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THE ROLE OF MENTORSHIP IN THE DEVELOPMENT OF STUDENT-TEACHERS PROFESSIONAL IDENTITY: THE CASE OF ABI-ADI COLLEGE

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Bahir Dar University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

June 2017

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DEVELOPMENT OF STUDENT-TEACHERS'
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Yibrah G/micheal

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Degree of Master of Education in Curriculum Studies

Bahir Dar University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

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APPROVAL PAGE

This is to certify that the thesis prepared by Yibrah G/mcheal, entitled: The role of mentorship in the development of student-teachers' professional identity: the case of AACTE, in Tigray region, and submitted for the partial fulfillment of the requirement for the degree of Masters of Education (in curriculum studies) complies with regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by examining committee:

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ABSTRACT

The purpose of this study was to see the role of mentorship in the development of student-teachers' professional identity development in Abi-Adi College placement schools. This study was aimed to answer the basic research questions that; i. Do the mentors in placement schools have the required mentorship competencies to provide the support needed by student-teachers in practice? ii. To what extent does the mentorship practice contribute to the development of student-teachers' professional identity? iii. What are the factors influencing mentorship practice in the development of student-teachers' professional identity? This study utilized descriptive survey design with mixed research methodological approach. The total population included in this study was 486 practicum stakeholders from these, 154 were selected as sample through systematic sampling, cluster sampling, and purposive sampling techniques. The sources of data for this study were the vice dean, practicum coordinators, school mentors, college teachers, directors and third year students. Questionnaires, interviews and document analysis were used to gather the required data. The data obtained from the participant were analyzed quantitatively and qualitatively. The findings of the study reveal that: i) Placement school mentors lack the required competencies to serve as mentor: ii) Third year student-teachers in the academic year 2016/2017 have not developed the expected professional identity from the school-based practicum experience: and iii) Despite the fact that the mentorship practice in the case Abi-Adi College of Teacher Education partner schools has multiple challenges, the most serious problems reported include the failure of the college representatives to go to school to discuss the problems of the student-teachers, practicum coordinators' inability to give clear and precise direction to mentor teachers, unclear linkage between practicum placement schools and college, lack of adequate school facilities, mentors' shortage of time and incentive expectation on the part of the mentors. From the finding, it is concluded that placement school mentors do not seem to have the required mentorship competences to serve as mentor and the teacher identity development of third year student-teachers from the school-based practicum experience were low. Therefore, to alleviate the aforesaid deficits and to enhance mentors competencies and student-teachers professional identity, Abi-Adi College of Teacher Education in collaboration with the partner schools should provide the needed support for mentor teachers.

Key words: mentorship competence; professional identity; student-teacher; mentor

ABBREVIATIONS

AACTE	Abi-Adi College of Teacher Education
ETP	Education and Training Policy
MoE	Ministry of Education
TEIs	Teacher Education Institutions
TDP	Teacher Developmental Program
TESO	Teacher Education System Overhaul
TGE	Transitional Government of Ethiopia
USAID	United State Agency for International Development

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CHAPTER ONE

1. INTRODUCTION

This part of the study deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study and operational definitions of key terms.

1.1. Background of the Study

In the efforts of developing the socio-economic and cultural status of a nation, education is expected to play several key roles. However, it is impossible to think such essential roles to happen without having academically qualified and professionally responsible teachers in schools (TGE, 1994). On the other hand, for teachers to play their role effectively in schools and to achieve the intended outcomes of educational objectives for societal development, there must be a well-designed and successfully implemented teachers training program that aims at producing academically qualified, professionally skilled, and attitudinally and ethically committed to their profession (MoE, 2005). Regarding this idea, Kumar and Ratnalikar (2005, cited in Tadesse & Meaza, 2007, p. 64) suggested that “of all different factors which influence the quality of education and its contribution to national development, the quality competence and character of a teacher are undoubtedly the most significant.” Cognizant of these, Government of Ethiopia gave due attention in its policies (see MoE, 1994; MoE, 2003; MoE, 2010) to teacher education program for the reason that their trainings it has the potential to take affect the changes in the society by creating individuals and society who can make active participation in the development process by acquiring knowledge, skills and attitudes. Thus, following such policies or frameworks in the teacher education program significant changes have been observed in the curriculum, training and governance arrangements of the Teacher Education Institutions in Ethiopia.

Researchers suggest that all teacher education institutions are supposed to include some form of school-based field experiences and ought to make these field experiences the central part of its programs (Hagos, 2013; Hussen, 2010 & Fekede, 2009). The Teacher

Development Program (TDP) in Ethiopia in order to improve teacher's qualifications and professional development has introduced a special practicum program for pre-service teachers' training (MoE, 2003). This practicum program is considered as one of the major training courses of teacher training institutions that have been designed to shape pre-service teachers' knowledge, skill, and disposition. The provision of practicum to pre-service teachers has had an immense contribution to teachers' competence for it helps integrate theory with practice (Panigrahi, 2013).

As stated above, to achieve the goal of training effectively, different programs to teacher education have been emerged in teacher preparation program in Ethiopia. One of such program was the introduction of Teacher Education System Overhaul (TESO) in teacher education which was the most valued component of teacher preparation (MoE, 2003). Teacher Education System Overhaul (TESO) emphasized teacher education as a key factor in the country's overall educational improvement, in facilitating the democratization process and in bringing socio-economic changes. TESO program become a new paradigm shift in teacher education program to replace the old practice that had multifaceted problems (Hussein, 2010).

In the new paradigm (TESO program), the main concern of practicum is not putting training theories into practice like the old paradigm teaching practice. But it focused on the development of communities of practice and reflective teacher education programs (Fekede, 2009). The new paradigm further urges practicum activities to be a forum for developing communities of learning and practice that is supportive and promote provisions of feedbacks by various stakeholders to the trainees (MoE, 2011). Similarly, MoE (2003:12) also made clear that; "An essential element of practicum is the continual support and guidance offered to each student teacher by mentors at partner schools."

In this regard, Teacher Education program requires the would be teachers to spend a significant portion of their pre-service programs in schools, observing teachers, schools, classrooms, the school environment and practicing teaching specific subject related to their field of study with the intention to integrate college experience with school based practicum experience in a meaningful way (Hussein, 2010). Accordingly, the Abi-Adi

College of Teacher Education, like other colleges in the country, has been sending student-teachers to different primary schools. Such experience is supposed to enable each student teacher to achieve levels of competence that will qualify him/her for the entry in to the teaching profession.

Graham (2006 cited in Maphalala, 2013) points out that there are two critical components to the success of the teaching practice experience: the mentor teachers who guide and support student teachers and the sites where the experiences occur. The role of mentor teachers is crucial in the student teacher's professional development. Mentor teachers as practicing professionals should be aware of important issues in education, and they are uniquely positioned to help student-teachers navigate the demands of the practicum, particularly in matters of curriculum and classroom management. Due to this, mentoring has become an important professional development scheme within school-based training not only in Ethiopia but in many other countries in the present time.

As mentors are teachers, who support and assess less experienced colleagues through professional training, supervision, peer-teaching, coaching, guidance, and counseling therefore they expected to be competent. And the main ingredients of mentoring reside in subject methodology, general pedagogy, needs assessment, counseling, negotiation and conflict solving, observation, assessment of effective teaching, report writing, giving and receiving feedback, setting targets, and working collaboratively (MoE, 2010).

Ismail (2001 as cited in Maphalala, 2013) found in his study that, mentoring had some influence on mentees' professional identity but there was still a need for more appropriate training of the mentor teachers. Therefore mentors expected to provide necessary support to student-teacher to develop professional identity. Whilst professional support and guidance are important aspects of mentorship, emotional support to the student teachers need to get an equal attention if not more.

Even though practicum is a central component of teacher education and has been the subject of discussion among teacher educators internationally for more than a century (Allen & Wright, 2013). Much of the debate has focused on the assessment provided by school based supervising teachers and college representatives, the extent of the links

between the school and the college and an increasing focus on the teacher as reflective practitioner rather than as competent technician are the main focus in teacher education practicum (Clarke, 2006).

A study conducted by Cohen, Hoz and Kaplan (2012), indicated their presence of gaps between the goals of practicum and actions in practical implementation, between the practicum stockholders (tutors, mentors & student-teachers) and between the two systems involved in the practicum (colleges and placement schools) that is supervisors and mentors acting in different directions at the same time. Similarly, a research conducted by Allen and Wright (2013) also indicated that there is confusion around the roles and responsibilities of colleges, school staffs, students-teachers, mentors and tutors throughout practicum implementation. Likewise, a study conducted by Hussen (2010), on practicum in Ethiopia indicated that change on structure and content of teacher education did not bring the desired outcome on student-teachers due to the failure of practical implementation at school level. In addition to the above points, Tadesse (2014), indicated that practicum implementation was not effectively implemented due to lack of adequate supervision, clear and organized lay out, and indiscipline of placement school students.

To sum up practicum program is one of the important parts of pre-service training in Ethiopia currently, but the local researches conducted by Hussen (2010) and Tadesse (2014) and others indicated that practicum program was not implemented effectively due to different factors as stated above.

1.2. Statement of the Problem

Practicum program is currently given a priority in Ethiopia teacher training programs and many researchers agree that it is helpful program to enable student-teachers to integrate theory with practice (Hagos, 2013; Hailu 2006 & Fekede, 2009). Nevertheless, some locally conducted researches affirm that there is still a gap in its actual implementation. For instance, a study conducted by Kedir (2006), on the contradictions, challenges, and chaos in Ethiopia teacher education, particularly on practicum program indicated that significant number of educators had not significant acquaintance with the content and

form of practicum. Similarly a study conducted by Tadesse and Meaza (2007), indicated that practicum was not effectively implemented due to inadequate supervision, insufficient time for practice and the negative attitudes of society towards teaching profession are the major problems of teaching practice. A study conducted by Mignot (2009), also indicated that practicum was not effectively implemented due to factors such as large numbers of student-teachers, insufficient time for practice, and lack of systematic assessments.

Another local research conducted by Hagos (2013), at Abi-Adi college, same setting with this study, indicated that student-teachers did not get adequate support and guidance from their respective school mentors as well as their college tutors due to lack of partnership among stakeholders, due to intermittent supervision of the college, due to lack of appropriate criteria for evaluation and due to lack of school facilities. Despite such existing evidence on the issue, as indicted above, the studies conducted in Ethiopia did not comprehensively address the issue. The researcher's observation of the practicum experience in Abi-Adi College is also no different from the above researchers. That is, in Abi-Adi College of Teacher Education, there is a gap in the actual implementation of practicum program due to different factors as reported by (Hagos, 2013). However, the studies conducted in practicum did not address one of the most essential professional development components, i.e. mentoring, for student-teachers in developing their teacher identity. After all, all the efforts made to include practicum in the teacher education curricula and practice it in TEIs is to develop the professional identity of student teachers, and overlooking this by studies may undermine the importance of conducting researches on the other factors affecting practicum (see previous studies conducted by Kedir, 2006; Tadesse & Meaza, 2007; Mignot, 2009 & Hagos, 2013). Thus, this study investigated the role of mentorship in the development of student-teachers' professional identity in Abi-Adi College of Teacher Education.

Specifically, this study was aimed to investigate the mentorship competencies of placement school teachers, professional identity development of student-teachers' and factors that influence mentorship practice in the case of Abi-Adi College of Teacher Education.

1.3. Research Questions

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

1. Do the mentors in placement schools have the required mentorship competencies to provide the support needed by student-teachers in practicum?
2. To what extent does the mentorship practice contribute to the development of student-teachers' professional identity?
3. What are the factors influencing mentorship practice in the development of student teachers' professional identity?

1.4. Objective of the Study

The general objective of this study is to investigate the role of mentorship in the development of student-teachers professional identity development. More specifically, the study seeks to:

1. To examine the mentorship competencies of placement school teachers to support student-teachers during practice.
2. To examine the professional identity or teacher identity development of student-teachers from the school based practicum experience.
3. To examine the factors that influence mentorship practice of placement school teachers.

1.5. Significance of the Study

This study is expected to help practicum stakeholders' through providing real evidence about the current mentorship practice in Abi-Adi College of Teacher Education partner schools. Specifically, the results of this study would provide the following significances:

1. The result of this study may provide helpful information regarding placement schools mentors competencies and professional identity development of student-teachers for college community.

2. Concerned bodies like regional education bureau may also get some insights on the current state of mentoring in practicum and use the result of this study for further improvement of the practice.
3. The result of this study might be relevant to improve teacher education program through planning appropriate measures in minimizing or overcoming the difficulties observed in the school based-practicum experience.
4. Interested researchers may get some ideas for further studying on related topics.

1.6. Delimitation of the Study

This study was focused on the role of mentorship in the development of student-teachers' professional identity in Abi-Adi College of Teacher Education. Even though there are two Teachers Education Colleges in Tigray region, this study was only focused on Abi-Adi College of Teachers' Education. In addition to the above practicum program is delivered for first, second and third year students, the researcher however, delimited the scope of the study to third year students.

1.7. Operational Definitions of Terms

Mentor: is an experienced teacher who shares his or her experience for novice teachers.

Mentorship competence: refers to the mentor required skill and knowledge to support student-teachers during the school-based practicum implementation.

Professional identity or teacher identity: it is ongoing process of integration of the personal and the professional sides of becoming and being a teacher.

Didactical experience: refers to student-teachers' reflection on their experiences.

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

Practicum program – is a structure field experiences for a pre-service teachers, in which the student teacher practices the skills being learned in the teacher education program under the direct supervision of the certified teacher in the school.

Placement schools: Schools, which accommodate trainee students during practicum.

Student-teachers/mentees: trainees of the colleges who are practicing in the partner schools and working with school-based mentors.

1.8. Organization of the Study

This paper contains five chapters. Chapter one covers the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study and definitions of operational terms. Chapter two deals with a literature review. The third chapter outlines research methodology. The fourth chapter presents data presentation, analysis of result and discussion. Finally, chapter five presents summary of major findings, conclusion drawn and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

In this chapter, supportive theoretical issues and relevant research findings concerning practicum in general, mentoring in pre-service teacher education and student-teachers professional identity development in particular is discussed.

2.1. Practicum Program in Teacher Education Institutions

Practicum is an organized school experience of student-teachers, in which student-teacher practices the skills being learned in the teacher education program under the direct supervision and assistance of the trained teacher of the school or mentor (Hailu, 2006). Similarly, teaching practice is a form of work integrated learning that is described as a period of time when students are work in the relevant schools to receive specific in-service training in order to apply theory in practice (Kiggundu & Nayimuli, 2009). Teaching practicum is the most important part of teacher education programs in terms of pre-service teachers' ongoing professional development (Howitt, 2007; Alemselem & Wudu, 2012). It is viewed as the most critical factor in the development of teaching skills and acquiring pedagogical knowledge (Tang, 2003). It provides opportunities for pre-service teachers to internalize the theories learned in the campus courses into their own knowledge by practicing the theories in classroom teaching under the guidance and support of their school mentors. Therefore teaching practicum serves as a platform to bridge the theory and practice gap in initial teacher education (Darling-Hammond, 2006). Similarly, MoE (2011), suggest that the practicum is an important and essential component of teachers' pre-service experience. During teaching practicum, they find opportunity to put theories into practice in the real school environment (Tang, 2003). Pre-service teachers' understanding of their professional and self-efficacy is shaped by teaching practicum (Fekede, 2009). Identifying the supporting factors for pre-service teachers learning in the teaching practicum could help improving the teacher education (Howitt, 2007).

According to Grossmanetal's (2009), Teacher Education programme could be articulated by the framework of representation, decomposition, and approximation of practices. Representation of practices comprises different ways that practice could be represented through lectures and tutorials in the college. Decomposition of practices involves breaking down the practice into its constituent parts and the engagement of mentors to provide support to pre-service teachers. Approximation of practices refers to the opportunity to engage in teaching practices. The campus-based courses and school mentor supports of the model therefore exemplify the representation and decomposition of practices. College educators present and decompose pedagogical theories and practices including instructional design, assessment skills, activities management, and a range of case study examples through the lectures and tutorials. The school mentors also support the decomposition of the theories and practices to the pre-service teachers through learn-by-doing approaches. They give pre-service teachers feedback on their skills in instructional design, assessment, and managing activities. Both campus-based courses and school mentor supports are essential factors for supporting pre-service teachers' effective learning. Both the courses and mentor supports aim to activate participants' self-efficacy (Cheng, 2013).

Teaching practicum should be aligned with the theoretical and evidence-based teaching procedures taught in methods course to foster meaningful teaching experience (Cheng, 2013). Campus based course plays a very important role in the development of the pre-service teacher which has a great impact on the quality of their teaching practicum (MoE, 2013). The programme design should be comprehensive enough to cover different teaching strategies that could develop a concrete theoretical basis on their teaching. The subject matter courses should equip them with substantial subject knowledge to cope with the curriculum of the practicum schools and the pedagogy courses should also equip them with substantial pedagogical content knowledge so that they are confident in their teaching practicum (Tang, 2003).

Teaching practicum of an initial teacher education programme should address the need to produce pedagogical knowledge including instructional design, managing the classroom learning activities, and assessment of learning. Thus, pedagogical knowledge is also the

expected key learning outcomes of the teaching practicum (MoE, 2011). According Molenda (2003), and Strickland (2006, cited in Cheng, 2013),

Instructional design involves analysis, design, development and evaluation of lesson plan. Pre-service teachers should demonstrate the competency in selecting teaching materials, determining the subject knowledge of the topic before formulation of lesson plan, making a balance between the curriculum goal and students' individual needs, and broadening students' learning experience as their principle on designing teaching activities in their teaching practicum.

Teaching practice is an important component of becoming a teacher. It grants student-teachers experience in the actual teaching and learning environment (Marais & Meier, 2004:220; cited in, Kiggundu & Nayimuli, 2009). The best way to educate teachers is to give them real experience of school and students very near the beginning of their course, so that this can inform their further learning: theory about psychology or motivating students or teaching methods can only be understood in the context of this reality (MoE, 2003). In other words, for student-teachers to learn how to teach effectively, it is essential that the practicum and all aspects of teaching methods form the central core of their learning process. In support to this idea, during teaching practice student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Hagos, 2003). Student-teachers also know the value of teaching practice and perceive it as 'the root of their preparation for the teaching profession 'since it provides for the 'real interface' between student hood and membership of the profession (MoE, 2011). Similarly Student-teachers benefit through involvement in the reality of schools and practicum helps them to reduce the practice shock during practice. In addition, getting a more realistic view of the profession and the demands that it places on teachers is another benefit of practicum (European Commission, 2007).

