

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING THE IMPLEMENTATION OF
SCHOOL-BASED MENTORING IN PRE-SERVICE
TEACHER EDUCATION: THE CASE OF STUDENTS OF
THE LANGUAGE STREAM AT KOTEBE COLLEGE OF
TEACHER EDUCATION AND ST.MARY'S UNIVERSITY
COLLEGES' PRACTICUM

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Abstract

This study investigates factors affecting the implementation of mentoring student teachers of the language stream in pre-service teacher education.

Questionnaire and interview were used as primary data collection instruments.

The results of the study revealed that the majority of the school based mentors under study have no training on mentoring skills, no workshop, no seminar etc. They also have no reading materials related to mentoring. These, in turn, made the school- based mentors unable to carryout their mentoring roles effectively.

Further more, the two teacher education colleges have loose relationship with their partner schools. As a result, they (the colleges) failed to establish an accountability system for the whole of practicum, activities in general and for school-based mentoring in particular.

Considering mentoring as an extra responsibility on the part of school-based mentors, inappropriacy of the practicum, lack of assistance from school administrators, the numbers of student teachers working with a mentor, etc., are found to be some of the factors that hinder the implementation of mentoring in practicum.

Based on the results of the findings conclusion were drawn and recommendations were made.

CHAPTER ONE: INTRODUCTION

1.1 Statement of the problem

In trying to solve the long existing problems of teacher education in Ethiopia, the Ministry of Education has made a paradigm shift in the previous few years. According to MOE (2003), the paradigm shift involves:

- Teaching which makes changes in ideas and peoples lives.
- Taking the real world into the classroom and taking teachers into the real world.
- Demonstrating teacher education-giving teachers, students and citizens confidence to make decisions and initiative, to take control of the world.

Due to this shift, the traditional teaching practice is substituted by the new practice called practicum. This new practice, unlike the old practice, gives chance to student teachers to have the knowledge of school organization starting from the very beginning of their training. In addition to this, they have as much supported experience as possible before they begin their career as professional teachers. As stipulated by MOE (2003:12),

The new practicum allows student teachers to practice teaching in their respective areas try out ideas, have confidence to make mistakes and reflect and leave from them in order to develop new strategies.

As practicum is full of active experiences like observation, reflection, analysis and evaluation, student teachers need much professional support at all levels. According to MOE (2003:12) “An essential element of practicum is the continual support and guidance offered to each student teacher by a tutor from TEI (Teacher Education Institute) and from a teacher at a partner school.”

A tutor is a lecturer in the TEI's and a teacher is a school based mentor who is the focus of this study.

This study attempts to investigate factors affecting the implementation of mentoring in pre-service teacher education.

What initiated the idea of conducting a study on this area is that it seems no special attempt has been made in most teacher education colleges in Ethiopia that may help the school-based mentors to clearly know their roles and act accordingly. Furthermore, according to the researcher's personal experience many teacher education colleges seem reluctant to create link with their partner schools in general and with the school based mentors in particular. It is believed by the researcher that a strong liaison between teacher education institutes and their partner schools facilitates the whole of the practicum activity in general and mentorship in particular.

It would, therefore, be very important to study the nature of practicum in general and the mentoring duties of the school practicing language teachers in particular in the sample colleges' training of professional pre-service teachers of languages. This may indicate the extent to which the current trend in teacher education is making its way to the colleges.

1.2 Objectives of the Study

A. General objective:

The study aims at investigating factors affecting the Implementation of Mentoring in pre-service teacher education in the sample colleges.

B. Specific objectives:

This study will try to:

- 1) Investigate the school-based mentors teaching and mentoring experience which in turn affects their mentoring duties,

- 2) See the school-based mentors perception of their mentoring role,
- 3) Observe the mentors readiness to work as mentors,
- 4) Search the extent to which the school-based mentors discharge their mentoring duties, and
- 5) Indicate factors that hinder the school-based mentors effective discharging of their roles.

C. Research questions

1. Broad: What are the factors that affect the implementation of mentoring in pre-service teacher education?

2. Specific:

- a) What are the teaching and mentoring experiences of the school-based mentors?
- b) How do the school-based mentors' perceive their mentoring role?
- c) Are the school-based mentors ready to work with student teachers?
- d) To what extent do the school-based mentors discharge their mentoring duties?
- e) What are the factors that hinder the school-based mentors effective discharging of their mentoring roles?

1.3 Significance of the Study

The following parties are believed to benefit from the findings of the study:

- a) The practicum coordinating unit of the two sample colleges and also other similar institutes both in the region and in the country could get reliable information about the status of the mentoring role of their partner schools' language teachers.
- b) Interested researchers in the area may use it as a stepping-stone for their further study.
- c) Concerned bodies (like the ministry of education) may also get some insights on the current state of mentoring in practicum and

use the result of this study for future improvement of the practice.

1.4 Scope of the Study

This study is limited to the investigation of mentoring activities in pre-service teacher education of Kotebe College of Teacher Education and St. Mary's University College and their partner schools.

