') si do'ataa?

A, Eeyyee

B, Lakkii

6. Meentooriin kee yeroo barsiistu wayitii guutu (40') si do'ataa?

A, Eeyyee

B, Lakkii

7. Adeemsa madaallii tutoorii keetiin gamadaa dhaa?

A, Eeyyee

B, Lakkii

8. Gaaffii lakkoofsa "7" deebiin kee eeyyee yoo ta'ee, sababiin isaa maalii?

A, Qaphxii gaarii waan argatuuf

B, Walitti fufiinsaan waan simadaalee jijjirama kee ilaaluuuf

C, Dadhabiiinakee fi cimina kee irratt dub-deebii silaatuuf

D, Rakkowwan daree fi daree alatti simudatu hunda irratti waan siigargaruuf

9. Gaaffii lakkoofsa "7" deebiin kee lakkii yoo ta'ee, sababiinsaa maalii?

A, Madaallii isaa/ishee keessatti dhunfummaan waan jiruuf

B, Qaphxii gaarii waan hinlaanneef

C, Yeroon barsiisuu wayitii guutuu (40') nan do'atu/ttuu

C. Gaafileen rakkowwan practicum (shaakallii) irratti xiyyeefatan armaan gadiitti caqasamaniiru, filannowwan jiran keessaa kan filatee tokkoo irratti mallattoo (√) kaa'i. Items

1=Ciiminaan walihingalu (CWH) 2= Walihingalu (WH) 3=Hinmurteessu (HM) 4=Walingala (WG) 5= Ciiminaan walingala Strongly (CWG)

<i>La</i>	<i>Gaffilee</i>	<i>1=CW</i>	<i>2=W</i>	<i>3=H</i>	<i>4=W</i>	<i>5=C</i>
1	Deggarsa meentooriikootiin barsiisuuf nan qophaa'a					
2	Barnootaaf qophaa'uu fi barsiisuu irratti rakko nanqaba					
3	Gilgaala gahaa barattootaaf nan kenna					
4	Gilgaala barattootaaf laatamee hunda nan sororsa					
5	Dareekoo sirritti nan abbooma					
6	Gosa barnootaa naaf laatamee hunda barsiisuuf ofitti amanamummaa nanqaba					
7	Barattootakoo fi ana gidduu walitti dhufeenya gaarii jira					
8	Barnoota walmaddeessaa irratti nan hirmaadha					
9	Shaakala barsiisummaa koo irratti refleekishiinii(calaqii) nan gageessa					
10	Projeectii(practicumi) koo hanga narraa eegamu xiyyeefanoodhaan nan hojeedha					
11	Kolleejii kessatti kani baradhee hojjiidhaan nan agarsiisa					
12	Mentoriin koo guddina ogummaa koo naaf qajeelchu.					
13	Gorsa mentooriin koo naaf kennu nanfudha.					
14	Mentooriin koo karoora koo irratti yaada naaflaata					
15	Mentoorii koo wajjin marii do'annaa duraa nigodhana					
16	Mentoorii koo wajjin marii da'annaa boodaa ni gegessina					
17	Mentooriin koo gosa barnoota hundaatti nagargaara					
18	Mentooriin koo yeroo hundaa nadeegaruuf mana barumsaatti ni argama					

19	Mentooriin koo nagargaaruuf saatiitti mana barumsaatti niargama					
20	Mentooriin koo nado'achuuf mana barumsaa ni tura					
21	Tutorii koo wajjin marii do'annoo duraa nigona					
22	Tutorii koo wajjin marii do'annaa booda niqabna					
23	Tutorii kootiin supervisionii gahaa nan argadha					

Appendix F
Jimma University
Institute of Education and Professional Development
Department of Teacher Education and Curriculum Studies

Gaaffilee meentorotaaf qophaa’e

Kabajamaa meentorii

Gaaffileen armaan gadii meentorota kollejii barsiisota shaambuutiin ni gutama jedhamee yaadamee kan qophaa’ee fi faayidaan qo’annoo kanaas hala raawwii fi rakkowwan practicum-4 qo’achuuf dha . haala bu’aa qabeessa ta’een qo’annoo kana gegessuuf hirmaanaan kessan akka madda odeffannootti murteessaa dha. Kanaaf gaaffilee dhiyaataniif amanamummaa fi hal ifa ta’een akka deebistan kabajaan qoratich sin gaafata.. .