To conclude, practicum is a studying course in a school-based initial teacher education. It is a way of educating student real experience of schools. It is a contextual learning experience that enhances the trainees understanding of the theoretical basis of motivation and teaching methodology. Accordingly, Abi-Adi College of teacher education see practicum as one important program to integrate theory with practice in teachers training

and due to this factor currently Abi- Adi College of Teachers Education offering practicum program for 10⁺³ diploma program.

2.2. The Purpose of Practicum in Teacher Education Institutions

Practicum is the most important and relevant part of the pre-service teacher education program (Fkade, 2009). It enables the student teacher develop some competences that can best be developed and extended during the school based practicum experience (MoE, 2003). According MoE (2003), it also allows student teacher to practice teaching in their respective areas, try out ideas, have the confidence to make mistakes and to reflect and learn from them in order to develop new strategies. Similarly, Kiggundu and Nayimuli (2009), field experiences need to provide time for pre-service teachers to integrate theory into practice, to reflect on lessons taught, to receive meaningful feedback and to engage dialogue with others regarding their beliefs and experiences. Although practicum is one of the priority area given due attention in the pre-service teachers training program to better prepare learners for the world of work, the success of the program depends greatly up on the quality of experience the students gain to meet an ever increasing demand (Mignot, 2009).

Teaching practicum is the most important part of teacher education programs in terms of pre-service teachers' ongoing professional development. It is viewed as the most critical factor in the development of teaching skills and acquiring pedagogical knowledge (Tang, 2003). It provides opportunities for pre-service teachers to internalize the theories learned in the campus courses into their own knowledge by practicing the theories in classroom teaching under the guidance and support of their school mentors. Therefore teaching practicum serves as a platform to bridge the theory and practice gap in initial teacher education (Chenge, 2013).

Theory suggests that learning takes place when the learner has to make sense of things that confront them the idea that development comes through the individual's construction of or invention of knowledge. Students can only learn about how to teach through a mediated and graduated series of experiences of teaching (J. Dewey, 1904).

According MoE (2011), practicum in the primary teachers' training curriculum is designed to:

- a) To give early opportunity for student-teachers to observe the school environment; the behavior of school students, their levels of performance, learning capacity and receptivity; teaching methods used in schools, etc. with guidance from their mentors and tutors;
- b) To explore teaching methods and practices for themselves through micro-teaching and direct experience of school teaching; and
- c) To get opportunity to reflect on their experiences, on their own, with peers, and with teachers in the school community and from their educational institution.

2.3. The Concept of Mentoring In Teacher Education Institutions

Yavuz (2010), view mentoring as a nurturing process in which a more skilled or more experienced person serving as a role model teaches, supports, encourages, counsels and befriends to a less skilled or less experienced person for the purpose of promoting the latter's professional and or personal development. In the teaching profession, mentoring deals with assisting student-teachers to learn how to teach in school-based settings (McDonald, 2009). According MoE (2010), mentors are instructional coach who gives physical and psychological space in the class room to try out strategies while supporting student-teachers with feedback modelling and teachings materials (McDonald, 2009). According MoE (2010), mentors are instructional coaches who give physical and psychological space in the classroom to try out strategies while supporting student-teachers with feedback, modelling and teaching materials. Therefore, schools that provide mentoring programs assign an experienced teacher to act as adviser, teachers, and coaches to student-teachers within their schools. In teacher education, mentoring has been an important of becoming a teacher (Samkange, 2015). The mentorship has its main value is the professional identity development of the student –teachers through the counsel and guidance of the mentor (Maphalala, 2013). We can argue that a successful mentoring relationship provides positive outcomes for both the mentee and mentors through the expansion of knowledge, skill, energy and creativity.

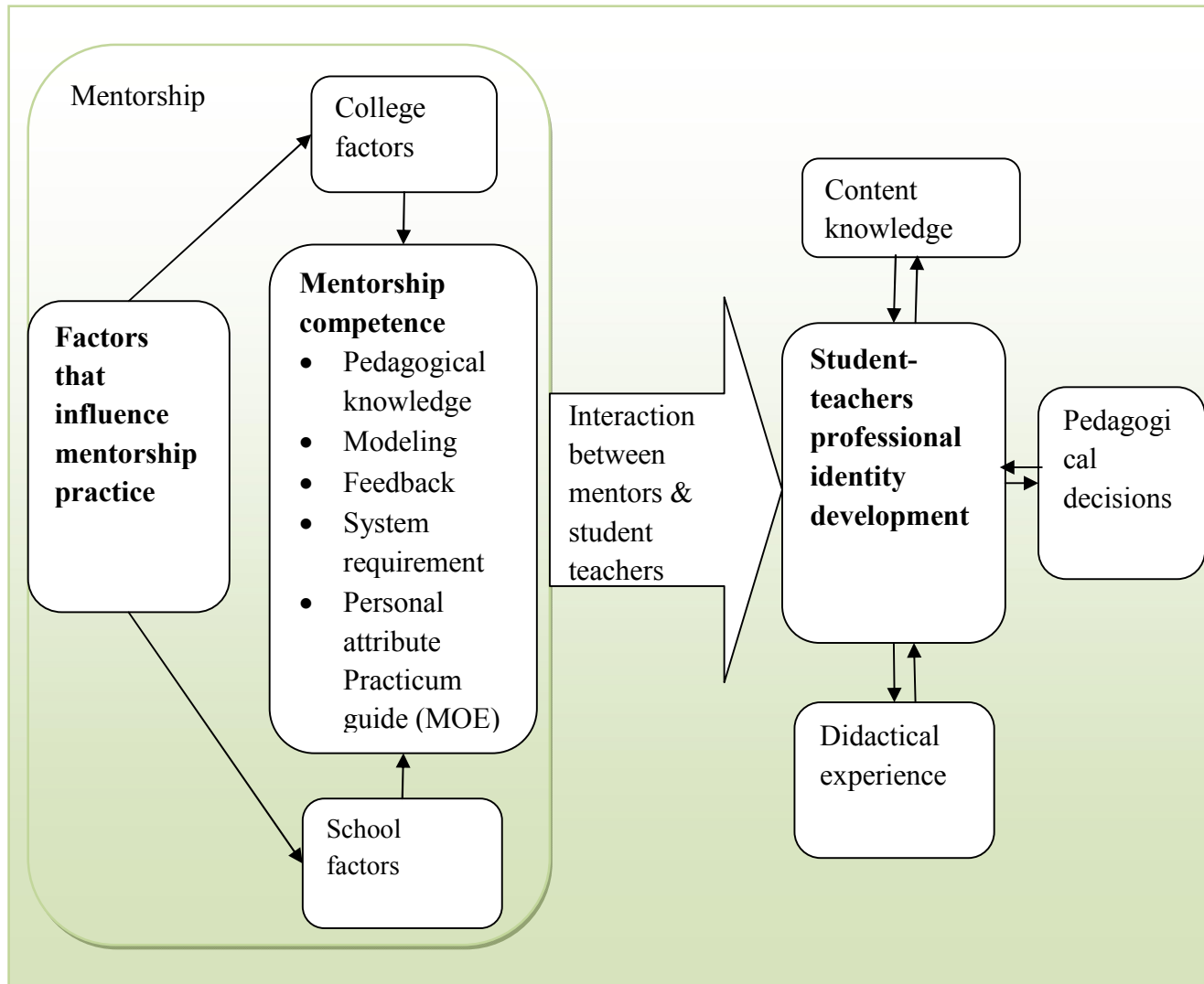
In teacher education programme the student-teacher and the mentor have to focus on the development of competencies that will assist the student to become a competent teacher. The focus is on helping the student-teachers to acquire professional qualifications in teaching practice (Samkange, 2015). A mentor teacher must be a person who has accumulated a wealth of experience in the teaching profession. He should be knowledgeable and be specialist in their areas of specialization. According to Maphalala (2013),

A good mentor is willing to teach what he/she knows and accept the mentee where they currently are in their professional development. The role of the mentor within the context of the competence model is that the mentor becomes the coach and the student teachers are given responsibilities over their class. Such an arrangement enables the student-teachers to teach as they learn and learn as they teach. This promotes the student-teachers chances of trying their own ideas. If the student-teachers are to develop the competencies noted above it is important that they have full control and responsibilities of their classes with the mentor coming in as a coach.

Mentors teachers should model the practice of teaching to the student teachers .The skills of teaching will be learnt more effectively through modeling and pre-service teachers view the mentor as a model to develop a greater understanding of their own strengths and weaknesses to the student-teachers (Tang, 2003).

2.4. Theoretical Framework of the Study

Teacher identity research is informed by various theoretical and research paradigms. It includes that way teachers view themselves as professional determine to a great extent how successful they are as teachers how long they stay in the profession, and how they feel about themselves as teachers with in their class-room and school environment. Generally the theoretical framework of this study was;



Source: Adapted from Beijjard, Vermunt, Verloop (2004) and Hudson (2010)

The figure above displays mentorship competence has a profound influence on student-teachers professional or teacher identity development. According to Hudson (2004), constructivist mentorship competence is characterized by a model defined by five factors,

namely: personal attributes, system requirements, pedagogical knowledge, modeling and feedback. Similarly professional or teacher identity development of student-teachers tested in terms of content knowledge, pedagogical knowledge and didactical experience of student teachers during practice. To sum up mentorship competencies have positively influence on the professional or teacher identity development of student teachers through supervision, peer teaching, coaching, guidance, and counseling (Yavuz, 2010).

2.5. Mentorship Competence

Mentors need to be competent teachers because they need to provide student-teachers with a model of effective teaching with key skills of curriculum planning, classroom management, organization, and demonstration of good interpersonal and pedagogic skills (Maphalala, 2013). Thus, good mentors are able to work collaboratively with trainees, partners in higher education, and with other colleagues in school. According to Hudson (2010), constructivist mentoring is characterized by a model defined by five factors, namely: personal attributes, system requirements, pedagogical knowledge, modeling and feedback. Personal attributes related with characteristics the mentor to develop relationship with mentee during practice, system requirements pertained to obtainable goals for teaching, relevant school policies, and curriculum content. The next factor, pedagogical knowledge, involved content knowledge as well as planning, timetabling lessons, teaching strategies, problem solving, classroom management, questioning skills, implementing effective practices and assessment. Modeling, as the fourth factor, implied willingness by the mentor to model effective instruction through enthusiasm. Feedback, as the fifth factor, described a type of communication between mentor and mentee when evaluating the outcome of student learning and setting clear expectations for the mentee. The following section outlines each of these five factors and how the five-factor model may be utilized for professional identity development of student teachers during practice.

2.5.1. Mentor's Personal Attributes

Personal attributes to encourage positive attitudes and confidence for teaching practice and to assist mentees to reflect on their teaching practices (Hudson, 2010). Therefore, a significant part of the mentor's role is exhibiting such personal attributes that would

best facilitate the mentee's development of teaching practices. For example, if the mentor takes a keen interest in the mentee's discussion of lesson plans and the mentee is supported with positive comments and constructive advice, then the mentee may gain more confidence in teaching the lesson. Conversely, mentors who do not display supportive and positive personal attributes may limit, or even reduce, the mentee's confidence to teach.

2.5.2. System Requirements

Most education systems have curriculum requirements for each school subject (Hudson & Greenwood, 2007). The curriculum, its aims, and the related school policies for implementing system requirements are fundamental to any educational system, as they provide uniformity and direction for practice. Mentors need to be familiar with the content of current system. The mentor's role must include addressing system requirements so that mentees can be more focused on planning and implementing quality educational practices. This requires mentors to outline the school's policy and curriculum so that mentees may note how system requirements are implemented within the school setting.

2.5.3. Mentor's Pedagogical Knowledge

The mentor's pedagogical knowledge is a key reason for providing field experiences (practicum/internship) within pre-service teacher education programs (Skamp & Brooks, 2005). Indeed, the mentor's knowledge of how to teach in the classroom context can provide mentees with a deeper understanding of teaching practice (Hudson, 2010). Pedagogical knowledge can differ from subject to subject and lesson to lesson; hence mentors need to conceptualize what constitutes subject-specific pedagogical knowledge in order to articulate this clearly to their mentees.

2.5.4. Mentor's Modeling Ability

Similarly to pedagogical knowledge; modeling of teaching practices has considerable effect on a mentee's development if included in authentic classroom experiences. Indeed, mentors are defined as experts who can model effective teaching practice

(Appleton, 2008). Subject-specific mentoring allows mentors to focus on modeling the particular unique aspects of that subject. Modeling of teaching practices by the mentors needed to be consistent with current educational system requirements.

2.5.5. Mentor's Provision of Feedback

Feedback is any response made in relation to students' work such as an assessment task, a performance or product (Spear et al., 2006). It can be given by a teacher, an external assessor or a student peer. Student teachers on block school experience expect, indeed request, feedback about the lessons they teach, their planning and their classroom management. Students recognize that this feedback informs them about their development as teachers, and usually helps them to improve their teaching. The provision of feedback is seen as a high priority by most students (Hattie & Timperley, 2007).

Bishop (2001) has reported that constructive feedback in pre-service teacher education is a vital ingredient in the mentoring process. Feedback allows the pre-service teachers to reflect and improve teaching practice, and mentors need to observe practice in order to provide oral and written feedback on aspects associated with the mentor's pedagogical knowledge which also includes reviewing plans and assisting in developing the student teacher's evaluation of teaching. And feedback provides suggestions on how to improve instruction, increase student learning, and encourage the classroom teacher.

Hudson (2010), points out that giving proper feedback is the most essential part of the mentor's role and requires systematic and accurate observation of a mentee's teaching performance. Feedback should facilitate reflection and foster critical thinking skills of student teachers on their own teaching skills. And he also stated that, quality mentoring will cause improved instruction, better teaching skills and more analytical mentee reflection. Similarly feedback increases teacher awareness and results in promoting positive change in teaching. Earl (2003), argue that feedback must be presented in a collegial spirit, with opportunity for genuine dialogue about the matters in question therefore teachers should believe that feedback should not only the weakness of the student-teachers, but also their strong side, a detailed feedback to the student-teachers about their teaching performance should be provided, feedback to the student teachers

should also entail their language skills and in providing feedback the student teacher should also be afforded opportunities reflect about their own teaching performance.

2.6. Types of feedback

2.6.1. Oral and Written Feedback

Oral feedback usually occurs during a task and it is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the teaching learning process (Hattie & Timperley, 2007). While written feedback mostly given after a task. Effective written feedback provides student-teachers with a record of what they are doing well, what needs improvement and suggested next steps (Akcan & Tatar, 2010). According Earl (2003), written feedback needs to include:

- Where the student has met the learning intentions and/or success criteria.
- Where the student still needs to improve.
- A way to think through the answer for themselves.

2.6.2. Feedback During and after Learning

According Padua (2003), feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative); which require students to remember the feedback and apply there commended strategies to a future task. Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work (Akcan & Tatar, 2010). This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. According Earl (2003), feedback during and after learning should focus on what is being learnt (learning intention) and how students should go about it (success criteria): Provide information on

how and why the student has or has not met the criteria: Provide strategies to help the student to improve.

2.6.3. Informal Feedback and Formal Feedback

Informal feedbacks occur when the teacher visits students as they are engaged in a task to make sure they are on the right track. Informal feedback can quickly and effectively steer students in the right direction or enhance learning (Akcan & Tatar, 2010). Informal feedback can also occur when students approach the teacher to seek feedback. Formal feedback can be also provided through structured conferences with specific goals. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way with a focus on individualized goals so both teacher and student make good use of their time.

2.6.4. Evaluative and Descriptive Feedback

Evaluative feedback, in the form of grades or brief general comments, provides some information about learning, but does not convey the information and guidance that students can use to improve (Hattie & Timperley, 2007). According Earl (2003) descriptive feedback is linked to the learning that is expected: Addresses faulty interpretations and lack of understanding: provides students with visible and manageable ‘next steps’ based on an assessment of the work at hand and an image of what ‘good work looks like’ so that they can begin to take on the responsibility of self-assessing and self-correcting.

2.6.5. Self-feedback and Peer-feedback

Self-feedback is the ultimate goal of feedback for learning and during the provision of feedback; teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modeling and instruction the skills of self assessment and goal setting, leading them to become more independent students (Akcan & Tatar, 2010).

Peer feedback can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading

(Earl, 2003). A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals. According to Hattie & Timperley (2007), teachers need to model and role play how to give feedback in a constructive way: explicitly teach students how to provide effective feedback to each other: hold students accountable for the comments, suggestions and feedback they give one another; use scaffolds like peer feedback forms, which can be checked by the teacher to provide more structure to peer conferences. This also keeps students focused on giving the right kinds of feedback and lets them know what the expectations are for peer conferences.

2.7. Professional Identity Development of Student-teachers

The concept of identity is defined in various ways in the more general literature. It seems that the concept of professional identity is also used in different ways in the domain of teaching and teacher education. In some studies, the concept of professional identity was related to teachers' concepts or images of self (Meijer & Meirink, 2011). Similarly in other studies the emphasis was placed on teachers' roles (Lamote & Engels, 2010). But most of the researchers saw professional identity as an ongoing process of integration of the 'personal' and the 'professional' sides of becoming and being a teacher (Tickle, 2000). In an occupation where who one is as a person is so much interwoven with how one acts as a professional, both sides cannot be separated: 'it seems unlikely that the core of the personal will not impact the core of the professional' (Beijaard et al., 2004).

Teacher identity is continuously formed and reformed through experience, it is possible to become an expert practitioner by actually doing the job by performing the skill and true professional teaching involved in other dimension, an intellectual dimension (Meijer & Meirink, 2011). Such a view promotes the teacher as a flexible, lifelong learner, able to participate in ongoing change confident in himself.