1.5 Limitations of the study

The study may have some limitations due to several factors: money, time, researcher's experience etc. but these as such do not bring great changes on the result of the study.

1.6 Definition of Terms and Abbreviations

School-based mentors: Experienced teachers in the schools who work with student teachers during practicum.

Partner 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.

KCTE: stands for Kotebe College of Teacher Education, and

SMUC: stands for St. Mary's University College.

TEI: stands for Teacher Education Institutions

TTI: Stands for Teacher Training Institutes

TESO: Stands for Teacher Education System Overhaul

MOE: Stands for Ministry of Education

ICDR: Stands for Institute for Curriculum Development Research

CHAPTER TWO

Review of Related Literature

2.1 Introduction

In this unit, supportive theoretical issues and relevant research findings concerning practicum in general and mentoring in pre-service teacher education in particular will be discussed.

2.2 The Concept of Practicum

2.2.1. Background

Teaching is a profession which needs careful academic study and practice. Wallace (1991:5) says,

...any occupation aspiring the title of profession' will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

As teaching demands the above-mentioned qualities, it is undoubtedly a profession and teachers are professionals who are expected to have these qualities. To achieve these qualities, there need to be an on – going professional development on the part of the teacher.

These development processes are usually carried out as pre-service and in-service teacher development schemes. This paper focuses on a pre-service teacher education scheme.

In Wallace (1991:6) three major models of professional education, which historically appeared on the scene, are suggested as:

- 1) The craft model,
- 2) The applied science model, and
- 3) The reflective model.

Wallace (1991) represents these models diagrammatically as the following:

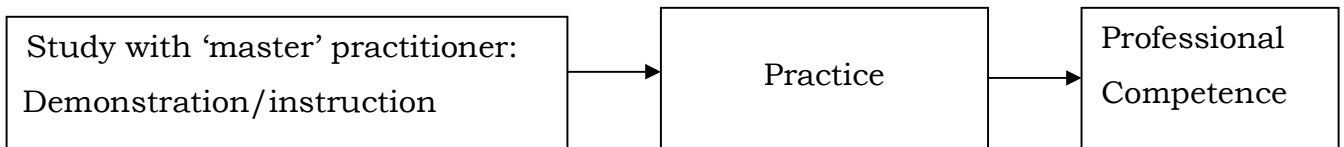


Fig 2:1 the Craft Model of Professional Education

This model is the first model to be in use for the training of teachers. Stones and Morris, (1972:7) say, “This was how teaching practice was traditionally organized...The master teacher told the students what to do, show them how to do it and students imitated the master”.

As mentioned in Hailom (1993), this model “has merits and demerits.” Valuing experiential knowledge as the core of professional training and coaching individual trainee are the main advantages. On the other hand, reducing trainees to learning through imitation is the disadvantage.

The second model (i.e. the applied science model) looks like the following:

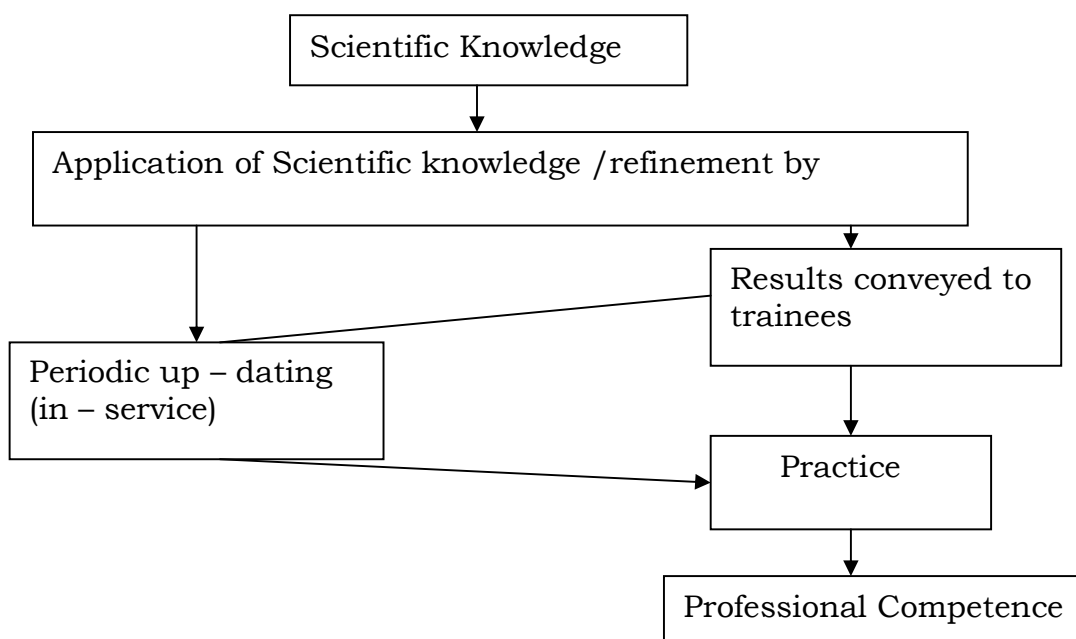


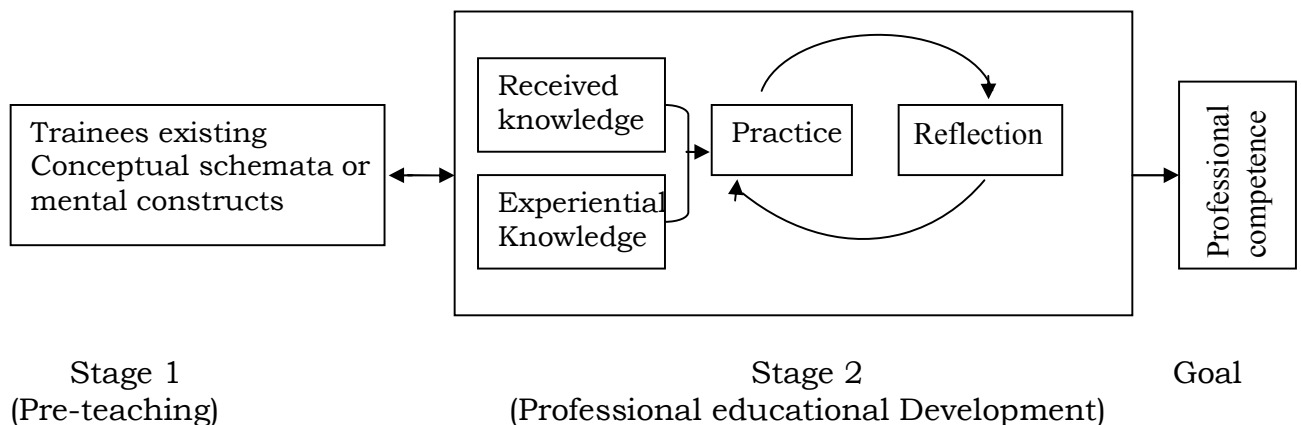
Fig. 2.2 Applied science model

According to Wallace (1991:9) “...this model is essentially one-way. The finding of scientific knowledge and experimentation are conveyed to the

trainee by those who are experts in the relevant areas.” Unlike the crafts model, it was able to deal with educational issues rigorously. Teacher training programs were also standardized (Hailom, 1993:20). However, “It promotes learning through conditioning rather than through cognitive practice” (I bid: 21)

In the previous two models, the teacher training institutes, colleges and universities are completely separate from schools. Schon (1983:36) says, “It was to be the business of the university-based scientists and scholars to create the fundamental theory which professionals and technicians would apply to practice...”

The third model (i.e. the reflective model) looks like the following:



Fig, 2:3 Reflective Practice model of professional development.

As is observed, this model gives emphasis to both the received knowledge (the content) and the experiential knowledge of the trainee. It was developed on the assumption that problems of teaching can be solved scientifically (Wallace, 1991).

Historically, these models of professional development were used and are still used in isolation or in combination all over the world.

Hailom (1993), after carefully examining the merits and demerits of these three models, propose another model called, “A learning centered model for the preparation of EFL teachers.”

According to Hailom, this model is

a synthesis of the positive features” of the previous three models ... this model doesn’t limit itself to the development of teaching through practice only. It helps trainees to understand the sources and reasons governing their practices. Moreover, it helps trainees to explore teaching through the process of self-realization, collaboration and experimentation. Thus, it tries to prepare teachers to continue learning to teach after training is over to ensure professional development. (Hailom, 1993:28).

Similarly Trappes-Lomax and McGrath (eds.), (1999:186) said, the aim of an initial professional training program is two-fold:

1. To bring the trainee to an acceptable level of professional competence;
2. To equip the trainee with the motivation and the means to continue to develop in professional expertise through reflective practice.

Accordingly, teacher-training schemes undergo changes from time to time. Professionals are still committed to finding new ways of teacher development schemes.

In Ethiopia, during the past years, teacher education scheme followed traditional ways. But nowadays, there is a shift from the traditional ways of teacher training to a new practice called practicum (school-based teacher education).

Practicum is a paradigm shift that makes initial teacher education a school-based practice.

The strongest argument for the shift towards more school-based teacher education is the neglect over the last century of the expertise of practicing experienced teachers: embodied in the day-to-day work of virtually every school in the country there is a rich mine of expertise which should be drawn up on the professional education of each new generation of teachers (Hagger, H., Burn, k. and McIntyre, 1998:8)

In the history of teacher education, theory and practice were not integrated well and TEI's and schools work independently. Practicum is a process, which is intended to integrate theory and practice in school-based initial teacher education. In practicum, TEI's and partner schools work actively in the training of the student teachers.