Guddaa galatoomaa !

Mesfin Fantu , qorataa

A. Gaaffileen armaan gadii yeroo shaakalli (practicum-4) barsiisota-barattoota walumaagalatti ogummaa barsiisummaa akka horataniif deegarsa gotuuf dha. Gaaffilee tokko tokko isaa sirritti eerga dubistee booda malatto (✓) sanduqa shanan **keessaa** tokko irratti kaa’i. Lakkofsi 1-5 hanga degarsa kennamee agarsiisuuf kan taa’e dha. Kunis:

1=deegarsii hin godhamnee

2=deegarsa xiqqoo godhamee

3=deegarsa giddugaleessa godhamee

4=deegarsa guddaa godhamee

5=deegarsa baayee guddaa godhamee

Lakk	Gaffilee	1	2	3	4	5
1	Barattoota-barsiisoonni toftaa barsiisuu isaanii akka moodeela godhaniif hangam jajabeesita					

2	Barattonni-barsiiisonni maalii fi akkamitti barsiisanii meentooriisaanii irraa ajajaa fi gorsa hordoofuu akka qaban hangam jajabeessita					
3	Barattonni-barsiiisonni akkamitti akka barsiisanii fi meeshaa itti fayyadamanii murteessu kessatti hangam giddu galta					
4	Barattonni-barsiiisonni haala foyyaa ta'een qabannaa rakkoo naamusaa fi qabannaa daree walumaagala irratti hangam gorsa nilaataa					
5	Barattonni-barsiiisonni tooftaa fi mala barsiisuu kollegeetti baratan akka xiinxalanii fi itti fayadaman hangam jajabeessita					
6	Barattonni-barsiiisonni barnoota meentooriisaanii gadi fageenyaan fi hubannoodhaan ilaaluun malaa fi adeemsa barsiisuu akka fudhatuuf hangam jajabeessita					
7	Barattonni-barsiiisonni torbee do'anaa isaniitti fayyadamanii mataasaa/mataashee haalota kan akka haala daree, sadarkaa barattootaa, jiraachu meeshaalee barnootaa fi qorannoo akka hubatan hangam jajabeessita					
8	Barattonni-barsiiisonni haala qabiyyee siilabasii,duraadubaa fi haala silabasii haala shaakallii isaanii wajjin akka gaafatan hangam jajabeessita					
9	Barattonni-barsiiisonni calaqiif joornaalii fi yaadannoo akka qabatani hangam jajabeessita					
10	Barattonni-barsiiisonni dhiibbaa toftaa barnoota isaanii yeroo dheeraa akka madaalan hangam					

	jajabeessita					
11	Barattonni-barsiiisonni karaa mala barsiisummaa isaa/ ishee itti madaalan agrsiisuun hangam jajabeessita					
12	Barattonni-barsiiisonni eegannoodhaan foyyaa'insa barsiisuu isaanii isaanii irratti akka karorsaniif hangam jajabeessita					
13	Barattonni-barsiiisonni daree isaaniif yaada haaraa akka burqisiisaniif hangam jajabeessita					
14	Barattonni-barsiiisonni haalaa fi barbaachisummaa isaa irratti hundaa'udhaan toftaa fi istraateegii Collegiitti baratani akka kalaqanii hangam jajabeessita					
15	Barattonni-barsiiisonni haala toftaa irratti itti bariinsaa fi jijjiramaa akka qabaatan hangam jajabeessita					
16	Barattonni-barsiiisonni rakkowwan daree (academic and management) akka hiikkan hangam jajabeessita					
17	Maree do'annaa boodaa irratti barattonni-barsiiisonni rakkowwan baru barsiisuu irratti isaan mudatee akka fidanii dhufanii fi akka ajandaatti irratti mari'achuuf hangam jajabeessita					
18	Barattonni-barsiiisonni yaadaa fi muxannoo barsiisu irratti (mala, qabiyyee, maanaagimantii fi kkf)qaban barataa-barsiisaa biro wajjin akka waljjiran hangam jajabeessita					
19	Barattonni-barsiiisonni dub-deebii tutorii					