Aspects of professional identity strongly determine the way teachers teach, their professional development and their attitude toward educational changes (Cohen, 2010). Tickle has also emphasized the importance of paying attention to identity as crucial to the practice of teacher education (Tickle, 2000). According to Beijaard (2004) an

understanding of student teachers' views on learning and teaching and themselves as teachers is of vital importance for teacher educators as it is the foundation for 'meaning-making' and 'decision-making'. The mentor teacher has the greatest influence on the development of the student teacher as a teaching professional.

2.8. The Beijjard, Verloop, and Vermunt concepts of Professional or Teacher Identity

Beijjard, Meijer, and Verloop (2004), maintained that the construct of identity was not defined adequately in teacher education research and called for a more consistent conception of what is meant by identity, professional identity, and teacher identity. However, they argued that while views of identity may differ, researchers concurred that the construct of teacher identity was an ongoing integration process of the personal and professional sides of becoming and being a teacher (Beijjard, et al., 2004). Beijjard et al. (2004) described identity in terms of the factors influencing what a teacher does by asking teachers to allocate their expertise across three areas: content, pedagogy, and didactics. Teachers were able to devise their professional identity on how they saw themselves regarding to these three areas, namely content knowledge, pedagogical decisions, and didactical experiences.

2.8.1. Subject Matter Knowledge or Content Knowledge

Beijjard et al. (2004) emphasize the significant role that student-teacher subject matter or plays in determining teacher effectiveness. Content knowledge can be defined as the extent a teacher understands their own subject area. When studying the role of teacher identity development and success, they maintain that teacher subject matter knowledge be included in the study of teacher identity development and its role in teacher effectiveness.

2.8.2. Pedagogical Knowledge

Beijjard et al. (2004) placed emphasis on teachers' pedagogical knowledge, a second key component in teacher identity development. They defined a pedagogical expert as someone with good balance between his or her pedagogical side as well as didactical side. Someone considered a pedagogical expert showed an awareness of their clients' needs, the funds of knowledge they bring to class, the personal problems or issues

students may have, as well as an overall awareness of broader societal issues and challenges affecting learning and teaching. The importance of teachers' pedagogical skill is consistent with a preponderance of prior research related to the role of knowledge (content and pedagogical) on teachers' practices and student achieve.

2.8.3. Didactical Experience

A third significant aspect of the Beijjard et al. (2004) framework pertains to student-teachers' reflection on their experiences. The framework maintains that reflected decisions teachers make in the classroom in terms of what works and what does not work were critical in advancing not only their content knowledge but also their pedagogical skills. Student-teacher reflection had a number of documented benefits including an enhancement of student-teacher practices, which can often be linked directly to students' academic achievement. Indeed, teacher reflection has been shown to play a pivotal role in teacher development (Cohen, 2010). While reflection has been commonly deemed a personal endeavor, some educators view the importance of reflection as a professional practice and a shared experience among teachers.

Beijjard et al. (2004) further argue that candidate teachers' professional identity perception affects their efficacy, professional development, and willingness to change and adapt new innovative ideas. Similarly Verloop (2004) expands on the above ideas stating that "professional identity is not something candidate teachers have, but something they use in order to make sense of themselves" (pp.123). They further proposed four features they consider essential for candidate student-teacher professional identity development.

1. They maintained that candidate teacher professional identity is an ongoing process. Indeed researchers and practitioners generally agree that identity formation is constantly evolving and shaping, not only during student teaching, but by previous schooling experiences, and will continue to change with additional teaching experience. Hong (2010) suggests there are clear connections between identifiable characteristics and the developing process a candidate teacher may make throughout their career. Teaching generally takes place within professional learning communities, which promote teacher

collaboration and continuous professional development and growth. As well, beginning and pre-service teachers come into the profession with tentative ideas about what a “teacher” should do and be prior to any professional preparation.

2. Beijjard et al. (2004) argue that teacher professional identity consists of sub-entities. They note that these sub-identities harmonize together and may or may not be a central core identity. When there are conflicts among these identities, tension may arise. This tension may cause sub identities to lack the balance essential for many pre-service teacher candidates.
3. Teacher professional identity involves agency. In this case, agency is defined by the candidate teacher’s need to be an active participant in their professional development. They maintained that “professional identity is not something teachers have, but something they use in order to make sense of themselves” (p.123). Given this conception of agency, candidate teachers are able to refine or enhance their professional identities through decision-making, adaptation to change, and continued professional learning throughout their careers.
4. Beijjard et al. (2004), states that a teacher’s professional identity implies both person and context. Practicing candidate teachers engage in continuous negotiation between the contexts in which they work and their own teaching philosophies, styles and preferences. Adapting and learning to work within this “teaching culture” is a part of becoming who a teacher is in their career, and this process starts as a person’s identity begins in the early stages of their teaching career and continues developing throughout their professional lives. Even beginning teachers do not simply adopt the building culture. While they may differ in how they initially fit in within their school cultures, they often have their own ways of dealing with the relationship between their person and the context of pre-service teaching.

The Beijjard framework adds many elements to what typical student-teachers do in their classrooms. Using this research as a contributing framework in the present study helps considerably in identifying which data elements were consistent, clear, and focused upon during the student teaching semester practice. This framework also makes it possible to align which factors occurred in a pedagogical, content, and/or didactical capacity, and if

those specific instances aid or hinder identity development during a pre-service teacher candidate's student teaching semester.

To sum up the concept of practice can be best translated as 'professional situation' and it is a learning environment with materials, tools and actors in which a profession is practiced. The professional worker in that environment has been trained to act professionally, that is to say to act adequately on the basis of (practical) knowledge. A student-teacher can also be considered as someone who practices a profession (Hussein, 2010). Teacher education programs must prepare student-teachers to become professional practitioners in their field of practice. From the Vygotskian perspective, the overall aim of a teacher education program is best conceived as the development of professional identity (Ugaste, 2010).

2.9. Selection of Mentors or Cooperating Teachers

Mentors are the key persons to the success of the practicum (Musingafi, 2014). The mentor is the person in the school with responsibility for managing and coordinating the student-teachers learning as it relates to subject teaching.

When an administrator selects and assigns a mentor to a new teacher, that administrator should not then feel that the responsibility is ended. The mentor requires support from the administration as well. Hudson (2004) writes of the need for administration to carefully consider the match between mentors and beginners, for the administrator to support professional development for mentors, and for administrators to allocate time for mentors to adequately support novices.

According MoE (2011), qualified and capable teachers, who wish to assume the responsibilities of guiding student teachers, is selected by practicum committee or principals, with reference to the following criteria:

- Has at least three years of successful teaching experience;
- Is recognized as an above-average teacher who can serve as a model for handling both content and student;

- Shows concern, care and enthusiasm for working with their own students as well as the student teacher;
- Is interested in working with an individual student teacher and with the college's teacher education program and sees it as another arena for teaching;
- Has interpersonal skills to communicate effectively with student teachers and college supervisors in offering evaluation;
- Is willing to share information and materials, and to allow the student teacher to assume the position of lead teacher for a minimum of three weeks during the practicum;
- Is able to be supportive as a mentor;
- Is willing to spend time planning, analyzing and reflecting with the student teacher; and
- Is comfortable in allowing the student teacher to explore various teaching styles and strategies.

2.10. Relationship between Mentors and Student-Teachers

In the mentoring process, among a number of things expected to influence the effectiveness of the practicum experiences is mentoring relationships (Yavuz, 2010). Research suggests that mentoring consists of complex social interactions that mentor teachers and student teachers construct and negotiate for a variety of professional purposes and in response to the contextual factors they encounter; for example, by influencing student teachers' capacity to reflect on teaching strategies and to incorporate them into their own practice.

To sum up the assignment of mentor student teacher relationships is a primary component of the Ethiopian teacher education programs intended to influence student teachers' beliefs and practices (MoE, 2010).

2.11. The Role and Responsibilities of Mentors

As mentioned in the previous sections, mentoring refers to the personal guidance provided by experienced teachers to novices (student teachers) in schools. Sampson & Yemans (2002, cited in Hailu, 2006), mention the role of mentors as three dimensional: structural, supportive and professional dimensions. According to these scholars, school mentors in their structural role dimension are enablers, establishing and modifying social and organizational structures. They are considered as planners, organizers, negotiators and inductors. The supportive role dimension of mentoring is closely linked to the nature of the relationship created between mentor and mentee, a mutually open and trusting relationship is both the means to, and outcome of effective support. So, the supportive dimension of mentoring minimizes stress for student- teachers. In this role dimension, mentors are considered as hosts, friends and counselors. In their professional role dimension mentors are trainees, educators, and assessors. Similarly Hailu (2006) mention comprehensive roles of mentors as the following:

- I.** The process of nurturing which is a developmental process where the nurturer helps the charge provide appropriate environment by recognizing the ability, experience, and psychological maturity of the person being nurtured and provided appropriate growth-producing activities so that the person develops into fuller maturity.
- II.** The act of serving as a role model, here mentors provide for student-teachers with a sense of what they are becoming.
- III.** The five mentoring functions (teaching, sponsoring, encouraging, counseling and befriending). Teaching includes modeling, informing, confirming, prescribing and questioning. Sponsoring involves protecting, supporting and promoting. Encouraging involves the behaviors of affirming inspiring and challenging. Counseling is a problem solving process that includes behaviors such as listening, probing, clarifying and advising. And befriending mainly includes, among other behaviors, accepting and relating with student-teachers.
- IV.** The focus on professional and /or personal development...

As it indicated above school mentors have the responsibility of observing, evaluating and nearly supporting student-teacher during the practicum program such as: providing

constructive feedback immediately after school observation; encouraging student-teachers to engage vigorously in to their lessons and school co-curricular activities and showing positive attitude towards the profession. Mentor teachers need to model effective teaching strategies and classroom management skills to support pre-service teachers in their teaching practices (MoE, 2011). This is because it is impossible to attain the aim of school based field experience without the supports of school mentors. Generally, researchers suggested that the school mentor have professional responsibilities of serving as a professional role model in providing appropriate feedback after observation, modeling effective instructional techniques for the beginner teacher, orientating student-teacher and helping student -teachers to make best practice in the classroom. According MoE (2011), practicum guideline for primary school teachers training program in Ethiopia school monitors are expected to arrange dedicated times for review and discussion with the student teacher: they observe student-teachers teaching, and provide feedback and constructive criticism on practice.

In addition to the above mentor teachers provide appropriate information and documentation for the student-teacher about school policies, school and class organization, curriculum documents, information sources, special needs policies, class lists, registration arrangements, room allocations, timetables, behavior policies and practices, particular students' needs, homework policies and practices.

Furthermore, placement school mentors expected to review and discuss with student teachers aspects of their practice and development: review action plans for the student teacher's development: assess record and report the student teacher's progress against specific criteria: attend in mentor development programmes and review and participate in assessment and moderation meetings. Similarly placement school mentors expected to facilitate the organization of peer mentoring and reflection among student teachers. There must be an hour peer reflection among student-teachers in every week. Each student teacher must observe at least two of the independent teaching of another student-teacher. Reflection has to center on teaching styles, students involvement in the lesson, different ways of enacting the lesson, management of the class and how teach that specific content.

2.12. Role and Responsibilities of College Educators

The supervisors of practicum program have a responsibilities of accomplishing different activities such as supporting student- teachers in range of subjects, consultation with experienced school teachers (mentors) and fostering school university partners (Russell, 2002). An essential development of practicum is ensuring through the sustained support and guidance offered to each would be student-teachers by tutors from the college and mentors from the school who have the responsibilities of organizing the placement of student-teachers in the school (MOE, 2003). Thus, teacher educators must seek to continually encourage the formation of a teacher identity by facilitating pre-service teacher activity that empowers them to explicitly build upon and challenge their experiences and beliefs (Walkington, 2005). According MOE (2011), college educators or tutors is responsible for to make the student-teachers aware about the purpose of the practicum. And college teachers expected to support and evaluate student teachers throughout the course. Assess students' performance, give oral feedback and written feedback within a day of observation are the main cancers of college teachers.

2.13. Duties and Responsibilities of Student-Teachers or Mentees

During the student teaching/practicum process there are many opportunities to practice and improve the competencies necessary for effective teaching/learning. Accompanying these opportunities are roles and responsibilities to the school and to the college. During the implementation of practicum program student-teachers are required to accept the feedbacks delivered by their respective mentors and tutors for their professional development and participate actively in the co-curricular activities of the school. Generally, student-teachers have the responsibilities of observing the school situation, writing portfolio, reflecting what they have observed in the school to their peers and tutors, conducting action research and seminar, preparing lesson plan and instructional aides, and participating in the school co-curricular activities. And Educating young people is a serious endeavor and profession; thus, the responsibilities of the Student Teacher are numerous and varied (Kitchen & Stevens, 2008). According MOE (2011), student teachers are responsible to prepare lesson plan and attend in all class room observation

and peer reflection section, furthermore student-teachers expected to participate in co-curricular activity of the school.

2.14. Factors that Affect Mentorship Practice

Handling field experiences is a challenge that many teacher education programs are facing and it presents a range of problems, including: supervision of students, difficulty in developing and maintaining collaborative relationships between host teachers and college instructors, communication between all parties etc.

Beginning in any new job can be stressful and the teaching profession, in particular has been ranked as a high stress occupation (Means and Lin, 2006). Thus, Practicum program is viewed as stressful component in teaching and managing school students' behavior. Similarly, Fekede (2009) indicated that student-teachers shows unhappiness during their practicum due to stresses of being overloaded, being not watched by their supervisors, poor rapport with schools communities, and problems with understanding the needs of their student given that they had a very short time in the schools. The way that the college educators and the school teachers think has greater impact on student-teachers teaching practice. Pertaining this, Russell (2002) stated that school-teachers and college educator's reflection had much greater impact on student-teachers thinking about practicing.

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

Many designers of teacher education program describe the importance of a collaborative work between school communities and teacher educational institutions to prepare student-teachers for the teaching profession. Sustaining this, Fekede (2009) stated that "the

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

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

Russell (2006) express that practicum experiences as the most crucial components of pre-service teachers education program were school and TEIs must have strong collaboration if they required to provide practicum placement for these learning to teach. As a result, these prospective teachers become competent, well equipped, and committed to handle the challenges of classroom situations. This robust partnership between TEIs and partners schools can be served as excellence recourses in both teaching and team teaching of prospective teachers (Freeman, 2009). According to Freeman, the initiatives for such partnership includes research, teaching, community based professional development, mentoring, and school supports are the promoting components of partnership scopes. Therefore, TEIs and public schools should work to gather to increase practicum experiences for future teachers (Wellman and Wold, 2006).

The impact assessment of education embraced by USAID (USAID, 2010) states that by means of linking schools to higher education institution as locations for practicum, student- teachers will get the opportunity to put into practice what they have learned theoretically at the college/university. Thus, by making close relationship among these

stakeholders of practicum program, it will be helpful for practicum stakeholders to have common understanding about the program and to design cooperatively meaningful practicum experience for the student-teacher (Fekede, 2009).

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

From the above literatures the researcher comprehends that practicum program in general mentorship practice in particular influenced by different factors. And specifically the local researchers also have shown practicum program was not effectively implemented due to different factors.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

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

3.1. Research Design

For this study descriptive survey research design was employed. This method was more appropriate to collect adequate information from various participants (Kothari, 2004). Moreover, mixed research approach was employed in this study, this is because a mixed research approach provides more comprehensive evidence for studying a research problem and better understanding than either quantitative or qualitative research alone (Creswell, 2009). Therefore, descriptive survey design was chosen for this study.

3.2. Source of Data

The main source of data included in this study were the vice dean of Abi-Adi College of Teacher Education, practicum coordinators, placement schools mentors, college teachers, placement school directors, and student-teachers of third year attending in the academic year of 2016/2017.

3.3. Sample Size and Sampling Technique

The total populations included in this study were 486 practicum stakeholders and out of these 154 of them were selected as a sample. Accordingly, out of the total of 269 student-teachers, 80 (30%) student-teachers were selected using systematic random sampling and the starting point of the systematic sampling was also selected through random number selection i.e. 3. Furthermore from 176 mentors from 27 placement-schools 63 (36%) mentors were selected by using cluster sampling technique from ten cluster schools. The ten cluster schools were also selected from 27 schools through random sampling technique lottery method. Moreover, the total number of college instructors who were

assigned as tutors was 11 in number. From the 11 college instructors, 4 instructors were selected by purposive sampling technique based on their teaching experience.

In addition to this, one academic vice dean of the college, four school directors (based on the maximum number of students in the school) and five student-teachers based on cumulative GPA were purposefully selected as sources of data in this study. Furthermore the two practicum coordinators were also selected through comprehensive sampling technique. The one academic vice of AACTE was selected from the others because of all academic issue including practicum is more concerned to academic vice dean and research.

3.4. Data Gathering Instruments

The main data gathering tools for this study were questionnaire, semi-structured interview and document analysis.

3.4.1. Questionnaire

Questionnaires were developed to collect data about the mentorship competence of placement school teachers, professional identity development of student-teachers and about factors that influence mentorship practice. The questionnaires were distributed to student-teachers, and placement school mentors. The questionnaires comprised both open and close ended questions. The close ended items were prepared on five-point likert-scales ranging from strongly disagree (1) to strongly agree (5). The open-ended questionnaires were targeted in order to give freedom for participants to express their views on the issue under study. The questionnaires prepared for school teachers (mentors) and student-teachers were translated from English in to the local language Tigrigna, in order to make clear for participants to answer the questions.

3.4.2. Semi-structured Interview

As a means of triangulating data interview was held with one vice dean of the college, two practicum coordinators, four college teachers, five student-teachers and four placement school directors.

3.4.3. Document Analysis

To see the quality of feedback provided by mentors to student teacher document analysis were used. The researcher saw ten student-teachers' portfolio (annual and daily plan). And these papers were taken from the high achievers and lower achievers purposefully from three sample schools to see the type, qualities and clarity of feedback provide by mentor teachers to student-teachers.

3.5. Validity and Reliability of the Instruments

Before the actual data collection, the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and were given to the thesis advisor for further comments, criticisms and evaluation.

Eventually, the questionnaires were pilot tested in advance of ten student-teachers, and eight school mentors found in the placement school of Gelebeda (other than these mentors involved in the sample of the study). Consequently, Cronbach's alpha was calculated for each of the items prepared for the study participants. Thus, the alpha result for the items prepared to student-teachers to assess placement teachers mentorship competencies and student-teachers professional identity development were 0.845 and 0.772 respectively (see Appendix G). Similarly the alpha result for item prepared to placement school mentors to study factors that influence mentorship practice and student-teachers professional or teacher identity development from the school based-practicum experience were 0.756 and 0.782 respectively (See Appendix G). Hence, the test conducted confirmed that the instruments were reliable to collect data for the main study.