2.2.2. Definition of Practicum

“Practicum is a studying course aimed at comprehending, analyzing, reflecting and evaluating events and entities in school.” (TESO, 2003:10). Schon (1987) in Wallace (1991) defines practicum as a practice ‘workshop similar to the teaching practice’ situation.

Practicum is a school experience, which has a period of school students, continuous reflection on school practice including block week's observation throughout the courses, and an extended period of actual school teaching.

In the traditional teaching practice, schools have no formal relationship with teacher education institutes and they have been given no chance to participate in the training process, “They have simply been places to which student teachers have been sent for teaching practice” (Hagger, Burn and McIntyre, 1995:7)

Practicum, on the other hand, is a school-based teacher education system, which gives a chance for schools to participate in the training process.

“...Universities and colleges recognized the need for schools and teachers to play a fuller and clearer part in initial teacher education, and in some cases they developed stronger partnership with schools for this purpose” (Ibid:7).

Before the emergence of practicum, there was a long existing problem of integrating fully the theoretically and practical aspects of teacher education. In line with this, Wallace (1991:123) says, “...there is sufficient

evidence that until now, school experience and college training experience have not, in fact been mutually supportive and complementary”. This failure (i.e. the failure of integrating theory into practice) necessitates a paradigm shift in the field of teacher education. Practicum has been emerged as a studying course that gives student teachers a chance to integrate the theoretical and practical aspects of their training.

Thornton and Randall, (2001:26) also mention, “Teaching is a profession and one of the most important aspects of professional training is that knowledge needs to be integrated with practice”. They further stress, “This balance between theory and practice is critical in any professional training program, and ELT is no different”.

So, producing professionally able teachers in general, and teachers of English in particular involves, “equipping the trainees with the necessary knowledge in their area of specialization and the development of the practical skills that enable them to transfer their knowledge successfully. The skills development aspect training needs careful practical training” (Solomon Geda, 2001:8).

Practical skills of teaching are much more demanding than the acquisition of theoretical knowledge. James, (1982:33) states, “...of course, you can impart knowledge to thousands at a time, but the development of professional skills requires a lot of one-to-one supervisor-to-trainee relationship”.

This issue of integrating theory to practice fully necessitates a paradigm shift almost all over the globe. The move in England, Wales, U.S.A. and Australia, (Field 1994) and the move in Ethiopia, (TESO 2003) are part of this paradigm shift that make initial teacher education a school-based practice.

In school-based teacher education, student teachers are not only expected to learn how to teach effectively in a classroom but also other related factors as school environment, school relationship, etc. Wallace, (1991) mentions the issues of school-management, disciplinary procedures, staff relation and appropriate professional behavior inside and outside the classroom as some factors that student teachers learn during practicum (school-based teacher education) in addition to their subject matter.

To conclude, practicum is a studying course in a school-based initial teacher education. It is a way of educating student teachers by giving them real experience of schools and students. It is a contextual learning experience that enhances the trainees understanding of the theoretical basis of motivation and teaching methodology.

At the heart of the practicum process, there is mentoring, which is mainly the duty of well-experienced teachers of the partner schools. Schon, (1987) develops three concepts in terms of the practicum's learning process. They are: reflection in action, reflection on action and coaching. The concept "Coaching" refers to mentoring and tutoring which are considered central to the practicum's learning process.

The next section tries to give some insights on the concept of mentoring in initial teacher education in general and mentoring in language teacher education in particular.

2.3 The Concept of Mentoring

2.3.1 Background

"The term 'mentor' in its general sense is an old concept that dates back to the classical Greek time," (Solomon, 2001:9). In field (1994) smith and Alred (1993) state the story of 'Mentor' and Odysseus and Telemachus as follows: "Mentor, left the charge of Odysseus's household while Odysseus went off to the Trojan War, was essentially a surrogate father and so had

to personify the kingly quality of wisdom, "(Field, 1994:65). Caruthers (1993 in Field 1994:65) says, "The mentor was to act as a father figure, a teacher, a role model, an approachable counselor, a trusted advisor, a challenger, and an encourager to young Telemachus."

Since the early 1980s, when mentoring burst on to the educational scene as part of a broad movement aimed at improving education, policy makers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education (Feiman-Nemser, S.1993). Concerned about the rate of attrition during the first three years of teaching and aware of the problems faced by beginning teachers, policy makers in America saw the logic of providing on-site support and assistance to novices during their first year of teaching (Little, 1990).

The mentoring idea has also been extended to the pre-service level. The hope is that experienced teachers will serve as mentors and models helping novices learn new pedagogies and socializing them to new professional norms (Feiman-Nemser, S.1993).

2.3.2 Definition of Mentoring

Different scholars define "mentoring" using different words of almost the same meaning. Randall and Thornton (2001:14) for instance, say, "The term 'mentor' in itself is highly attractive one for native English language speaker teacher educators...the connotation with the language are those of warmth, experience and sympathetic guidance". Anderson (1987:40) defines mentoring as:

A nurturing process in which a more skilled or more experienced person serving as role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé.