	isaarraa,meentoriisaarraa fi barattoota isaa irraa akka fudhatuuf hangam jajabeessita					
20	Barattotaa-barsiiisotaaf dub-deebii barreefamaa waa'ee gahumsa daresaanii irratti hangam laataafi					
21	Garafulduraatti haala dhiheenya barsiisummaa barattoota-barsiiisota shaakallii isaanii fi dhibbaa barattoota irratti qabu irratti akka calaqqeessan hangam jajabeessita					

B. Gaaffileen armaan gadii madaallii wajjin kan wal qabatu dha. Filannoowan lama jiru “eeyyee” yookiin “ lakkii” mallattoo (✓) gargaaramun deebii filate agarsiisi..Gaaffileen muraasni filannoo fi kaan immoo barressi dha kanaaf filannoo kessaa deebii filatee mallattoo (✓) agarsiisi akkasumas bakka duwwaa irratti ilaalcha kee bareessi..

1. Barattoota-barsiiisota faana do’annaa ykn madaalli dura marii ni gegessitu?

A, Eeyyee

B, Lakkii

2. Gaaffii lakkofsa “1” f deebiin kee eeyyee yoo ta’e marii akkamii?

A, Faayidaa do’annoo irratti

B, Do’annoon ciiminaa fi laafina irratti dub-deebii laachuuf ykn hojii barataa-barsiiisaaf qaphxii laachuuf

C, Barattonni jijirama agarsiisan madaaluuf

D, Akkamitti akka karooratti fayyadamanii, haala meeshaalee barnootaa itti qopheessani fi daree itti qabatani

3. Barataa-barsiiisaan yeroo barsiisuu wayitii guutuu(40’) ni do’ataa?

A, Eeyyee

B, Lakkii

4. Adeemsa madaallii keetti barattonni-barsiiisonnii gamadaa dhaa?

A, Eeyyee

B, Lakkii

5. Gaaffii lakkofsa”4” f deebiin kee eeyyee yoo ta’e , sababniisaa maalii?

A. qaphxii gaarii waan argatateef/tteef B,Walitti fufinsaan waan isaan madaaluu fi jijjirama fidan waanhordafuuf C, Ciminaa fi laafina isaanii irratti dub-deebii waan

isaaniif laadhuf
waangargaaruf .

D. Rakkowwan daree fi daree alatti isaan mudatu

6. Gaaffii lakkofsa "4" f deebiin kee lakkii yoo ta'ee , sababiinsaa maalii?

- A. Madaalii kee kessatti subjectivitiin waanjiruuf
- B. Qaphxii gaarii waan isaaniif illaaneef
- C. Yeroo barsiisanii wayitii guutuu(40') waan isaan hin do'anneef
- D. Walitti fufiinsaan waan isaan hin madaaleef(si'a tokko ykn lama)

7. Ati gosa madaalii summative gosa madaalii walitti fufo caalaa fayadamta?

- A, Eeyyee
- B, Lakkii

8. Deebii gaaffii "7" f sababnii kee maalii?

- A. Hanqiina yeroo
- B. Baay'ina barattotaa
- C. Baay'ina hojii
- D. waliigaltee koollejji