3.6. Methods of Data Analysis

The researcher followed the following data analysis techniques or procedures:

After data were collected from each participant, the questionnaire was sorted and each item was assigned a unique number or code. The process included a careful examination of the completed questionnaires. This was done to examine the collected raw data to detect errors and omissions.

The collected data were entered in to the SPSS version 20. The prepared data had to be rechecked to ensure that a problem or an error did not occur in the process of coding and entering all the data in the computer. In short, there was a need of reviewing the data-entry process and making sure all the data had been entered.

Descriptive statistical analysis such as mean, standard- deviations, and inferential statistics such as one sample t-test, independent sample t-test and chi-square was applied to analyze the collected data. Moreover, the data obtained through open-ended questions, document analysis and interviews were coded, categorized in themes and finally analyzed qualitatively in the form of narrative descriptions. Direct quotes were used to depict the view of participants as they reflect it. What is more, the obtained data was analyzed and interpreted aligned with the basic research questions. Finally, based on the results, summary and conclusion were drawn and recommendations were forwarded.

3.7. Ethical considerations

As to the ethical issue, the following ethical and moral concerns were addressed; harms and benefits were assessed for the wellbeing of research participants, informed approval were secured (participants understanding of whom it mean to participate in the study were ensured), privacy and confidentiality were kept (participants identity were coded through code and data were protected through password).

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

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

4.1. Background Information of Study Participants

The focus of this part was to summarize the important characteristics of the respondents. Respondents' characteristics in terms of sex, academic status, teaching experience and their departments are illustrated in Table 1 below.

As seen from Table 1 below, the research participants were school mentors, placement school directors, college teachers, and third year student-teachers. Moreover, these placement school mentors, college teachers and placement school directors of participants incorporated the details of their sex, academic status, teaching experience and their departments. The student-teachers and school mentors participants comprise of a greater number of male respondents 62.5% and 53.9% respectively. Concerning the academic status of mentors, most of them were diploma holders (71.4%). Further to this, the work experiences of mentors were categorized under four groups of 1-5, 6-10, 11-15 and above 16 years of work experiences. Majority of the mentors have lower teaching experiences, that is below 5 years (55.6%) and 6-10 years (25.4%). And the mentor participants were selected from the departments of Natural science, Social science, Language and Aesthetics.

Furthermore, 11 college teachers were included in this study. And their work experiences were found to be dominantly in the range of 6-10 year (54.5%) and 1-5 years (36%). As far as the academic status of the college teacher's participants, most of them were master holders (72.5%). Therefore, great numbers of the college teacher's participants are master holders and the lowest share of the college teachers respondents are degree holders. In

addition to the mentor and college teacher's participants, student-teachers were also taken from fields of studies specifically, from the department of Social Science and Aesthetics.

Table 1: Characteristics of Study participants

Characteristic		Research participants							
		Mentors		Student-teachers		College teachers		School directors	
		No	%	No	%	No	%	No	%
Sex	Male	34	53.9 %	50	62.5%	8	72.7%	3	75%
	Female	29	46.1 %	30	37.5%	3	27.3%	1	25%
	Total	63	100%	80	100%	11	100%	4	100%
Academic status	Certificate	8	12.7%	-	-	-	-	-	-
	Diploma	45	71.4%	-	-	-	-	-	-
	Degree	10	15.9%	-	-	3	27.5%	4	100%
	Master	-	-	-	-	8	72.5%	-	-
	Total	63	100%	-	-	11	100%		
Teaching experience	1-5 years	35	55.6%	-	-	4	36%	-	-
	6-10 years	16	25.4%	-	-	6	54.5%	-	-
	11-15 Years	8	12.7%	-	-	1	9.5%	3	75%
	Above 16 years	4	6.3%	-	-	-	-	1	25%
	Total	63	100%	-	-	11	100%	4	100%
Departments	Language	19	30.2%	-	-	-	-	-	-
	Social science	10	15.9%	34	42.5%	6	54.5%	-	-
	Natural science	21	33.3%	-	-	-	-	-	-
	Aesthetics	13	20.6%	46	57.5%	5	45.5%	-	-
	Total	63	100	80	100%	11	100%	-	-

Source: Abi-Adi College of Teacher Education registrar and practicum office

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

4.2. Student-teachers' Perception towards the Mentorship Competencies of Placement School Teachers

This part deals with the views of student-teachers towards the mentorship competencies of placement school teachers. In this study student-teachers evaluated their mentor teachers' competencies along five dimensions that was proposed by Hudson (2010) i.e. the mentors' pedagogical knowledge (skill), mentors' modeling ability, mentors' personal attributes, mentors' ways of feedback provide to student-teachers during practice as well as the mentors' awareness and understanding about the policy and objectives of practicum (system requirement). Therefore, the Tables presented below (Table-2 up to Table-6) depicted the data collected from student-teachers pertaining to the aforementioned issues.

Table 2: Means, standard deviation and t-test for student-teachers' views towards mentors awareness and understanding about the policy and objectives of practicum (system requirement). (N=80)

Variable	Expected Mean	Actual Mean	SD	MD	t	df	P
System requirement	4	2.56	.9	-1.43	-14	79	.000

Note: *SD= standard deviation, MD=mean difference*

As it can be seen in Table 2, the obtained mean score of student-teachers' views of the mentors' understanding of the policy and objectives of practicum or system requirement was (M=2.56, $p < 0.05$) lower than the expected mean, which is (4). The t-value of student-teachers views about the mentors understanding about the policy and objectives of practicum or system requirement was ($t = -14$ at $\alpha = 0.000$). Thus, this mean value revealed the existence of significant mean difference between the expected mean (M=4)

and the obtained mean (2.56). And the overall mean result indicated that the obtained mean was significantly lower than the test-value. Additionally, the standard deviation of the mentors understanding about the policy and objectives of practicum or system requirements were less than 1. Thus, the smaller standard deviation indicated that there was no much variation from the mean, in the responses. Generally the test result showed that placement school mentors do not have adequate awareness and understanding about the policy and objectives of practicum program (the system requirements). Thus, study's results are consistence with previous ones. For instance, a study conducted by Cohen et al., (2012), on practicum in pre-service teacher education in Israel indicated the presence of gaps between the goals of practicum and actions in practical implementation, among the practicum stakeholders (tutors, mentors & student-teachers) and between the two systems involved in the practicum (colleges and placement schools) that is supervisors and mentors acting in different directions at the same time. Similarly, a research conducted by Allen and Wright (2013), on pre-service practicum in Australia also indicated that there is confusion around the roles and responsibilities of mentors throughout practicum implementation.

Table 3: Means, standard deviation and t-test for student-teachers views towards mentors pedagogical knowledge and skills. (N=80)

Variable	Expected	Actual	SD	MD	t	df	P
	Mean	Mean					
Mentors pedagogical knowledge and skill	4	2.47	.9	-1.5	-15	79	.001

Note: *SD= standard deviation, MD=mean difference*

As it can be seen from Table 3, student-teachers perception about whether mentor teachers have the required pedagogical knowledge and skill to serve as mentor or not during practicum implementation is significantly lower than expected ($t= -15.12$ at $\alpha=.001$), because here the expected mean result was ($M= 4$) and the observed mean result that was obtained from 80 students questionnaires showed ($M=2.47$, $SD=0.9$ with $p < 0.05$). This indicated that student-teacher perceived partner school mentors do not have

the required pedagogical knowledge and skills to serve as mentor during practicum implementation program.

So as to supplement the questionnaire responses of student-teachers', interviews were also carried out with two practicum coordinators. Accordingly, they were asked to answer whether placement school teachers have enough pedagogical knowledge and practical experience to serve as mentors or not; and based on this one practicum coordinator stated as follows:

Since training was not given on mentoring skill, it is difficult to say partner school teachers have enough pedagogical and practical experience to serve student-teachers during practicum implementation program. But some of the mentors have long teaching experience, though some are new graduates. So, those with long teaching experience might have enough practical experience to share with the student-teachers they work with.

Another practicum coordinator reflected in the way that:

Most of placement school mentors did not have the required pedagogical knowledge and skills to support student-teachers during practice, this is due to the fact that some of them were new graduate that have under three years of experience, and due to this and other factors most of them have no enough practical experience to share with the student-teachers during practicum implementation.

Corroborating the above idea, the vice dean of Abi-Adi College of Teacher Education also reflected that placement school mentors do not have the desired pedagogical knowledge and skills to support student-teachers during practicum implementation program. The academic vice dean of Abi-Adi College of Teacher Education elaborated his view as follows:

Based on the need assessment made by the college to provide training to placement school mentors, most of the placement school teachers proposed to get training related to how to teach students (pedagogical part) and this indicated that placement school teachers have knowledge gap how to guide and support classroom students in general and student-teachers in particular.

In general based on the data collected from the different sources via different instrument regarding the mentors' pedagogical knowledge, it is possible to say that placement schools mentor teachers do not have the required pedagogical knowledge and skill to serve as mentor. And this finding is not in line with what Hudson (2010) suggested

saying that competent mentors should have good (the required) pedagogical knowledge and skills on how to utilize active teaching method, how to select and prepare relevant teaching aid, how to manage and assess student-teachers and how to integrate methods and content with ability and needs of the learner etc. Similarly MoE (2011) substantiated that pedagogical knowledge can differ from subject to subject and lesson to lesson; hence mentors need to conceptualize what constitutes subject-specific pedagogical knowledge in order to articulate this clearly to their mentees.

Table 4: Means, standard deviations and t-test for student-teachers' views towards mentors modeling ability. (N=80)

Variable	Expected	Actual	SD	MD	T	df	P
	Mean	Mean					
Mentors modeling ability	4	2.6	.93	-1.4	-13.6	79	.001

Note: *SD= standard deviation, MD=mean difference*

As it can be seen from Table 4, student-teachers were asked to rate their perceptions towards the mentors being model for them during practice or not was significantly lower than the expected ($t= -13.671$ at $\alpha=0.001$). Thus, the expected mean result of (N=80) was 4, but the observed mean result was 2.6 with $SD=0.9$ that is below the expected mean. And the result of one sample t-test point out that student-teachers realized, placement school mentors were not as such good model to them during practicum implementation.

In addition to the above, student-teachers were interviewed about their mentor teachers were role model to them or not during the school base practicum experience. Three student-teachers said as follows:

We need support from the school teachers and school administration to gain the entire in-school experiences, we need also their help to practice effectively and better understand teaching profession. Because we are trainee not experts...we are new to the school and to teaching profession However, there is no meaningful support given to us from the subject teachers instead they told us the grade level and section we are expected to teach and left the school by giving us all the responsibilities. ...and mentor teachers were not acting as teachers...totally they

have not kept their professional demeanor. They see the period of practicum as a break.

Contrary to the above idea two student teachers have almost positive idea about their mentors and they said:

Our mentor teachers have good personal attribute and they treat as friend and professional colleagues and we obtain important things from our mentor teachers, due to this we can take our mentors as reference in our teaching profession.

Based on the above quantitative and qualitative results, one can deduce that placement school mentors were not good models for the novice teachers during practice. And this finding is not in line with the MoE (2011) practicum guide for primary schools in Ethiopia, and Hudson five factor model for mentorship competence (Hudson, 2010). According to MoE (2011), mentor teachers need to model effective teaching strategies and classroom management skills to support pre-service teachers in their teaching practices. This is because it is impossible to attain the aim of school based field experience without the supports of school mentors. Generally, Hudson (2010) also suggested that the school mentors have professional responsibilities of serving as a professional role model in providing appropriate feedback after observation, modelling effective instructional techniques for the beginner teacher, orientating student-teacher and helping student-teachers to make best practice in the classroom.

Table 5: Means, standard deviation and t-test for student-teachers views towards mentors personal attribute or characteristics. (N=80)

Variable	Expected	Actual	SD	MD	t	Df	P
	Mean	Mean					
Mentor personal attribute	4	4.16	0.4	1.6	3.4	79	.001

Note: *SD= standard deviation, MD=mean difference*

As can be observed from Table 5, student-teachers views toward mentors personal attribute or characteristics ($M = 4.16$, $SD = 0.408$) was significantly higher than the expected mean ($M=4$). And as indicated by one sample t-test in the above table ($t= 3.493$,

$p < .005$). This mean value implies placement school mentors have good personal characteristics.

In the above table 5, the result from one sample t-test showed that placement schools mentors have good personal attribute during the school based practicum. Therefore the finding of the study indicated Abi-Adi College of Teacher Education partner school mentors worked with student-teachers freely as a friend or professional colleague and this kind of personal attribute encouraged student-teachers to freely express their views about teaching. In line with the above idea, Hudson (2010), also stated placement school mentor takes a keen interest in the mentee’s discussion and the mentee is supported with positive comments and constructive advice, then the mentee may gain more confidence. Conversely, mentors who do not display supportive and positive personal attributes may limit, or even reduce, the mentee’s confidence.

Table 6: Means, standard deviation and t-test for student-teachers views towards mentor’s ways of feedback provide to student-teacher. (N=80)

Variable	Expected Mean	Actual Mean	SD	MD	t	df	P
The quality of feedback provided to student-teachers from the mentor teachers	4	2.44	1	1.56	-12	79	0.001

Note: *SD= standard deviation, MD=mean difference*

Table 6 displayed the results from student-teachers who were asked to rate their perception towards the quality of feedback provided to them from their mentor teachers during the school-based practicum experience. And as indicated by one sample t-test the observed mean result on the variable feedback was (M=2.44), the expected mean result was also (M=4) with mean difference (MD) 1.56, here the observed mean result was significantly lower than the expected mean result that ($t= -12.63, p < .005$) and this revealed that placement school mentors were unable to provide quality feedback to student-teachers during the school based practicum experience.

In addition to the above quantitative data, interviews were held with student-teachers to get relevant data about the quality and forms of feedback provide to student-teachers from their mentor teachers'. Accordingly ST1 (student-teacher one) and ST4 (student-teacher four) said:

We need support and constructive feedback; however the feedback given to us from the mentors was not clear and consistent. In addition to this the feedback given to us was not on time and it is insufficient.

In addition to the above ST2 (student-teacher two) and ST3 (student-teacher three) mentioned the difficulty in getting feedback from the mentor for future adjustments. And they stated that 'our mentors are always very busy, never has time for us and always says you are fine and OK'.

To sustain the above mentioned inference, the researcher also realized that placement school teachers were unable to provide constructive feedback to student-teachers. To comprehend the points that the researcher observed from the document analysis section; first the main intent of the document analysis was to see the ways and feedback clarity that provided to student teacher during practice. And from the document analysis section placement school mentors teachers were not concerned about establishing criteria how to evaluate and provide feedback. In addition to the above point most placement school mentors unable to provide the required feedback on student teachers portfolios (annual and daily lesson plan). To elaborate the idea from ten students' portfolios only four papers commented in written form in good manner. But the remaining six were not any visible feedback in the paper but they simply put the result only.

Finally, based on the quantitative, qualitative and document analysis results one can deduce that placement schools mentors were incapable to provide appropriate and constructive feedback to student-teachers. But the above findings deny the Hudson (2010) five factors model for mentorship competencies. Hudson (2010), points out that giving proper feedback is the most essential part of the mentor's role and requires systematic and accurate observation of a mentee's teaching performance. Feedback should facilitate reflection and foster critical thinking skills of student-teachers on their

own teaching skills. And he also stated that, quality mentoring will cause improved instruction, better teaching skills and more analytical mentee reflection.

4.3. Student-Teachers Professional Identity Development or Teacher Identity Development

This part was intended to assess whether student-teachers develop the required professional identity or not from the school-based practicum experience. Accordingly, the following Tables (from Table 7 up to Table 13) depicted the results of the data collected from student-teacher and placement school mentors pertaining to the professional identity development of student-teachers. At this point student-teachers professional identity development was measured based on the Beijjard, Meijer and Verloop (2004), framework. According to Beijjard et al. professional or teacher identity development measured based on the three dimensions that is based on student-teachers content knowledge, pedagogical knowledge and didactical experience. Therefore in this study student-teacher professional identity development was assessed based on student-teachers content knowledge, pedagogical knowledge and didactical experience.

Table 7: The perception of student-teachers and placement schools mentors towards student-teachers pedagogical knowledge and skills.

variable	PR	Expected	Actual		T	df	P	
		Mean	Mean	SD				MD
Mentees'	STP	4	2.77	1	-1.23	10.7	79	.000
pedagogical								
knowledge	MTP	4	2.48	.6	-1.52	-19.9	62	.000

Note: *M*= mean; *SD*=standard division; *MD*=mean difference

As it is indicated in the above Table 7, student-teachers were asked about their pedagogical knowledge progress from the school-based practicum experience (about how to utilize active teaching method, how to select and prepare relevant teaching aid, how to manage and assess students and how to integrate methods and content with ability and needs of the learner) and the mean result for above mentioned issues ($M = 2.77$, $SD = -1.23$) was significantly lower the expected mean result ($M=4$) and as indicated by one

sample t-test in the above table ($t = -10.7, p < .005$). The one sample t-test implies that pedagogical knowledge and skill progress of student-teachers from the school-based practicum experience were not to the expected level.

Similarly, placement school mentors were questioned to rate their responses towards the student-teachers pedagogical knowledge progress from the school-based practicum experience. Based on this the calculated mean result was ($M=2.48$) and the expected mean result was also ($M=4$) with the standard deviation ($SD= 1.52$). At this point the calculated mean result of the placement school teacher's views towards pedagogical knowledge progress of student-teachers was lower than the expected mean result ($M=4, t=-20, p < 0.05$). This showed that placement school mentors alleged that pedagogical knowledge and skills progress of student-teachers from the school-based practicum experience were low.

In addition to the above one sample t-test, independent sample t-test was used to see the perceptual difference between student-teachers and placement school mentors towards student teachers pedagogical knowledge progress. (See Table 8 below)

Table 8: Perceptual difference between student-teachers and placement schools mentors towards pedagogical knowledge development of student-teachers.