The above two definitions clearly define mentoring and the varied roles of mentors. They also indicate the kind of relationship that exists between a mentor and a mentee.

Similarly, Jeffrey and Ferguson (1992) say, "Mentoring is a process by which an older and more experienced person takes a younger person under his/her wing freely offering advice and encouragement/."

According to Smith and West, (1993) and Early and Kinder, (1994), mentoring is supporting, facilitating, coaching, counseling guiding and advising a younger or a new colleague.

Caruthers (1993 in Field 1994:65) describes mentoring and its complex nature as in the following:

Mentoring is a complex, interactive process occurring between individuals of different levels of experience and expertise which incorporates interpersonal or psychological development and socialization functions into the relationship...to the extent that the parameters of mutuality and compatibility exists in the relationship, the potential outcomes of respect, professionalism, collegiality, and role fulfillment with result. Further, the mentoring process occurs in a dynamic relationship with in a given milieu.

The above definition is a comprehensive one that gives the objective, process and result (out come) of effective mentoring. It also mentions the kind and extent of relationships with in the mentoring process.

The following section discusses the need for mentoring in initial teacher education.

2.4 Mentoring in initial teacher education

As already been mentioned in the previous sections, student teachers need to integrate their theoretical knowledge into practice. To do so, they need an experienced colleague (school-based mentor) in addition to their college or university instructors. This experienced colleague paves the way to the student teacher's professional development.

Lawton (1989 in Kennedy 1993) states that education is moving towards practice based professions in that educational theory tends to arise from educational practice, which is realized in reflective practitioner.

Since teaching involves intensive interactions with youngsters, the work of student teachers should be done in collaboration with colleagues (i.e. mentors).

Feiman-Nemster and Parke (1993 in Field 1994:67) say,

The promise of mentoring lies not only in its contribution to novices emotional well being as survival, but in its capacity to foster an inquiring stance towards teaching and commitment to developing shared standards for judging good practice.

The over all objective of mentoring in initial teacher education is to provide newcomers (student teachers) with a local guide but the particulars in regard to character and content of these programs widely vary. Richard Ingersoll and Jeffrey M.Kralik, (2004) say that mentoring programs vary from a single meeting between mentor and mentee at the beginning of a school year, to a highly structured program involving frequent meetings.

Mentoring is a process of creating a conducive environment for the professional development of the novices, In line with this, John Kulman (1998:474) states, "It is assumed that as long as mentors create the

appropriate conditions, student teachers will be ready and willing to participate in a voyage of exploration...”

Since school experience is taken as an essential training component in initial teacher education, school-based mentors are facilitators whose task is to provide a good climate for the student teacher’s practical knowledge.

Practicum can provide an excellent opportunity for student teachers to get first hand experience in integration of theory to practice if and only if mentoring supports it. Mentoring helps student teachers to be competent professionals. If they, however, are professionals in the widest sense, they need to understand the fact that being a teacher involves more than teaching a subject. They (the student teachers) should also be helped to understand other responsibilities of a professional teacher (McIntyre, Hazel and Katharine, 1994).

Learning through practice is much more effective if it is supported by a competent and well-experienced practitioner (i.e. a mentor). Lawlor, (1990:8) suggests that the skills of teaching are essentially practical ones. They can be acquired only through experience, trial and error, and careful individual supervision and “the mentor would attend the trainee’s classes and guide their preparation and organization of lessons” (Ibid: 38).

Further more, in initial teacher education, the mentor and the student teacher are expected to perform collaborative teaching. In collaborative teaching, a mentor and a student-teacher take Joint responsibility for a lesson, plan it together, and each play different parts in the teaching with the parts played by the student-teacher being selected to provide focused learning experiences, very nearly ideal conditions can be achieved for the practicing of particular teaching skills or strategies, (Burn, 1997).

Since the need for mentoring in initial teacher education is undoubtedly clear at this stage, the following section will discuss the varied roles of school-based mentors in practicum.

2.5 The mentor's roles

As mentioned in the previous sections, mentoring refers to the personal guidance provided by experienced teachers to novices (student teachers) in schools.

Sampson, J. and Yomans, (2002) 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.

Fullerton and Malderez (1998 in Malderez and Bodoczky, 1999) summarizes mentor roles in the following table:

Role	Function
1. Model	- to inspire - to demonstrate
2. Acculturator	- to show mentee the ropes

	- to help mentee get used to the particular professional culture
3. Sponsor	- to open doors - to introduce mentee to the 'right people' - to use their power (ability to make things happen) in the service of the mentee
4. Support	- to be there - to provide safe opportunities for mentees to let off steam/release emotions - to act as a sounding board for cathartic reasons
5. Educators	- to act as a sound board for articulation of ideas - to consciously create appropriate opportunities for the mentee - to achieve professional learning objectives

The above table clearly summarizes the varied and complex roles of mentors. Anderson and Shannon (1988:40 in Solomon 2001) mention comprehensive roles of mentors as the following:

- a) The process of nurturing which is a developmental process where the nurturer helps the protégé 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.
- b) The act of serving as a role model-here mentors provide the protege with a sense of what they are becoming. Proteges can see a part of their adult selves in other adults (Levinson et al 1978). By their example, mentors stimulate growth and development in their proteges.
- c) The five mentoring functions (teaching, sponsoring, encouraging, counseling and befriending).
 - Teaching includes modeling, informing, confirming/disconfirming, 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.
 - Befriending ... mainly includes, among other behaviors, accepting and relating ...
- d) The focus on professional and /or personal development...
- e) The on-going caring relationship (Levinson, et al 1978 in Anderson and Shannon 1988:40) assert that the essence of mentoring may be found more within the kind of relationship that exists between the mentor and protégé than in the various roles and functions denoted by the term “mentoring” (Solomon Geda, 2001: 17-18)

2.6. Factors Affecting the Implementation of Mentoring in Initial Teacher education:

There are various factors that contribute to the success/failure of mentoring activities. These include: mentor-mentee relationship, expected knowledge and skills of mentors, accountability, the cooperation between training institutes and the partner schools etc.

Let's see some of these factors more closely:

2.6.1. Mentor-Mentee Relationship

Mentoring is the establishment of a personal relationship between mentors and mentees for the purpose of professional instruction and guidance.

Bova and Philips (1981) compiled a list of characteristics inherent in many mentor-mentee relationships.

- 1) Mentor-protégé relationships grow out of voluntary interaction.
- 2) The mentor protege relationship has a life cycle: introduction; mutual trust building; teaching of risk taking, communication, and professional skills; transfer of professional standards, and dissolution.

- 3) People become mentors to pass down information to the next generation.
- 4) Mentors encourage proteges in setting and attaining short – and long- term goals.
- 5) Mentors guide technically and professionally. Mentors teach proteges skills necessary to survive daily experiences and promote career- scope professional development.
- 6) Mentors protect proteges from major mistakes by limiting their exposure to responsibility.
- 7) Mentors provide opportunities for proteges to observe and participate in their work.
- 8) Mentors are role models
- 9) Mentors sponsor proteges organizationally and professionally.
- 10) Mentor-protégé relationships end amiably or bitterly.

From these relationships both the mentor and the mentee benefit a lot. The mentor's benefit is the satisfaction of being able to transfer skills and knowledge accumulated through extensive professional experience. Further more, mentoring practices provide opportunities for mentor teachers to reexamine their own classroom practices.

The mentee benefits in three major ways: fast assimilation into the school environment, establishment of professional competence, and introduction to teaching as continually developing, lifelong career, (Evenson, 1982).

Clauson (1980 in Anderson and Shannon 1988:43) puts, "There should be a relationship that must entail mutual personal involvement in which the protégé feels admiration, respect, appreciation, gratitude and even love for the mentor". He added that the relationship cannot be one sided; it must be comprehensive, involving the mentor in the protégé's total life, not just work.

A meaningful relationship between the teacher mentor and the student teacher establishes an effective mentoring experience since the relationship mediates the experiential exchange (Covey, 1997; Hawkey, 1997). Compatibility between the two is based on the interpersonal interactions that occur during the mentoring process (Cline and Nechochea, 1997). If the communication between mentor and mentee shows understanding, caring and trust then it is credible. Hawkey, (1997), Nelson and Quick, (1997) Suggest that the mentor and protégé understands of each other's roles and expectations is essential in establishing a basis for compatibility. While mentors tend to have their own ideas about mentoring because of previous experiences, the student teachers may be uncertain about the mentoring process. Differences in expectations are stress and a dysfunctional relationship between mentor and student teacher.

What a student teacher learns from a mentor depends as much on what they do together as it does on the effective quality of their relationship (Tharp and Gallimore, 1988).

An effective mentoring process is built on a foundation of mutual trust. The objective of the mentoring process is assistance. Both trust and assistance are placed in serious problem if the mentor is given an evaluation responsibility. Confusing "assessment" with "evaluation" provides a common cause of mentor program failure (Griffin, 1984). We can resolve this conflict by appointing separate evaluator who meets with the mentee and the mentor to discuss performance evaluation. The mentor is a guide to the profession, not a stand-in for administration (Discrol et al. 1985).

2.6.2. Mentor Selection and Training

In previous sections, it is made clear that mentors are school teachers who are identified as having a specific responsibility for one or more student teachers. It is also clear that these mentors have the responsibility of supervising the teaching practice, observing lessons and giving

constructive feedback, tutoring student teachers, guiding, advising, assessing the teaching competence of students teachers, etc. (Atkinson, T. 1996).

To carry out all these responsibilities, the school mentor should be some one who can shoulder all these responsibilities effectively. So, care should be taken in mentor selection, and the selected mentor should get appropriate mentor training which may help her/him acquire the necessary mentoring skills.