9. Barattoota-barsiisaa gargaaruuf yeroo gahaa qabdaa?

- A, Eeyyee
- B, Lakkii

10. Yeroo shaakalli (practicum-4) barattoota-barsiisota si'a meeqa do'ata?

- A, si'a tokkoo
- B, si'a lama
- C, si'a sadii
- D, si'a sadii caalaa

11. Akkaataa madaalli fi faayidaa shakalli irratti kolleejii irraa leenjii argatanii beektu?

- A, Eeyyee
- B, Lakkii

12. Gaaffii "11" f deebiin kee eeyyee yoo ta'e , si'a meeqa leenjii argatee?

- A, Si'a tokkoo qofaa
- B, Si'a lama
- C, Si'a sadii
- D, Si'a sadii caalaa

13. Barattoota-barsiisota tutoorii kolleejii faana do'ataa?

- A, Eeyyee
- B, Lakkii

14. Barattoota-barsiisota akka gargaartuuf manni barumsaa baayina hojii si hirisaa?

- A, Eeyyee
- B, Lakkii

C.Gaaffileen armaan gadiitti caqasaman rakkowwan shaakallii (practicum-4) wajjin wal-qabatu dha .Kanaafuu filannoo dhihaatee kessaa kan filatu mallattoo (√)n agarsiisi.

**1= Ciminaan walihingalu (CWH) 2=Walihingalu (WHG) 3=Hinnurteessu (HM)
4=Walingala (W) 5=Ciminaan walingala**

<i>La kk</i>	<i>Gaffilee</i>	<i>1=</i>	<i>2=</i>	<i>3=</i>	<i>4=</i>	<i>5=</i>
1	Barattonni-barsiiisonni deegarsa kootiin barsiisuudhaaf niqophaa’u					
2	Barattonni-barsiiisonni barnootaaf qophaa’uu fi dhiyeessu irratti rakkoo niqabu					
3	Barattonni-barsiiisonni gilgaala gahaa barattootaaf nilaatu					
4	Barattonni-barsiiisonni gilgaala barattootaaf laatan hunda ni sororsuu					
5	Barattonni-barsiiisonni daree isaanii sirritti ni abbomu					
6	Barattonni-barsiiisonni gosa barnootaa isaaniif laatame barsiisuuf offitti amanamummaa niqabu					
7	Barattoota-barsiisotaa fi barattoota giddu walitti dhufeenya gaariitu jira					
8	Barattonni-barsiiisonni hojii walmaddeessaa kessatti qooda ni fudhatu					
9	Barattonni-barsiiisonni shaakalli isaanii irratti reeflekishinii ni dhiyeessu					
10	Barattoo Barattonni-barsiiisonni hanga eegamu shaakalli isaanii xiyyeefannodhaan ni hojjetu					
11	Bara Barattonni-barsiiisonni waanta kolleejiitti baratan hunda hojiitti agarsiisuuf gahumsa ni qabu					
12	Guddina ogummaa barattota-barsiisotaa nanqajeelcha					
13	Barattonni-barsiiisonni gorsa isaaniif laatamu ni fudhatu					
14	Karooora barattota-barsiisota irratti yaada nankennaafi					
15	Barattota-barsiisota koo wajjin marii do’annaa duraa nigodhana					
16	Barattota-barsiisota koo wajjin marii da’annaa boodaa ni gegessina					
17	Barattota-barsiisota gosa barnoota hundaatti nangargaara					
18	Barattota-barsiisota deegaruuf yeroo hundaa mana barumsaatti					

	nanargama					
19	Barattota-barsiiisota koo gargaaruuf saatiitti mana barumsaatti nanrgama					
20	Barattota-barsiiisota do'achuuf mana barumsaa nan tura					
21	Barattota-barsiiisota koo wajjin marii do'annoo duraa nigona					
22	Barattota-barsiiisota koo wajjin marii do'annaa booda niqabna					
23	Barattota-barsiiisotakoof supervisionii gahaa nan godhaa					