Characteristics	STP		MTP		Difference		t	P
	M	SD	M	SD	M	SD		
Mentees' pedagogical Knowledge	2.77	1	2.48	0.6	0.291	0.4	1.9	0.048

Note: *SP*= student-teachers perception; *MP*= mentor teachers perception; *M*= mean; *SD*=standard deviation

As presented in the Table 8, independent sample t-test was computed to find the mean differences within students-teachers and placement schools mentors perception towards the pedagogical knowledge progress of student-teachers from the school-based practicum experience. Accordingly, the independent sample t-test result in the table above showed that there was statistically significant difference in perception between student-teachers and placement school mentors towards pedagogical knowledge progress of student-

teachers. Student-teachers scored higher mean ($M=2.77$, $SD=1$) than placement school teachers ($M=2.48$, $SD=0.6$) for the items designed to see the perception of student-teachers and placement school mentors whether student teachers developed the required pedagogical knowledge and skill from the school-based practicum experience or not. Even though there is mean difference between student-teachers and mentor teachers perception ($MD= 0.29$), but both student-teachers and placement schools mentor teachers almost have similar perception that student-teachers did not develop the required pedagogical knowledge and skills from the school-based practicum experience. (See Table 7 above)

In general, based on the result of one sample t-test and independent sample t-test (in the above Table 7 and Table 8), the finding of the study showed that student-teaches pedagogical knowledge and skills progress from the school-based practicum experience were low. However pedagogical knowledge progress is the expected key learning outcomes of the teaching practicum (MoE, 2011). Likewise the school based practicum experience is the one most important part of teacher education programs in terms of pre-service teachers' ongoing professional development (Howitt, 2007; Alemselem & Wudu, 2012). And Beijjard et al. (2004) also confirmed that student-teachers pedagogical knowledge progress is one dimension of professional or teacher identity development, but the finding of this study showed student-teachers were not developed the required pedagogical knowledge and skills from school based practicum experience.

Table 9: Means and standard deviation and t-test for perception of student-teachers and placement schools mentors towards student-teachers content knowledge.

Variable	PR	Expected		Actual		T	df	P
		Mean	SD	Mean	SD			
Student-teachers subject matter content knowledge	STP	4	.38	4.2	.2	4.8	79	.000
	MTP	4	.51	3.7	-.21	-3.2	62	.002

Note: *M*= mean; *SD*=standard division; *MD*=mean difference

As presented in the Table 9, one sample t-test was computed to find if there were mean differences within the expected mean and actual mean of the variable student-teachers subject matter content knowledge. Based on this, student-teachers perceptions (views) whether they have the required subject-matter content knowledge or not, (M=4.2, SD=.38) was significantly above the expected mean result (M=4, t=4.8, p< 0.05) and this showed that student-teachers perceived as they have the required subject matter content knowledge.

Similarly, placement school mentors were also asked to rate their view whether student-teachers have the required subject matter content knowledge or not, based on this. (M=3.7. SD=.51) was significantly lower than the expected mean result (M=4, t=-3.2, p<0.05). And this result indicated that placement school mentors perceived that student teachers do not have the required subject matter content knowledge.

Table 10: Perceptual difference between student-teachers and placement schools mentors towards subject-matter content knowledge development of student teachers.

Variable	STP		MTP		Difference		t	P
	M	SD	M	SD	M	SD		
Student-teacher content knowledge	4.2	.38	3.7	.51	0.5	0.13	5.6	.000

Note: *SP*= student-teachers perception; *MP*= mentor teachers perception; *M*= mean; *SD*=standard division

As presented in Table 10 above, independent t-test was computed to find the mean differences within students-teachers and placement school mentors towards student teachers' subject-matter content knowledge progress. Accordingly, the independent t-test result in the table above showed that there was statistically significant difference in perceptions (views) between student-teachers and placement school mentors towards student-teachers subject matter content knowledge. At this point Student-teachers scored higher mean (M=4.2, SD=.38) than placement school teachers (M=3.7, SD=0.51) and the

mean difference between student-teachers and placement school mentors was (MD=0.5) for the items designed to see whether the student-teachers have the required subject matter content knowledge or not. Here both student teachers and placement schools mentor had different perception that student-teachers were believed as they have the required subject matter content knowledge but the placement schools teachers mean result was lower than the expected mean, the mean difference between student-teachers perception and placement schools teachers perception was small (MD=0.5), therefore one can say that placement school-teachers almost have similar view with student teachers, that student teachers have good subject matter content knowledge.

The above finding coincides with the literature that read that student-teacher subject-matter knowledge more enhanced when they share experience with their colleagues during the school-based practicum (Yavuz, 2010). Similarly MoE (2011), also stated school based practicum experience provide opportunities for pre-service teachers to internalize the theories learned in the campus courses into their own knowledge by practicing the theories in classroom teaching under the guidance and support of their school mentors. In addition Beijjard et al. (2004), supplemented, when studying the role of student-teachers' identity development and success, student-teacher subject-matter knowledge be included in the study of student-teacher identity development and its role in student-teacher effectiveness.

Table 11: The perception of student-teachers and placement schools mentors towards student-teachers' didactical experience.

Variable	PR	Expected	Actual	SD	MD	T	df	P
		Mean	Mean					
student-teaches didactical experience	STP	4	2.91	.96	-1.09	-10.12	79	.000
	MTP	4	2.38	.9	-1.62	-14.27	62	.000

Note: PR= participants; STP= student-teachers perception; MTP= mentor teachers perception; SD= standard deviation; MD= mean difference

As indicated above in Table 11, student-teachers were questioned about their didactical experience enhancement from the school based practicum. And to compare the mean result of student-teachers views towards their didactical experience one sample t-test were used. Hence the actual mean result of student-teachers view towards their didactical experience enhancement from practicum experience was ($M= 2.91$; $SD= .96$) and with mean difference -1.09 and that was significantly lower than the expected ($t=-10.12$, $P<0.05$). This shows that student-teachers didactical experience was not enhanced to the required level, thus student teachers unable to reflect their portfolio confidently, evidently as well as in well-informed way.

Furthermore placement school mentors were also asked to rate their views towards the enhancement of student-teachers didactical experience from the school-based practicum experience, and mentor teachers agreed that student-teachers didactical experience was not enhanced to the required level from the school based practicum experience. And as shown in the above (Table 11), the actual mean result of placement schools teachers towards didactical experience enhancement of student-teachers from the school-based practicum experience were $M=2.38$, $SD= 0.9$ with mean difference -1.09 was significantly lower than the expected ($t=-14$, $P< 0.05$). This indicated that student-teachers' didactical experiences did not increase to the required level from the school based practicum experience.

In addition to the above, to see the perceptual difference between student-teachers and placement school mentors towards didactical experience enhancement of student-teachers from the school-based practicum experience independent sample t-test was used. And based on this, Table 11 above depicts the independent sample t-test to see the perceptual difference of student-teachers and placement school mentors towards didactical experience enhancement of student-teachers from the school-based practicum experience.

Table 12: Perceptual difference between student-teachers and placement schools mentors towards student-teachers didactical experience enhancement from school-based practicum experience.

Variable	SP		MP		Difference		t	P
	M	SD	M	SD	M	SD		
student-teacher didactical experience	2.91	.97	2.38	.9	.53	0.07	3.36	0.01

Note: *SP*= student-teachers perception; *MP*= mentor teachers perception; *M*= mean; *SD*=standard division

As presented in the Table above, independent sample t-test was computed to find if there were mean differences within students-teachers and placement school mentors towards student-teachers didactical experience enhancement from the school-based practicum experience. Accordingly, the independent t-test result in the table above showed that there was statistically significant difference in perceptions (views) between student-teachers and placement school mentors towards student-teachers didactical experience enhancement from the school-based practicum experience. At this point, student-teachers scored higher mean ($M=2.91$, $SD=.97$) than placement school teachers ($M=2.38$, $SD=0.9$) for the items designed to see perception of student-teachers and placement school mentors whether student-teachers developed the required didactical experience from practicum experience or not. But both student-teachers and placement schools mentor teachers agreed that student-teachers did not develop the required didactical experience from the school-based practicum experience. (See Table 10)

In general, based the one sample t-test and independent sample t-test results, student-teachers' didactical experience were not enhanced to the required level and the finding of the study were not in line with what MoE (2011) clearly stated. According to MoE (2011), school based practicum creates opportunity for student-teachers to reflect on their experiences, on their own, with peers, and with teachers in the school community. But the finding of the study showed that from the school-based practicum, student-teachers didactical experience did not increase to the required level.

Table 13: Chi-square to the perceptual responses of student-teachers and mentor teachers towards whether student-teachers developed the required professional identity or not.

Variable	STP				MTP				value		
	Yes	%	No	%	yes	%	No	%	of χ^2	df	P
Student-teachers											
professional identity	34	24	46	32	15	10	48	34	5.46	1	.019
Development											

Note: *STP*= student-teachers perception; *MTP*= mentor teachers perception; χ^2 = value person chi-square; $p < 0.05$

As seen in the above Table 13, 94 of the respondents (46 student-teachers and 48 placement school mentors) believed that student-teachers have not developed the required professional identity or teacher identity from the school-based practicum experience and the remaining 39 of the respondents (24 of school mentors and 15 of student-teachers) also believed that student-teachers were developed the required teacher identity from the school based practicum experience and the chi-square result also ($\chi^2=5.46$, $df=1$, $p < 0.05$). Therefore, the above result showed that student-teachers professional identity development from the school-based practicum experience was not developed to the required level.

In addition to the above, college teachers were interviewed whether student-teachers acquired the required professional identity or teacher identity development from the school-based practice or not. And the key information suggested that;

Most of the students did not develop the required competencies from the school-based practicum experience that, when they were asked to present their action research paper in front of the class students, they feel shy and unable to reflect their idea clearly and confidently because student-teachers have pedagogical knowledge gap how to interact, how to use black board, how to express their ideas and their feeling.

Therefore the result of the chi-square and the interview result of the college teachers' showed that student-teachers have not developed the required teacher identity or professional identity from the school based practicum experience. But the finding is not

in line with the objective of practicum in teacher education institutions in Ethiopia. According to the MoE (2011) practicum guideline for primary school teachers' training program in Ethiopia and TESO document school based practicum experience is supposed to enable each student teacher to achieve levels of competence that will qualify him/her for the entry into the teaching profession.

4.4. Factors that Influence Mentorship Practice

This section of the study or the research question was planned to assess the magnitude of the problems that influence mentorship practice during practicum implementation. In the Table below (Table 14 and 15) different types of problems were listed and the listed problems are related to college and school factors that influence mentorship practice. And those factors that influence mentorship practice were taken from review literature and research findings of other researchers; here the main intention of the study (the research question) was to see which factors (problem) negatively affect the mentorship practice of placement schools of Abi-Adi College of Teacher Education during practicum implementation.

Table 14: Means, standard deviations and t-test for college factors that influence mentorship practice during practicum implementation. (N=63)

College factors	Expected	Actual	SD	MD	T	df	P
	Mean	mean					
Failure to provide appropriate training to mentor teachers	3	2.63	1	-.36	-2.79	62	.007
Lack of incentive provided to placement school mentors while they work	3	2.17	.82	-.82	-8	63	.000*
Lack of close discussion with placement school mentors and student-teachers	3	3.37	.78	.36	3.67	62	.001*
Practicum coordinator failures to provide clear direction	3	3.41	.55	.41	5.87	62	.000*
Unclear linkage system between college and partner schools	3	3.33	.71	.33	3.68	62	.000*
College failure to provide teaching Materials	3	3.54	.6	.54	6.93	62	.000*
Student teachers' lack of adequate knowledge about the current teaching theories, methods and techniques	3	2.62	.92	-.38	-3.27	62	.002*
Lack of appropriate criteria to evaluate Student-teachers during practice.	3	2.16	1.1	-.84	-5.86	62	.000*

Note: *SD*= standard deviation, *MD*= mean difference

As presented in the Table above there are lists of college factors that might influence mentorship practice of Abi-Adi College of Teacher Education partner school teachers during practicum implementation. From the above listed factors, partner school mentors identified the serious challenges that hinder them to implement practicum program in the desired condition. The most serious challenge that influence mentors practice was failure of the college representatives to come to school to discuss the problems of the student-

teachers ($M=3.37$, $SD=.78$) was significantly higher than expected mean [$(M=3)$, $t=3.67$ at $\alpha=.001$] with mean difference ($MD=.36$) and this showed that from the listed college factors the failure of the college representatives to come to school to discuss the problems of the student-teachers were identified by mentor teachers as one serious challenge or hindrance for effective mentorship practice.

The other serious challenge that identified by partner school mentor teachers that influence their mentorship practice were the college practicum coordinators' unable to give clear and precise directions to mentor teachers on how to implement practicum, ($M=3.41$, $SD=.55$) was significantly higher than expected mean [$(M=3)$, $t=5.87$ at $\alpha=.000$] with mean difference ($MD=.41$) and the one sample t-test result showed that from the listed college factors that influence mentorship practice during practicum implementation, college practicum coordinators' unable to give clear and precise direction on how to implement practicum was other serious problem that influence the mentorship practice in partner schools of Abi-Adi College of Teacher Education in 2017 academic year.

Moreover, the other problem that was rated by placement school mentor teachers as serious problem was the unclear linkage system between college and partner schools to implement practicum program, ($M=3.3$, $SD=.71$) was significantly higher than expected mean [$(M=3)$, $t=3.68$ at $\alpha=.000$] with mean difference ($MD=.33$) and the result of the one sample t-test indicated that there is no clear linkage between college and practicum placement schools to implement practicum program in effective way.

The other partner school mentors identified as serious challenge or problem was the college failure to provide teaching materials to implement practicum program, ($M=3.54$, $SD=.6$) was significantly higher than expected mean [$(M=3)$, $t=6.93$ at $\alpha=.000$] with mean difference ($MD=.54$) and the result indicated that college unable to provide appropriate teaching materials to implement practicum program becomes a serious problem for partner schools mentors while they worked.

In addition to the listed factors in the above Table 12, interview was held with four partner schools directors. And the area focus during the interview was the challenges that

encountered partner school mentors during practicum implementation program. Based on the interview school director (D1) and school director four (D4) stated their views as follows:

Director one (D1) side that, the relationship between college and partner schools was very loose and college have little relationship with partner schools and this becomes one obstacle for effective mentorship practice in our schools. During the interview, the school director (D4) also mentioned that, apart from sending the student-teachers to schools, the college did not check what had been going on in the school. They even did not know who the school based mentors were and did not orient them (from time to time) as what was expected from them.

Another director (D2) reflected in a similar way and stated:

The usual time the student-teachers come to our school is around the end of each semester. As a result our teachers feel some inconveniences to work with student-teachers since they are on the urge of completing their semester duties.

Corroborating the above idea, the third school director (D3) also said that;

The number of the student-teachers coming for practice and the number of our teachers do not match some time, we accept more student-teachers than the school teachers. So, we are obliged to assign 2 or 3 student-teachers at an average to work with one school teacher.

Generally, the qualitative and quantitative data revealed that the serious problems that influence mentorship practice of placement schools and related with college factor were, the failure of the college representatives to go to school to discuss the problems of the student-teachers, college practicum coordinators' unable to give clear and precise directions to mentor teachers on how to implement practicum, unclear linkage system between college and placement schools to implement practicum program, the failure of college to provide teaching materials to implement practicum program and lack of close relation between college and partner schools were serious problems that influence mentorship practice of Abi-Adi College of Teacher Education placement schools. Previous researches also illustrated similar result about the factors that influence practicum implementation in general mentorship practice in particular. For instance Tadesse (2014) indicated that practicum implementation was not effectively implemented due to lack of coordinated work and absence of close follow up and support system.

Table 15: Means, standard deviation and t-test for school factors that influence mentorship practice during practicum implementation. (N=63)

School factors	Expected Mean	Actual Mean	SD	MD	T	df	P
Lack of assistance from the school administrators	3	2.33	1	-.66	-4.9	62	.000*
Lack of readiness of the school administration to discuss problems and exchange ideas with practicum coordinators	3	2.43	1	-.57	-4.4	62	.000*
Lack of adequate school facilities	3	3.33	.77	.33	3.08	62	.001*
Number of student teachers given to mentor teacher to work with.	3	2.25	.9	.75	-6.5	62	.000*
Poor administration of the school	3	3.06	.94	.06	.53	62	.597
Lack of enough time to work with the student-teacher	3	3.27	.8	.27	2.65	62	.001*

Note: *SD*= standard deviation, *MD*= mean difference: $P < 0.05$

As presented in the Table 15 above, there is listed of problems that are related with school factor that influence the mentorship practice in general. And in this section, partner school mentor teachers were requested to identify the serious problems that influence them while they worked with student-teachers during practicum implementation period. Based on, the one school factor identified as serious problem by partner school mentors was lack of adequate school facility to implement practicum program, (M=3.33, SD=.77) was significantly higher than expected mean [(M=3), t=3.08 at $\alpha=.001$] with mean difference (MD=.33) and the one sample t-test result indicated that lack of school facility become one factor negatively affect mentorship practice in Abi-Adi College of Teacher Education partner schools.

The other problem identified by placement school mentor teachers as serious problem was lack of enough time to work with student teachers, ($M=3.27$, $SD=.8$) was significantly higher than expected mean [$(M=3)$, $t=2.65$ at $\alpha=.001$] with mean difference ($MD=.27$) and the result indicated that placement school mentors was faced shortage of time to work with the student-teachers during practicum implementation.

To triangulate the quantitative data gathered through questionnaire, the two practicum unit coordinators were also interviewed on factors affecting the success of the practicum in general and mentoring practice in particular. They mentioned incentive expectation on the part of the mentors and limited support of the schools as the typical problems during practicum implementation.

To sum up, the result of the data that were collected through questionnaires and interviews regarding school factors that influence mentorship practice indicated that lack of school facility, mentors lack of time to work with student-teachers, incentive expectation on the part of the mentors were identified by the partner schools mentors as serious problems that affect the implementation of practicum program. Therefore, it is possible to generalize that lack of school facility and mentors lack of time to work with student-teachers were the serious problem that influence the mentorship practice of Abi-Adi College of Teacher Education placement schools. Similar to this finding, the research conducted by Mignot (2009), also indicate that practicum was not effectively implemented due to factors such as mentors' insufficient time and lack of systematic assessments.