The mentor selection body (committee, etc) should address roles and expectations with prospective mentors. The committee could provide prospective mentors with specific information about the mentoring position. This would include a job description outlining job responsibilities, expected working arrangements, type of organization support / resources, and an accountability system, etc.

Moreover, the committee should also provide opportunities for the student teacher and prospective mentor to talk with one another about their background experiences and expectations of the mentoring process. These conversations may pave a way for forthcoming meaningful relationship (Cline and Necochea, 1997). However, researchers have pointed out, "...relationships can be established or enriched by learning or encouraging mentor-like behavior rather than by selecting certain types of people..." (Papalewis, Jordan, Cuellar, Gauldean, and Smith, 1991:6)

The above quotation mentions the fact that selection people as mentors is not enough; there is also a need to help them learn mentoring skills. In line with this, Malderez and Bodozkey, (1999:18) say, "If the goal of the learning teaching process is one of creating skilled professional mentors, just as having a good subject knowledge is not enough to be a good teacher, so being a good teacher is not enough to be a good mentor. It requires additional skills and knowledge".

These expected knowledge and skills of mentors are like the skill of modeling, guiding counseling, etc. which the mentor's roles are. So, giving

appropriate training for prospective mentors will help them carry out their varied and complex roles. Mentors should view this continuing education both as preparation for their mentoring roles and as an opportunity to participate in a lifelong learning. (Kajs, Willman, and Alaniz, 1998)

The mentor training may also help the mentors adjust their mentoring roles to meet novices needs (Crewson and Fisher, 1997).

2.6.3. Mentor's accountability

The school and/or TEI should establish an accountability system with procedures to ensure regular meetings and observations between mentors and student teachers. During these sessions, assessment of classroom teaching, constructive feedback and sharing and modeling of sound pedagogical techniques would occur. This accountability process could take the form of ongoing, standardized, written reports by both the mentor and the student teacher submitted to a designated person (or a college tutor). The materials could be placed in a professional portfolio to display the student teacher's development and growth. Further more, there need to be face-to-face meetings between mentors, student teaches and the college /University tutors. Reliance on a system of self-monitoring by mentors could result in laxness or even negligence of responsibility (Lawrence T. Kajs, et al 1998).

2.6.4. Cooperation between TEI'S and partner schools

Both partner schools and mentors should clearly know what is expected of them from the TEIs. They should also know their roles and the extent of their responsibility to accomplish their roles. Hicking and Glennly (1992:146 in Solomon, 2001) suggest that placing the practicum at the centre of the course design requires effective communication with schools so that the range of school setting and activities can be provided

In Ethiopian context, in most Colleges/Universities there is an office responsible for this relationship, this office is commonly known as "practicum coordination unit". This unit is considered as a major organ that facilitates the whole of practicum activities in initial teacher education

of the institutes. So, the liaison between the institutes and partner schools could possibly be established through this organ.

Concerning the importance of the relationship of TEIs and partner schools in teaching practice ICDR (1999:240) mentions, "Teaching practice is a joint venture of a TTI and cooperating schools."

To conclude, if the relationship between the TEIs and the partner schools is loose, the whole of the practicum activity in general, and mentoring process in particular can hardly be succeeded.

2.7 Survey of Local Research Work

Although there are studies conducted in the area of teaching practice in Ethiopia, so far, the writer of this paper encountered only one study in the area of mentoring. This study was conducted by Solomon Geda in the year 2001 and entitled "some insights on the role of mentors". Its main focus is the mentoring role of high school English teachers during the teaching practice.

The researcher (i.e. Solomon Geda) considers a contact of student teachers and the cooperating teachers during a one-month teaching practice session as mentoring.

But mentoring is not as simple contact as such. It is a process, which should be performed during the whole of the training session. It starts when a student teacher begins his/her training and stops when he/she graduates as a beginning teacher and should continue in their respective schools as part of their professional development.

So, this broad sense of mentoring is not investigated so far and the current research work intends to fill this gap.

CHAPTER THREE

METHODOLOGY OF THE STUDY

Selection of the sample colleges, the description of the subjects of the study, justification for the selection of the institutions and the subjects, the data collecting tools employed and the procedures followed to analyze the data are the components of this chapter.

3.1 Selection of the Sample Colleges

The two sample colleges of the study were St.Mary's University College and kotebe College of Teacher Education. The writer of this paper selected these colleges due to some valid reasons.

St.Mary's University College was selected among private teacher education colleges because of their longer experience than other similar private institutes in the region (Addis Ababa).

In addition, the researcher was teaching in this college when the study was conducted and was participating in the practicum of the college as a college-based tutor. So, this experience and the problems observed on the implementation of mentoring in the practicum activities of the college urges the researcher to conduct this study.

Regarding the selection of Kotebe College of Teacher Education, its vast experience in teacher education was the major criteria used.

Further more, these colleges were selected due to their convenience for a careful closer study as they are situated in Addis Ababa.