To know the source of problem and to suggest for solution Abi-Adi College of Teacher Education vice dean was interviewed on the criteria that the college and partner schools used jointly to select mentor teachers. He said:

Our college proposes performance evaluation of the school and work experience as criteria. A teacher with maximum evaluation point and work experience can be a mentor. But many times these criteria were violated and now nearly everyone teachers in the school are mentors. This shows that even a teacher with little or no experience (zero service) can also be a mentor.

Similar to the above question practicum coordinators were also interviewed about the selection procedure of mentor teachers; and the one practicum coordinator (C1) said:

... There is no criterion for the selection of the mentors; mentors were simply selected without any consideration (teaching experience, mentoring experience and efficiency....).

The second practicum unit coordinator of Abi-Adi College of Teacher Education (C2) also said that, 'the selections of mentor teachers are left to the school principals'.

Therefore, based on the interview results of the Abi-Adi College of Teacher Education vice dean and the two practicum coordinators it is possible to generalize that Abi-Adi College and practicum partner schools have no pre-specified criteria to select mentor teachers. But this finding is not in line with the practicum guideline for primary school teachers' training in Ethiopia (MoE, 2011). The ministry of education practicum guideline for primary schools teachers training program outlined pre-specified criteria to select mentor teachers, and the pre-specified criteria's are; teachers should have at least three years of successful teaching experience, should be above-average teacher who can serve as a model for handling both content and student and it should be based on the interest of the teachers etc. But the finding of the study showed that mentors were not selected based on the pre-specified criteria's of MoE.

The other question rose during interview with college teachers and vice dean of Abi-Adi College of Teacher Education was about the challenges that college faced during practicum implementation in general and mentorship practice in particular. Base on this they said:

Lack of common consensus among practicum stakeholders, the remoteness of the practicum placement school from the college, inappropriate placement of student-teachers during practicum program to their subject area, lack of commitment and carelessness of partner school mentors and the student-teachers failure to behave in a professional manner when they interact with students are the major challenges to implement practicum program.

Finally, practicum coordinators and partner schools directors, college teachers as well as vice dean of Abi-Adi College of Teacher Education were interviewed about what possible measures should be taken to maximize the mentoring roles of the school teacher, and they mentioned the following as major considerations:

Experience sharing with similar institutions in and out of the region, the selection of mentors should be based on teaching experience, mentorship experience, efficiency and as well as academic rank and the colleges and partner schools should provide enough teaching materials to implement practicum program effectively, there should be close communication among practicum stakeholders', the college should establishing accountability system to the whole process and the program coordinator should encourage and motivate school mentors during practicum implementation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to see the role of mentorship in the development of student-teachers professional identity. More specifically, this study was set out to seek answer for the following basic research questions:

1. Do the mentors in placement schools have the required mentorship competencies to provide the support needed by student-teachers in practicum?
2. To what extent does the mentorship practice contribute to the development of student-teachers' professional identity?
3. What are the factors influencing mentorship practice in the development of student teachers' professional identity?

For this study, descriptive survey design was employed. The sources of data for this study were the academic vice dean, practicum coordinators, school mentors, college teachers, school directors, and student-teachers' of third year attending in the academic year of 2016/2017. The total numbers of population included in this study were 486 practicum stakeholders, and out of these, 154 samples were taken through random and non-random samplings techniques. And before the main data was collected, the instruments were pilot tested in advance of ten student-teachers, eight school mentors. After doing so, the questionnaires were distributed to student-teachers and school mentors. Moreover, interview was also conducted with one academic vice dean, two practicum coordinator, four school directors, four college teachers and five student-teachers. The data obtained from the study participants were analyzed through both quantitative and qualitative analysis techniques. Descriptive statistical analysis such as mean, standard-deviation, and inferential statistics such as one sample t-test, independent sample t-test and chi-square was applied to analyze the collected data. On the other hand, the data collected through

the interviews, open-ended questions as well as from document were analyzed qualitatively in the form of narrative descriptions. Thus, from the analysis of both quantitative and qualitative data, the following major findings were obtained.

One sample t-test showed that the existence of significant mean difference between the obtained mean values of the 5 dimensions that proposed by Hudson (2010) to measure mentorship competencies. Therefore, the quantitative results showed that placement school mentors do not have the required mentorship competence to serve student-teachers during practicum implementation. In addition to the quantitative result, the qualitative result also indicated similar result. Thus, both quantitative and qualitative results indicated that Abi-Adi College of Teacher Education partner school mentors have no the required mentorship competencies to serve as mentor.

Regarding the second research question both qualitative and quantitative data that were collected from different participants indicated that the professional or teacher identity development of student-teachers form the school-based practicum experience were low.

Regarding the third research question of the study the finding of the research reveals the following issues as the factors that seriously affect mentorship practice of partner school teacher. These issues include; the failure of the representatives of the college to come to school to discuss the problems of the student-teachers, college practicum coordinators' unable to give clear and precise directions on how to implement practicum program, the failure of the college and partner schools to provide teaching materials to implement practicum program, the unclear linkage and unstructured system between college and placement schools to implement practicum program, the failure of the college and partner schools to use the per-specified criteria of MoE for selection of mentor teachers and incentive expectation on the part of the mentors while they work with student-teachers during the school-based practicum experience are factors that influencing mentorship practice of AACTE placement schools.

5.2. Conclusions

Based on the findings the following conclusions were drawn:

Based on the finding one can conclude that partner school mentors have no the required competencies to serve as mentor. With regard to professional identity development of student-teachers from the school-based practicum experience, the researcher conclude that professional or teacher identity developments of third year students of AACTE were not to the required level. Furthermore, the present study showed that practicum program surrounded by multiple challenges. But in this study based on the findings, one can conclude that the serious problems that hampered mentorship practice in the case of Abi-Adi College partner schools are the failure of the college representatives to come to school to discuss the problems of the student-teachers, college practicum coordinators' unable to give clear and precise direction on how to implement practicum, unclear linkage between partner schools and college, lack of adequate school facilities, mentors' shortage of time to work with the student-teachers, lack of close communication between college and practicum placement schools and incentive expectation on the part of the mentors while they work with student-teachers during practicum implementation.

5.3. Recommendations

In view of the above conclusions, the study recommends that the following:

- In view of the fact the very important of school-based mentoring in pre-service teacher education is sharing professional expertise and experiences to student-teachers, therefore teachers who serve as mentors should have the necessary competence and experiences. So, Abi-Adi College and partner schools should adequately implement the pre-established criteria of MoE for selection of mentors. Moreover selection of mentors in teacher education should be favor teachers with better qualifications, years of experiences and efficiency.
- The college should invest more time and resource towards the development of a pool of mentor teachers to assist student-teachers during their placement schools.

- College teachers should support partner school teachers at school level instead of leaving all the responsibilities to partner school mentors to train student-teachers.
- School based mentors should be given training courses from college in the form of seminars, workshops and discussion forums; etc which would make them see problems and seek solutions to the prevailing problems of school based mentoring.
- Teacher Education Colleges and partner schools should establish strong relationship. They should arrange frequent visits and discussions on their joint responsibilities. The Colleges are expected to give some material and intellectual support to their partner schools to strengthen their relationship, which in turn facilitates the student-teachers school, based training.
- Incentives for mentor teachers in recognition of the responsibility they have assumed should be provided by college and regional education office to motivate and make them contribute better for the professional development of student-teachers.

Issue for Further Research

- The focus of this paper was delimited only on investigating mentorship competence and professional identity development of student-teachers from the school-based practicum experience. Therefore, the researcher would like to suggest that future research should be undertaken with regard to ethics of student-teachers in the sample schools.

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APPENDIX A

Bahir Dar University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

Questionnaires to be filled by student-teachers

Dear trainers the purpose of this questionnaire is to gather data from student-teachers for a project that has been designed to study “The role of mentorship in student-teachers’ professional identity development in Abi-Adi College.” The questionnaire has three parts. Part I is about background information; Part II is about the student-teachers views about mentorship competencies of placement school teachers during practice. Part III is about the contribution of mentorship experiences to the development of student-teachers professional identity development. I, therefore, kindly request you to read all the items in this questionnaire and give clear responses. Your genuine contribution is essential for the success of the study.

Thanks in advance for your cooperation!

Note that: Writing your name in any part of the questionnaire is not required.

Part I: Background information

1.1. Sex: Male female

1.2. Department: _____

Part II. Student-teachers views about mentorship competence of placement school teachers

Directions: please indicate your responses to the following statements by putting a tick mark “√” in one of the boxes for each statement.

1= strongly disagree 2= disagree 3= have no idea 4= agree 5= strongly agree

No	Statements	Rating scales				
		1	2	3	4	5
	Issues related to system requirement					
2.1	My mentor has clear understanding about the policy and objectives of practicum program.					
2.2	My mentor notified me in detail the rules and regulations and the administrative structure of the school, as well as how to deal with the school community.					
2.3	My mentor provided me with appropriate information and documentation about the school policies.					
2.4	My mentor observed, assessed, recorded and reported my progress against specific criteria.					
	Issues related to mentors' pedagogical knowledge/skill					
2.5	My mentor is familiar with the recent theories of teaching/learning methods.					
2.6	My mentor played a significant role in connecting theory that I learned in college to practical situation.					
2.7	My mentor has adequate skill in selecting teaching methods relevant to the lesson.					
2.8	My mentor worked with me in planning the lesson and team teaching.					
2.9	My mentor has adequate skill how to support and guide student-teachers during practice.					
2.10	My mentor has adequate skill how to prepare subject-relevant teaching aid.					
2.11	The mentor has adequate skill how to assess student-teachers during practice.					
	Issues related to mentors' modeling ability					

2.12	The mentor teacher showed me the direction on how to communicate or I behave with my students within and outside the class room.					
2.13	The mentor wanted me to teach just like she/he did and criticized me when I deviated.					
2.14	My mentor invited me to his/her class while she/he was teaching, to observe her/his lesson presentation and learn from it.					
2.15	My mentor has had a positive influence on my self-esteem (more confidence, higher self-esteem...).					
2.16	My mentor is an important resource/reference in terms of my growth and development.					
	Issues related to personal attribute of mentors					
2.17	Whenever I wanted the mentor for discussion or any sort of consultation, the mentor was available and warmly accepting.					
2.18	My mentor encouraged me to freely express my views about teaching.					
2.19	The mentor introduced me to other teachers and administrative workers. This helped me to feel at home (relaxed) in the school compound.					
2.20	The mentor treated me as equal and approached me freely as a friend or professional colleague.					
	Issues related to mentor's ways of feedback					
2.21	My mentor was observed my teaching practice, and provided me constructive feedback and criticism during practice immediately.					
2.22	The feedback provided by my mentor was clear.					
2.23	I got additional knowledge and skill form the feedback provide from my mentor teacher.					
2.24	My mentor assesses my work (assignment, report, portfolio, lesson plan) and provides me feedback through written and oral forms immediately.					

Part III: Student-teachers' view on their teacher identity development

Directions: This questionnaire is designed to assess the contribution of mentorship experiences to the development of student-teachers' teacher identity development in terms of pedagogical skill, subject knowledge and didactical experience in the placement schools. So, you are requested to put a tick mark “√” under the option that you think it represents your views from the given alternatives. The number in the box represents:

1= strongly disagree 2= disagree 3= have no idea 4= agree 5= strongly agree

No	Statements	Rating scales				
		1	2	3	4	5
	Issues related to student-teachers' pedagogical knowledge/skill					
3.1	I learned the necessary skills from my mentor on how to utilize active learning method.					
3.2	I have enough knowledge and skill about how to prepare lesson plan.					
3.3	I gained concrete experience from my mentor about how to manage my students effectively during teaching learning process.					
3.4	I gained concrete experience from my mentor about preparation of subject- relevant teachings aides.					
3.5	I learned the necessary skills from my mentor on how to assess student during teaching-learning process.					
3.6	I gained concrete experience from my mentor about how to integrate methods and contents with abilities and needs of the learner.					
	Issues related with student-teachers' content knowledge					
3.7	I believed my mentor has great contribution to my good subject matter knowledge and skill.					
3.8	I am clearly enjoying the lesson in class room because my mentor teacher supports me.					
3.9	Working with my mentor teacher had an important role in the confidence					

	to teach subject matter content efficiently.					
3.10	I made meaningful connections to other content areas and real-life situation while I teach.					
	Issues related with student-teachers' <i>didactical experiences</i>					
3.11	I made reflection on my portfolio (annual and daily lesson plan) in front of my classmate and my teacher					
3.12	I made reflection confidently to my teacher about the co-curricular activity preformed in placement schools.					
3.13	I made reflection on my classroom experience clearly.					
3.14	I have knowledge of the idea that I reflect about.					

1. Do you believe that you developed the required class room teaching competencies from the school-based practicum experience?

A. Yes I believe

B. No I believe

APPENDIX B

Bahir Dar University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

Questionnaires to be filled by placement school mentors

Purpose: This study is aimed to investigate the role of mentorship in the development of student-teachers' professional identity in Abi-Adi College of Teacher Education. Therefore, you are kindly requested to answer all the items honestly and carefully after you read it thoroughly. **The information that you give will kept strictly confidentially.**

Thanks in advance for your cooperation!

Note that

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

Part I: Background information

1.1. Sex: Male female

1.2. Year of teaching experience: 1-5 years 6-10 years

11-15 Years above 15

1.3. Departments: _____

1.4. Academic rank: Diploma Degree

1.5. Years of experience engaged as a mentor: _____

Part: II. Factors that influence mentorship practice

Direction: This questionnaire is intended to gather data in relation to the factors that influence mentorship practice during practicum program. Please indicate the magnitude of each of the following problem by putting a tick mark “√” in one of the boxes for each statement.

1= strongly disagree 2= disagree 3= Agree 4= strongly agree

	<i>Issues Related to college factors that influence mentorship practice</i>	Rating scales			
		1	2	3	4
2.1	The college’s failure to provide me with appropriate training on how to implement practicum program.				
2.2	Getting little or no payment/incentive during the practicum I assume during the practicum in working with the student teachers.				
2.3	Failure of the representatives of the college to usually come to my school to discuss the problems of the student-teachers and solve them for further improvement.				
2.4	The college practicum coordinators’ failure to give clear and precise directions on how to implement practicum.				
2.5	The college and placement school have not a well-structured and clear cut linkage system pertaining to practicum placement program.				
2.6	The college failure to provide teaching materials to implement practicum program.				
2.7	Student teachers’ lack of adequate knowledge about the current teaching theories, methods and techniques.				
2.8	Lack of appropriate criteria to evaluate student-teachers during practice.				
	<i>Issues Related to school factors that influence mentorship practice</i>				
2.9	Lack of assistance from the school administrators while I was working with the student-teachers.				
2.10	Lack of readiness of the school administration to discuss problems and exchange ideas with practicum coordinators about the existing problem.				

2.11	Lack of adequate school facilities to implement practicum program.				
2.12	Number of student teaches given to me to work with.				
2.13	The whole situation in the school was so discouraging to me because of its maladministration.				
2.14	Lack of enough time to work with the student teacher due work over load.				

15. Please list down other problems that you think are not included in this questionnaire but that have negatively affected your mentoring role.

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

Part III: Questionnaires to mentor teachers about whether the student-teachers develop professional identity or not.

Direction: This questionnaire is intended to gather data about whether the student-teachers development professional identity or not. So that, you are requested to put a tick mark “√” under the option that you think represents your view. The number in the box represents:

1= strongly agree 2= agree 3= have no idea 4= disagree 5= strongly disagree

	Statement	Rating scales				
		1	2	3	4	5
	Issues related with student-teachers content or subject knowledge					
3.1	Student-teachers have enough subject matter knowledge to teach students in the placement school.					
3.2	I observed the student-teachers clearly enjoying the lesson while teaching.					
3.3	I observed that the student-teachers have confidence to teach subject matter content effectively.					
3.4	Student-teachers make meaningful connections to other content areas, and to real-life situations.					
	Issues related with student-teachers' pedagogical knowledge					
3.5	Student-teachers have adequate skill and knowledge how to utilize active learning method.					
3.6	Student-teachers have enough knowledge and skill about how to prepare lesson plan.					
3.7	Student-teachers have good ability to manage students during teaching learning process.					
3.8	Student-teachers have adequate skill and knowledge how to assess Students during practice.					
3.9	Student-teachers have adequate skill on how to prepare subject relevant teaching aides.					
3.10	Student-teachers integrate methods and contents with abilities and needs of learners					
	Issues related with student-teachers didactical experiences					
3.11	Student-teachers made reflection on their portfolio in front of their classmate and their teachers.					

APPENDIX C

Bahir Dar University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

Interviews guides for Vice-dean

1. Are there any criteria used in the selection of teachers who serve as mentors? If yes, what are they?
2. Do you think the mentors have the required pedagogical knowledge and skill to equip the trainees with practical skills of teaching? Please explain your perception by giving concrete example.
3. What are the challenges that encounters during the implementation of practicum program?
4. What should be done for better implementation of practicum program for the future?

Interviews guides for practicum coordinators

1. Are there any criteria used in the selection of teachers who serve as mentors? If yes, what are they?
2. Do you think the school teachers have enough pedagogical knowledge and practical experience to serve as mentors? Please explain your perception by giving concrete example.
3. What are the challenges that encounters during the implementation of practicum program?
4. What should be done for better implementation of practicum program for the future?

Interviews guides for placement school directors

1. Do you think the mentors have played the role they are supposed to play in the process of equipping the trainees with practical skills of teaching? Please explain your perception by giving concrete example.

2. What are the challenges that encounters during the implementation of practicum program?
3. What should be done for better implementation of practicum program for the future?

Interviews guides for College teachers

1. Do you believe that the student-teachers acquire the required professional identity/teacher identity development from placement school practice? Please explain your perception by giving concrete example.
2. How do you check whether or not student-teachers developed the required skills from the school based practicum program?
3. What should be done for better implantation of practicum program for the future?

Interviews guides for student-teachers

1. Did you take your mentor as role model for you during the school based practice? Please explain your perception by giving concrete example.
2. Did the practicum coordinator office worked with for bitter implementation of the program?
3. How do you evaluate the feedback provide you from you mentor teachers.

APPENDIX D

ባህርዳር ዩኒቨርሲቲ

መርሃ ግብሪ ድሕረ ምረቃ

ትምህርትን ስነ-ባህርን ፋካሊት

ፅሁፋዊ መሕትት ንሰልጠንቲ (ሕፁያት መምህራን)

ዕላማ: ናይዚ መፅናዕቲ መሰረታዊ ዕላማ ኣብ ግዜ ተግባራዊ ልምምድ ኣብ ተግባራዊ ልምምድ ዝምደቡ ኣጋር መምህራን ዘለዎም ብቐዓት ወይ ከዓ ንተምሃሮ ድጋፍ ንምሃብ ዘለዎም ዓቕሚ ከምኡ 'ውን ኣጋር መምህራን ኣብ ሰልጠንቲ ተምሃሮ ናይ መምህር ሞያዊ መፍለይ ባህርያት ክንደየናይ ከምዝምዕብሉ ንምፍታሽ ዝዓለመ እዩ። ካብቶም ካብ ኣብ ላዕሊ ካብ ዝተገለፁ መሰረታዊ ዕላማታት ብተወሰኹ እዚ መፅናዕቲ እዚ ኣጋር መምህራን ኣብ ተግባራዊ ልምምድ ዘጋጥምዎም ፀገማት ወይ ከዓ ዕንቅፋታት ንምርኣይ ዝዓለመ ዩ። እቲ እትህብዎ ሓበሬታ ካብ ንትምህርታዊ ዕላማ ወፃኢ ንኻሊ ነገር ዘይውዕል ምዃኑ ክሕብር ይደሊ። ስለዚ ዕላማ ናይዚ መፅናዕቲ እዚ ምዃኑ ተረዲእኹም ትኸክለኛ መረዳኢታ ንክትህቡ ብትሕትና ይላቡ።

ንእትገብርዎ ምትሕብባር ኣቐዲመ የመስግን!

ልብ በል:- ስም መፅሓፍ ኣየድልን።

ክፋል ሓዲ:- ሓበሬታ ድሕረ ባይታ

1.1 ያታ:- ተባ ኣን

1.2 እትስልጥነሉ/ንሉ ትምህርቲ ክፍሊ _____

ክፋል ክልተ:- ኣረኣኢያ ሕፁያት መምህራን ኣብ ናይ ኣጋር መምህራን ብቐዓት ወይ ከዓ ናይ ምድጋፍ ዓቕሚ

መብርሂ:- ኣብ ታሕቲ ካብ ቁፅሪ ሓዲ ክሳብ ቁፅሪ ሓመብተ መማረፅታት ተቐሚጦም ኣለዉ። ካብቶም ሓመብተ መማረፅታት ሓሳብኩም ብዝሓሸ ዝገልፀልኩም ብምምራፅ ኣብቲ ዝተዋሃበ ሳፁን ናይ “√” ምልክት ኣቐምጡ። ኣብ ቅድሚ ሕድሕድ ሳፁን ዘለዉ ቐፅርታት ከም ዝስዕብ ይውከሉ።

1=ፈጻሚ ኣይስማዕምዕን 2=ኣይስማዕምዕን 3=ብውስን ይስማዕምዕ

4=ይስማዕምዕሉ 5=ብጣዕሚ ይስማዕምዕ

ሪጋ	ዝርዝር ሐሳባት	መግለጫ				
		1	2	3	4	5
	ናይ ኢጋር መምህር አፍልጦ ኣብ ፖሊሲ ት/ቲ					
2.1	ኢጋር መምህራን ኣብ ፖሊሲ ትምህርትን ኣብ ዕላማ ተግባራዊ ልምምድ እኩል አፍልጦ ኣለዎ።					
2.2	ኢጋር መምህራይ ብዘፅባ ምምሕዳራዊ መዋቕርን ሕግን ደንብ ቤት ትምህርቲ ንክፍልጥ ብምግባር ምስ ማሕበረሰብ ቤት ትምህርቲ ከመይ ክረዳዳእ ከምዘለኒ ድጋፍ ሂቡኒ።					
2.3	ኢጋር መምህራይ ብዘፅባ ናይ ቤት ትምህርቲ ፖሊሲ ዝገልፁ ጠቕምቲ ፅሑፋት ክረከብ ገይሩኒ።					
2.4	ኢጋር መምህራን ኣብ ግዜ ተግባራዊ ልምምድ ብመንፅር ዝወፁ መዓቀንታት ትዕዛብቲ ብምክያድ ዘለኒ ዓቕሚ ፈትሹ ኣብ ትኽክለኛ ግዜ ብኣግባቡ ውፅኢቲ ክፈልጥ ገይሩኒ 'ዩ።					
	ናይ ኢጋር መምህር ፍልጠትን ክእለትን ስነ-ምምህር					
2.5	ኢጋር መምህራይ ኣብ ሓደሽቲ ክልስ ሐሳባት ምምህርን ኣገባብ ኣመሃህራን እኩል አፍልጦ ኣለዎ።					
2.6	ኢጋር መምህራይ ብክልስ ሐሳብ ኣብ ኮለጅ ዝተመሃርኩም ብተግባር ከመይ ክፍፀም ከምዘለዎ ድጋፍ ኣብ ምሃብ ዝለዓለ ኣበርክቶ ነይርዎ።					
2.7	ኢጋር መምህራይ ምስ መዓልታዊ ት/ቲ ዝጠዓዓም ኣገባብ ኣመሃህራ ኣብ ምምራፅ ዝሓሸ ፍልጠትን ክእለትን ነይርዎ።					
2.8	ኢጋር መምህራይ መዓልታዊ ትልሚ ኣብ ምትላም፣ ኣብ ሓበራዊ ምምህር ምሳይ ተሓባብሩ ይሰርሑ።					
2.9	ኢጋር መምህራይ ንተምህሮ ብኸመይ ድጋፍ ክገብረሎም ከምዘለዎ እኩል አፍልጦ ኣለዎ።					
2.10	ኢጋር መምህራይ ምስ ዘምህሮ ዓይነት ት/ቲ ዝዛመዱ መምህራ ሓገዛት ኣብ ምድላው እኩል ፍልጠትን ክእለትን ኣለዎ።					
2.11	ኢጋር መምህራይ ኣብ ግዜ ተግባራዊ ልምምድ ህፁያት መምህራን ከመይ ክግምገሙ ከምዘለዎ እኩል ፍልጠትን ክእለትን ኣለዎ።					
	ዝርዝር ሐሳባት ምስ ናይ ኢጋር መምህር ኣብ ግዜ ተግባራዊ ልምምድ ኣርኣዎ ምስ ምዃን ዝተተሓሓዙ					
2.12	ኢጋር መምህራይ ምስ ተምህሮ ከመይ ክረዳዳእን ብባህሪ ክጠዓዓምን ከምዘለኒ ሓቢሩኒ።					
2.13	ኢጋር መምህራይ ብፅሬት ከምቲ እሱ ዘምህሮ ንኸምህር ፃዕሪ ይገብር፣ ኣብ ዝተጋገኸዎ ግዜ ድማ ንክስተኻክል ይመኽረኒ።					

2.14	ኢጋር መምህራይ ናብ ዘምህረሉ ክፍሊ ብምዕዳም ሓፈሻዊ ኣገባብ ኣመሃህርኡ ንኸዕዛብ ስለዝገበረኒ ኣነ ውን ዝሓሸ ተሞክሮ ረኺብ።					
2.15	ኢጋር መምህራይ ዓርሰ-እምነተይ ኣብ ምውሳኽ ዝለዓለ ግደ ነይርዎ።					
2.16	ኢጋር መምህራይ ኣብ ሞያዊ ዕብየተይ ከም መርኣያ ክወስዶም ካብ ዝኸእሉ ኣካላት ሓደ ዩ።					
	ዝርዝር ሓሳባት ምስ ናይ ኢጋር መምህር ባህሪ ዝተተሓተዙ					
2.17	ኢጋር መምህራይ ንክይዲ ምይይጥ ኣብ ዝዳለኸዎ ግዜ ብኣግባቡ ብምቕባል ብዕቡቕ መንፈስ ሓገዝ ይገብረላይ።					
2.18	ኢጋር መምህራይ ብዛዕባ ክይዲ ምምሃር ምስትምሃር ዝምልከቱ ሓሳባት ንክጥይቅ የባራተዓኒ።					
2.19	ኢጋር መምህራይ ምስ ስታፍ መምህራንን ምምሕዳር ሰራሕተኛታት ቤት ትምህርቲን ስለዘፋለጠኒ ነፃ ኮይነ ብዘይ ምስካፍ ሓቢረ ክሰርሕ ክኢላ እየ።					
2.20	ኢጋር መምህራይ ኣብ ክይዲ ስራሕ ነፃን ግልፅን ኮይነ ስለዝቐርበ ከምዓርኩ ወይ ከዓ መሳርሕቱ ገይሩ ይቐርብኒ።					
	ዝርዝር ሓሳባት ምስ ናይ ኢጋር መምህር ኣዋሃህባ ግብረ-መልሲ ዝተተሓተዙ					
2.21	ኢጋር መምህርይ ኣገባብ ኣመሃህራይ ብምዕዛብ ሃናፃይ ግብረ-መልሲ ብቁልጡፍ ይህበኒ።					
2.22	ብኢጋር መምህራይ ዝዋሃበኒ ግብረ-መልሲ ግልፅን ሃናፅን ዩ።					
2.23	ኢጋር መምህራይ ካብ ዝህበኒ ግብረ-መልሲ ተወሳኪ ፍልጠትን ክእለትን ክረክብ ኪኢላ።					
2.24	ኢጋር መምህራይ ናይ ዝተዋሃበኒ ዕዮታት ፣ ትልምታት ኢሉ ውን ናይ ፀብዓብን ፕሮቶፈልዮን ግብረ መልሲ ብፅሑፉን ብቃልን ይህበኒ።					

1. ኣብ ግዜ ተግባራዊ ልምምድ ብዛዕባ ኢጋር መምህር ዝተዓዘብኩ/ኩዮ ኣዎንታዊ ነገራት ኣብ ላዕሊ ኣይተገለፀን ኢልካ/ኪ ትኣምኖ/ንዮ ፀሓፍ/ፊ።

ከፋል:-3 አረአጃ ሕፁያት መምህራን ኣብ ናይ ባዕሎም ምዕባላ ሞያዊ መለለዪ ባህርያት መምህርነት

መብርሂ:- እዚ ፅሑፋዊ መጠይቕ እዚ ዋና ዕላምኡ ናይ ኣጋር መምህራን ብቕዓት ኣብ ግዜ ተግባራዊ ልምምድ ከንደየናይ ዝኣክል ኣብ ናይ ተምሃሮ ምዕባላ ሞያዊ መለለዪ ባህርያት መምህርነት ለውጢ ከምዘምፅእ ንምፍታሽ ዝዓለመ ዩ። ናይ ተምሃሮ ምዕባላ ሞያዊ መለለዪ ባህርያት መምህርነት ድማ ብምንፅር ኣብ ዘምህርዎ ዓይነት ትምህርቲ ብዘለዎም ፍልጠት፣ ፍልጠትን ክእለትን ስነ-ምምሃር ከምኡ ‘ውን ሓሳባት ናይ ምግላፅ ተክእሎ መሰረት ብምግባር ኣብ ቐጂሉ ዘሎ ሳፁን ተቐሚጡ ኣሎ። ስለዚ ኣብ ቅድሚ ሕድሕድ ሳፁን ሓሙሽተ መማረጊታት ኣለው። ካብቶም ሓሙሽተ መማረፅታት ሓሳብካ/ኺ ብዝሓሸ ክገልፅ ኣብ ዝኸእል ሳፁን ናይ “√” ምልክት ኣቕምጥ/ጢ። ኣብ ሕድሕድ ሳፁን ዘለዉ ቁፅርታት ዝውክልዎ።

- 1=ፈጊመ ኣይስማዕምዕን 2=ኣይስማዕምዕን 3=ብውስን ይስማዕማዕ 4=ይስማዕማዕሉ
5=ብጣዕሚ ይስማዕማዕ

ራጋ	ፍልጠትን ክእለትን ስነ-ምምሃር ናይ ህፁያት መምህራን (Issues related to student-teachers' pedagogical knowledge/skill)	መማላጊታት				
		1	2	3	4	5
3.1	ንጡፍ ሜላ ኣመሃህራ ኣብ መምሃሪ ክፍሊ ከመይ ከምዝትግበር ካብ ኣጋር መምህራይ ከመሃር ኪኣለ።					
3.2	ትልሚ ት/ቲ ከመይ ከም ዝዳሎ እኩል ፍልጠትን ክእለትን ኣለ።					
3.3	ኣብ ከይዲ ምምሃር-ምስትምሃር ተምሃሮይ ከመይ ክኣልዮም ከምዘለኒ ዘክእል ፍልጠትን ክእለትን ኣለ።					
3.4	ኣጋር መምህራይ ብጭቡጥ ምስ ዘምህር ዓይነት ትምህርት ዝዘመዱ መምሃሪ ሓገዛት ከመይ ከምዘዳሎ ተሞክሮ ሂሱ።					
3.5	ካብ ኣጋር መምህራይ ፅቡቕ ብኣግባቡ ከምዘን ዝኸእል ፈተና ከመይ ከምዘዳሎ ክፈልጥ ኪኣለ።					
3.6	ዘምህሮ ትሕዝቶ ት/ቲ ከምኡ እውን ኣገባብ ኣመሃህራይ ምስ ናይ ተምሃሮ ድልዩት ምምሃር ከጠዓዕም ኪኣለ።					
	ፍልጠት ትሕዝቶ ትምህርቲ ናይ ሕፁያት መምህራን					
3.7	ኣጋር መምህራይ ኣነ ኣብ ዘምህሮ ዓይነት ት/ቲ ፅቡቕ ፍልጠት ንክህልወኒ ከምዝገበረ ይኣምን።					
3.8	ብምኽንያት ናይ ኣጋር መምህራይ ድጋፍ ንተምሃሮ ብኣግባቡ ከምህር ኪኣለ።					
3.9	ኣብ ዘምህሮ ዓይነት ት/ቲ ፅቡቕ ዓርሰ እምነት ኣለ።					
3.10	ዘምህሮ ትሕዝቶ ት/ቲ ምስ ዝተፈላለዩ ነበረያዊ ኩነታት ማለት ምስ ጭቡጥ ሂወት ደቂ ሰባት ብምትሕሓዝ ከምህር ኪኣለ።					

	ሐሳባት ናይ ምግላፅ ተክእሎ ናይ ሕፁያት መምህራን					
3.11	ዝሰራሕክዎም ስራሕቲ ኣብ ፕሮቶፊልዮ ብምፅሓፍ/ብምስፋር ንደቂ ክፍለይ ብመልክዕ ፅብረቻ ኣቅሪቡ።					
3.12	ብዛዕባ ደጋዊ ንጥፊታት ቤት ት/ቲ ብዓርሰ-እምነት ንደቂ ክፍለይ ብመልክዕ ፅብረቻ ኣቅሪቡ።					
3.13	ኣብ ግዜ ፅብረቻ ሓሳባይ ብግልፂ ክቅርብ ኪኣሉ።					
3.14	ብፅብረቻ መልክዕ ንዝቐርቦ ሓሳብ እኩል ኣፍልጦ ኣለኒ።					

1. ብሓፈሻ ብመንፅር ዘለካ/ኪ ፍልጠት ትሕዝቶ ትምህርቲ ፣ ክእለትን ፍልጠትን ስነ-ምምሃር መሰረት ብምግባር ሞያዊ ምዕባል መምህርነትካ/ኪ ኣመፂኤ እየ ኢልካ ዶ ትኣምን ብከመይ ትገልጾ/ፅዮ?

ሀ. እወ ይኣምን ለ. ኣይኣምንን

2. ኣብ ታራ ቁፅሪ 1 መልስካ/ኪ መሰረት ብምግባር ንምታይ ሞያዊ ምዕባል መምህርነትካ/ኪ ላዕለዎይ ፣ ማእከላይ ወይ ከዓ ታሕተዎይ ክኸውን ኪኣሉ?

APPENDIX E

ባህሪዎን የሚገልጽ

መርሃ ግብሪ ድህረ ምረቃ

ትምህርትን ስነ-ባህርን ፋካሊት

ናይ መምህራን ስልጠናን ስርዓተ-ት/ቲን ትምህርቲ ክፍሊ

ፅሁፋዊ መሕትት ብኣጋር-መምህራን ዝምላእ

ዕላማ:- ናይዚ መፅናዕቲ መሰረታዊ ዕላማ ናይ ኣጋር መምህራን ግደ ኣብ ምምዕባል ሞያዊ መለለዪ መምህርነት ንምፍታሽ ዝዓለመ 'ዩ። ስለዚ ዕላማ ናይዚ መፅናዕቲ ተረዲእኹም እቶም ዝተዋሃቡኩም ሕቶታት ብቕንዕናን ብተገዳስነትን ንክትመልእዎም ብትሕትና ይሓትት። እትህብዎ መረዳእታ ንዕውትነት እዚ መፅናዕቲ መሰረታዊ ከምዝኾነ ፈሊጡኩም ትክክለኛ ሓበሬታ ንክትህቡ ይላቡ።

ንእትገብርዎ ምትሕብባር ኣቐዲመ የመስግን!

ልብ በል:- ስም ምፅሓፍ ኣየድልን።

ክፋል-1:- ሓበሬታ ድህረ ባይታ

- 1.1 ያታ:- ተባ ኣን
- 1.2 ኣብ ምስትምሃር ዘለካ/ኪ ስራሕ ልምዲ:- 1-5 ዓመት 6-10 ዓመት
11-15 ዓመት ልዕሊ 15 ዓመት
- 1.3 ዝተመረቐካሉ/ክሉ ክፍሊ ትምህርቲ:- _____
- 1.4 ደረጃ ት/ቲ :- ስርቲፊኬት ዲፕሎማ ድግሪ
- 1.5 ኣብ ኣጋር መምህርነት /Mentor/ ዘለካ/ኪ ስራሕ ልምዲ:- _____

ክፋል-2:- ፅሁፋዊ መሕትት ንኣጋር መምህራን ስራሕቶም ብኣግባቡ ንክይሰርሑ ዘዓንቑፋ ሓበሬታ ንምእካብ ዝምልከት

እዚ ፅሁፋዊ መሕትት ኣጋር መምህራን ስራሕቶም ብኣግባቡ ንክይሰርሑ ዘዓንቑፋ ሓበሬታን ንምእካብ ዝዓለመ 'ዩ። ስለዝኾነ ድማ ካብቶም ኣብ ሳፁን ተቐማጢም ዘለዉ ኣርባዕተ መማረፅታት ኣደ ብምምራፅ ናይ “√” ምልክት ግብሩ። ሕድ ሕድ ቁፅሪ ድማ ከም ዝስዕብ ይውክል።

1= ፈጊመ ኣይስማዕምዎን 2= ኣይስማዕምዎን 3= ይስማዕምዎ 4= ብጣዕሚ ይስማዕምዎ

ሪጋ	ዝርዝር ሓሳባት ምስ ናይ ኮለጅ ፀገማት ዝተተሓሓዙ	መግለጺታት			
		1	2	3	4
2.1	ኮለጅ ብዛዕባ እንታይነትን ኣተገባብራን ተግባራዊ ልምምድ ዝምልከት እኩል ስልጠና ዘይምህብ።				
2.2	ንሕፁያት መምህራን ድጋፍ ንምህብ ኣብ ዝለዓል ግዘ ፣ ንዝስርሖ ተወሳኪ ስራሕ ዝዋሃብ መተባብሩ ዘይምህላው።				
2.3	ናይ ኮለጅ ተወከልቲ ምስ ኣብያተ ት/ቲ ናይ ቐርቢ ርክብ ብምፍጣር ንሕፁያት መምህራን ዘጋጠምዎም ፀገማት ክፈትሕ ዘይምኽኣል።				
2.4	ናይ ኮለጅ መተሓባበሪ ተግባራዊ ልምምድ ብዛዕባ ኣተገባብራ ስራሕቲ ግልፂ ዝኾነ መምርሒ ዘይምህብ።				
2.5	ኣብ ሞንጎ ኮለጅን ኣብያተ ት/ቲን ኣብ እዋን ተግባራዊ ልምምድ እንታይ ፣ ብኸመይን ብመንን ከምዝሰርሖ ዘርኢ መዋቕርን ግልፂ ዝኾነ ኣሰራርሓን ዘይምህላው።				
2.6	ኮለጅ ህፁያት መምህራን ዝጥቀሙሎም ናይ ትምህርቲ መሳሪሒታት ዘይምቅራብ።				
2.7	ሕፁያት መምህራን ብዛዕባ ክልስ ሓሳባት ምምሃርን ኣገባብ ኣመሃህራን እኩል ፍልጠት ዘይምህላው።				
2.8	ኣብ ግዜ ተግባራዊ ልምምድ ሕፁያት መምህራን ንምግምጋም ዘኸእል ንፁር መገምገሚ ረቋሒ ዘይምህላው።				
	ዝርዝር ሓሳባት ምስ ናይ ቤት ት/ቲ ፀገማት ዝተተሓሓዙ				
2.9	ምምሕዳር ቤት ት/ቲ ኣብ ግዜ ተግባራዊ ልምምድ ንኣጋር መምህራን ድጋፍ ዘይምህብ።				
2.10	ምምሕዳር ቤት ትምህርቲ ኣብ ግዜ ተግባራዊ ልምምድ ዘጋጠሙ ዕንቅፋታት ምስ መተሓባበሪ ተግባራዊ ልምምድ ተዘራራብካ ንምፍታሕ ተገዳስነት ዘይምህላው።				
2.11	ተግባራዊ ልምምድ ንምኽያድ ኣብ ቤት ትምህርቲ እኩላት ናውቲ /ቐረባት/ ዘይምህላው።				
2.12	ብዝሒ ሓፁያት መምህራን ናብ ሓዲ መምህር ምምዳብ።				
2.13	ብምኽንያት ምምሕዳራዊ ፀገማት ቤት ትምህርቲ ውፂኢታዊ ስራሕ ክሰርሖ ኣይከኣልኩን።				
2.14	ምስ ሕፁያት መምህራን ሓቢርካ ንምስርሖ እኩል ግዜ ዘይምህላው።				

15. ኣብ ግዜ ተግባራዊ ልምምድ ንስራሕካ/ኪ ብኣሉታ ዝፀልው ፀገማት ኣብ ላዕሊ ኣይተገለፁን ኢልካ/ኪ ትሓሰቡ/ብዮ ብዝርዝር ፀሓፍ/ፊ።

16. ተግባራዊ ልምምድ ብዝበለፀ ንክትግበርን ዕላማ ክዕወትን እንታይ ኽግበር ኣለዎ ትብል/ሊ?

ክፋል-3:- ፅሑፋዊ መሕትት ንኢጋር መምህራን ብዘዕባ ምዕባለ ሞያዊ መለለዪ መምህርነት ኣብ ሕፃናት መምህራን ዝምልከት

መምርሒ:- መሰረታዊ ዕላማ እዚ ፅሑፋዊ መሕትት እዚ ሕፃናት መምህራን ምዕባለ ሞያዊ መለለዪ መምህርነት ክንደይ ዝኣክል ከምዘምዕኡ ንምፍታሽ ዝዓለመ ‘ዮ። ስለዝኾነ ካብ እቶም ዝተውሃበ ሓሙሽተ መማረፅታት ሓሳብኩም ብዝሓሸ ክገልፅ ዝኽእል ሓደ ብምምራፅ “√” ምልክት ብምግባር ኣብ ዝተዋሃበ ሳፁን ኣቕምጡ። እቶም ቁፅርታት ዝውክልዎም ድማ

- 1=ፈጊመ ኣይስማዕምዎን 2=ኣይስማዕምዎን 3=ንምውሳን ይኸብድ ‘ዮ
 4=ይስማዕምዎ 5=ብጣዕሚ ይስማዕምዎ

	ዝርዝር ሓሳባት ምስ ናይ ሕፃናት መምህራን ፍልጠት ትሕዝቶ ት/ቲ ዝተተሓሓዙ	መማሊጊታት				
		1	2	3	4	5
3.1	ሕፃናት መምህራን ኣብ ዘምህርዎ ዓይነት ትምህርቲ እኩል ፍልጠት ኣለዎም።					
3.2	ሕፃናት መምህራን ብፅቡቕ ንተምሃሮ ኣብ መምሃሪ ክፍሊ እናምሃሩ ተዓዚቡ።					
3.3	ሕፃናት መምህራን ኣብ ዘምህርዎ ዓይነት ትምህርቲ ብፅቡቕ ዓርሰ-እምነትን ብብቕዓትን ከምህሩ ተዓዚቡ።					
3.4	ሕፃናት መምህራን ዘምህር ትሕዝቶ ት/ቲ ምስ ዝተፈላለዩ ነበረዎዊ ኩነታት ማለት ምስ ጭቡጥ ሂወት ደቂ ሰባት ብምትሕሓዝ ከምህሩ ተዓዚቡ።					
	ዝርዝር ሓሳባት ምስ ናይ ሕፃናት መምህራን ፍልጠትን ክእለትን ስነ-ምምሃር ዝተተሓሓዙ					

3.5	ሕፁድ ስምምነትን ንጡፍ ሜላ ምምሃር ብከመይ ከምዝተግበር እኩል ኣፍልጦ ኣለዎም።					
3.6	ሕፁድ ስምምነትን መዓልታዊ ትልሚ ትምህርቲ ከመይ ከምዝዳሎ እኩል ፍልጠትን ክእለትን ኣለዎም።					
3.7	ሕፁድ ስምምነትን ብዛዕባ ኣተኣላልዮ ተምሃሮ እኩል ፍልጠትን ክእለት ኣለዎም።					
3.8	ሕፁድ ስምምነትን ዓቕሚ ተምሃሮ ንምግምጋም ዘክእል እኩል ፍልጠትን ክእለት ኣለዎም።					
3.9	ሕፁድ ስምምነትን ምስ መዓልታዊ ትምህርቲ ዝካይድ መምሃሪ ሓገዝ ኣብ ምምራፅ ፅቡቕ ተክእሎ ኣለዎም።					
3.10	ሕፁድ ስምምነትን ዘምህርዎ ትሕዝቶ ትምህርቲ ምስ ናይ ተምሃሮ ዓቕሚ ምምሃር ኣዋዲዶም የቕርቡ።					
	ዝርዝር ሓሳባት ምስ ናይ ሕፁድ ስምምነትን ሓሳባት ናይ ምግላፅ ተክእሎ ዝተተሓሳዙ					
3.11	ሕፁድ ስምምነትን ዝሰርሕዎም ስራሕቲ ኣብ ፕሮፍፊልዮ ብምፅሓፍ/ብምስፋር ንኣጋር መምህር ፅብረቻ የቕርቡ።					
3.12	ሕፁድ ስምምነትን ብዛዕባ ደጋዊ ንጥፊታት ቤት ት/ቲ ብዓርሰ-እምነት ብፅብረቻ የቕርቡ።					
3.13	ሕፁድ ስምምነትን ኣብ ግዜ ፅብረቻ ሓሳባም ብግልፂ የቕርቡ።					
3.14	ሕፁድ ስምምነትን ብፅብረቻ መልክዕ ንዘቕርቡሎ ሓሳብ እኩል ኣፍልጦ ኣለዎም።					

1. ሕፁድ ስምምነትን ብዘለዎም ፍልጠት ትሕዝቶ ትምህርቲ ከምኡ ‘ውን ፍልጠትን ክእለትን ስነ-ምምሃር መሰረት ብምግባር ምዕባላ ሞያዊ መለለዪ መምህርነት ኣምጺኦም ‘ዮም ኢልካ ዶ ትኣምን/ኒ?

ሀ. እወ ይኣምን ለ. ኣይኣምንን

2. መልስካ/ኪ ኣብ ታራ ቁፅሪ 1 ሕፁድ ስምምነትን ምዕባላ ሞያዊ መለለዪ መምህርነት ኣምጺኦም እዮም ዝብል እንተኮይኑ ኣብነታት ብምሃብ ኣብራህርህ/ሂ።

APPENDIX F

ባህርዳር ዩኒቨርሲቲ

ትምህርትን ስነ-ባህርን ፋካሊት

ናይ መምህራን ስልጠናን ስርዓተ-ት/ቲን ትምህርቲ ክፍሊ

ቃል-መጠይቕ ንምክትል ዲን

1. ኣጋር መምህራን ኮይኖም ንዝሰርሑ መምህራን ንምምራፅ ትጥቕመሉ መለክዒ ኣለኩም'ዶ? መልስኹም እወ እንተኾይኑ እንታይ 'ዮም?
2. ኣጋር መምህር ሕፁያት መምህራን ክእለት ምስትምሃር ንከማዕብሉ ክሰርሑ ዝግበእ ስራሕ ብኣግባብ ሰሪሑም እዮም ኢልኩም ዶ ትኣምኑ?
3. ኣብ ግዜ ተግባራዊ ልምምድ እንታይ ዕንቅፋት /ፀገም ኣጋጢሞምኩም?
4. ተግባራዊ ልምምድ ብኣግባቡ ንምፍፃም እንታይ ክግበር ኣለዎ ትብሉ?

ቃል-መጠይቕ ንመተሓባበርቲ ተግባራዊ ልምምድ

1. ኣጋር መምህራን ኮይኖም ንዝሰርሑ መምህራን ንምምራፅ ትጥቕመሉ መለክዒ ኣለኩም'ዶ? መልስኹም እወ እንተኾይኑ እንታይ 'ዮም?
2. ኣብ ግዜ ተግባራዊ ልምምድ እንታይ ዕንቅፋት /ፀገም ኣጋጢሞምኩም?
3. ኣጋር መምህር ሕፁያት መምህራን ክእለት ምስትምሃር ንከማዕብሉ ክሰርሑ ዝግበእ ስራሕ ብኣግባብ ሰሪሑም እዮም ኢልኩም ዶ ትኣምኑ?
4. ተግባራዊ ልምምድ ብኣግባቡ ንምፍፃም እንታይ ክግበር ኣለዎ ትብሉ?

ቃል-መጠይቕ ንኣጋር መምህራን

1. ኣጋር መምህር ሕፁያት መምህራን ክእለት ምስትምሃር ንከማዕብሉ ክሰርሑ ዝግበእ ስራሕ ብኣግባብ ሰሪሑም እዮም ኢልኩም ዶ ትኣምኑ?
2. ኣብ ግዜ ተግባራዊ ልምምድ እንታይ ዕንቅፋት /ፀገም ኣጋጢሞምኩም?
3. ተግባራዊ ልምምድ ብኣግባቡ ንምፍፃም እንታይ ክግበር ኣለዎ ትብሉ?

ቃል-መጠይቕ ንኮለጅ ሓገዝቲ መምህራን

1. ካብ ተግባራዊ ልምምድ ሕፁያት መምህራን ዝድለ ናይ መምህር ሞያዊ መለለዪ ባህሪያት ኣማዕቢሎም 'ዮም ኢልኩም ዶ ትኣምኑ?

2. ሕፁያት መምህራን ዝደለ ብቕዓት ምስትምህር ከምዘምፅኡ ብምንታይ ትዕቕንዎም?
3. ተግባራዊ ልምምድ ብኣግባቡ ንምፍፃም እንታይ ክግበር ኣለዎ ትብሉ?

ቃለ-መጠይቕ ንሕፁያት መምህራን

1. ኣጋር መምህራን ንሕፁያት መምህራን ድጋፍ/ሓገዝ ንምሃብ ዘለዎም ተበጋስነት ከመይ ትግምግምዎ::
2. መተሓባበሪ ተግባራዊ ልምምድ ኣብ ግዜ ተግባራዊ ልምምድ ዘድሊ ድጋፍ ኣብ ምሃብ እንታይ ይመስል?
3. ኣጋር መምህራን ዝህብኩም ግብረ መልሲ ከመይ ትግምግምዎ?

APPENDIX G

Pilot Test Result of student-teachers

A) Questions prepared to assess mentorship competence of placement school mentors

Reliability Statistics

Cronbach's Alpha	N of Items
.845	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item 2.1	65.20	238.844	.159	.847
item 2.2	64.90	229.211	.350	.841
item 2.3	65.20	223.067	.604	.832
item 2.4	65.30	220.233	.588	.832
item 2.5	65.00	213.778	.630	.829
item 2.6	64.80	230.844	.376	.840
item 2.7	65.60	225.378	.589	.833
item 2.8	65.50	233.833	.334	.841
item 2.9	65.00	219.333	.746	.828
item 2.10	65.60	251.600	-.142	.858
item 2.11	65.10	235.211	.254	.844
item 2.12	65.40	244.489	.000	.856
item 2.13	65.30	228.233	.392	.839
item 2.14	64.90	235.656	.204	.846
item 2.15	64.80	215.289	.597	.830
item 2.16	65.10	246.989	-.042	.855
item 2.17	64.90	227.878	.436	.838
item 2.18	64.50	217.167	.763	.827
item 2.19	64.80	217.733	.640	.829
item 2.20	65.30	236.011	.208	.846
item 2.21	65.40	224.933	.543	.834
item 2.22	64.30	224.900	.473	.836
item 2.23	65.20	237.289	.197	.846

item 2.24	64.60	207.822	.862	.820
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B) The overall item loads and Cronbach's alpha result for student-teachers (Questions prepared to assess professional identity development of student-teachers)

Reliability Statistics

Cronbach's Alpha	N of Items
.772	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item 3.1	36.84	76.523	.734	.733
item 3.2	36.84	92.656	-.116	.807
item 3.3	36.64	79.963	.410	.756
item 3.4	37.94	80.125	.534	.748
item 3.5	37.44	73.892	.789	.724
item 3.6	37.52	81.015	.278	.770
item 3.7	37.74	73.387	.658	.731
item 3.8	37.64	74.852	.599	.737
item 3.9	37.54	75.894	.524	.744
item 3.10	37.64	76.318	.686	.734
item 3.11	37.92	80.820	.319	.765
item 3.12	38.14	78.329	.538	.745
item 3.13	37.94	100.880	-.373	.831
item 3.14	36.64	79.963	.410	.756

C) The overall item loads and Cronbach's alpha result for mentor teachers (Questions prepared to assess factors that influence mentorship practice)

Reliability Statistics

Cronbach's Alpha	N of Items
.756	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item 2.1	29.63	43.411	-.287	.791
item 2.2	29.63	36.554	.332	.745
item 2.3	29.13	34.125	.728	.712
item 2.4	29.38	34.268	.477	.729
item 2.5	29.25	34.214	.396	.740
item 2.6	29.38	33.696	.529	.723
item 2.7	29.25	32.500	.745	.702
item 2.8	29.63	39.125	.064	.775
item 2.9	29.25	39.929	.142	.758
item 2.10	29.13	40.411	.063	.762
item 2.11	29.63	36.554	.332	.745
item 2.12	29.25	32.500	.745	.702
item 2.13	29.38	34.268	.477	.729
item 2.14	29.25	34.214	.396	.740

D) The overall item loads and Cronbach's alpha result for mentor teachers (Questions prepared to assess professional identity development of student-teachers)

Reliability Statistics

Cronbach's Alpha	N of Items
.782	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item 3.1	24.88	22.125	.368	.773
item 3.2	25.00	27.429	-.357	.817
item 3.3	24.63	18.554	.801	.722
item 3.4	25.50	24.000	.273	.779
item 3.5	25.00	23.143	.275	.781
item 3.6	24.75	23.071	.218	.790
item 3.7	24.88	26.696	-.303	.803
item 3.8	24.63	18.554	.801	.722
item 3.9	25.25	23.357	.479	.767
item 3.10	25.00	24.286	.115	.795
item 3.11	25.63	22.268	.651	.754
item 3.12	25.38	22.268	.651	.754
item 3.13	25.25	20.214	.786	.733
item 3.14	25.25	19.643	.673	.739

Declaration

The undersigned, declare that the thesis comprises my own work. In compliance with internationally accepted practices, I have dully acknowledged and referenced all materials used in this work. I understand that non- adherence to the principle of academic honesty and integrity. Misrepresentation or fabrication of any idea will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the sources which have not been properly cited or acknowledge.

Name of Student: Yibrah G/micheal

Signature_____

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June 2017