3.2. Subjects of the Study

School-based mentors, Student Teachers, College tutors, college practicum unit coordinators, principals of the partner schools and language department heads of the partner schools were the subjects of the study.

3.2.1. The partner schools

The study was conducted in six partner schools of the two colleges under study (i.e. three partner schools of Kotebe College of Teachers Education and three partner schools of St. Mary's University College). These schools were selected among many other partner schools due to the suitability of their location for the searcher and due to the fact that the third year students of the language stream were conducting their block teaching in these schools. These sample schools were Meskerem primary school, Balcha Aba Nefso primary school and St. Giorgis primary school from St. Mary's partner schools and Dej. Belay- Zeleke, Misrak Goh and Menilik I primary schools from Kotebe College's partner schools. All these schools are found in Addis Ababa.

3.2.2. The Student Teachers

Both sampled colleges had three sections each of third year students of the language stream. From these six sections, thirty (30) student teachers were randomly selected and used for this study (i.e. five students from each section). All of these student teachers were conducting their block teaching practice in the partner schools mentioned above.

3.2.3. The Practicum Unit Coordinators and the College Tutors

The study included two practicum unit coordinators of the two sampled colleges and four college based tutors (instructors). Two tutors each from KCTE and SMUC. The college tutors were selected among tutors of the language stream.

3.2.4. The School Principals and the Department Heads

All the principals of the six partner schools under study along with six department heads of languages were also selected for the study's purpose.

3.2.5. The School-Based Mentors

Thirty school-based mentors, who were the focus of this study, were selected among the aforementioned six partner schools of the two colleges. All of the school-based mentors were language teachers. Five language teachers were taken from each of the six schools. As the number of the school-based mentors do not exceed the sample in most cases, the sample taken were considered highly representative.

The school-based mentors were selected from the language teachers who were teaching in the second cycle (from 5 to 8) and who were serving as mentors during the time of the study.

3.3. Data Collecting Instruments

For this study, questionnaires and interviews were used as data collecting instruments. These questionnaires and interview questions were formerly used by Solomon Geda, (2001) as data gathering tools for his M.A. Theses. As the current work has some relation with it, the instruments were found highly relevant for this study and used with some modifications to suit the purpose of this study.

3.3.1. Questionnaires

Two sets of questionnaires were distributed among 30 third year student teachers of the language stream and 30 school-based mentors (all of them are language teachers). All of the questionnaires, which were distributed initially, were filled and returned completely (i.e. 100%) because they were filled and returned under close supervision of the researcher. The questionnaires were modified by taking the review of the related literature (i.e. chapter two of this paper) in to account.

Both sets of questionnaires were originally written in English. After they were piloted to see the extent of their appropriacy to serve the purpose of the study, they were translated into Amharic by taking the English language difficulty of the respondents, which was observed during the pilot study, and distributed, to the subjects of the main study.

When the pilot study was conducted, fifteen copies of the mentors questionnaires and another fifteen copies of the student teacher's questionnaires were distributed to the school-based mentors of Tesfa Kokeb, Edget Behibret, and Dej.Bekele Woya primary schools (All these schools are St. Mary's partners). The student teachers used in the pilot study were conducting their block-teaching in these schools. They were student teachers of the language stream at St. Mary's University College. These subjects of the pilot study were in the same level and in the same condition of the subjects of the main study.

Some changes were made on the questionnaire after the pilot study. These changes include modification of instructions, minimizing the number of open-ended questions and translating the questions into Amharic.

3.3.1.1 The Questionnaire for the Student Teachers

The student teachers' questionnaire had two parts. Part I was about the student teachers' perception of the practicum program and part II was about the practical help the student teachers gained from their school-based mentors.

The first part contains items that could be ranked. The scales were ranged from 1 to 5 (1=strongly agree; 2= agree; 3= have no idea; 4=disagree; 5= strongly disagree).

Part two, on the other hand, included three types of items. They were "yes" or "no" response questions, multiple-choice questions and a single free response question.

3.3.1.2. Questionnaire for the School Based Mentors:

As the school-based mentors involved in language teaching were the main focus of the study, the questionnaire for the school-based mentors were more in number and in type than the student teachers' questionnaire.

It had four parts. Part I, the mentor's background information, part II, the mentors perception of their mentoring role. Part III. Factors affecting the school based mentors effective discharging of their

roles, and part IV, on the degree to which the school-based mentors were discharging their mentoring roles.

In line with this, part I incorporated 3 gap filling and 2 multiple choice questions, (i.e. 5 items total) which were expected to give background information about each respondent (school-based mentor).

Part II included a scale ranging from 1-5 (1= strongly agree; 2= agree; 3= have no idea; = 4 disagree; and 5= strongly disagree). The total number of questions under this part was 9.

Part III, on the other hand, contained items, which were used to show the magnitude of each of the given statements (possible problems). The magnitude ranged from 1-4 (i.e. 1= not a problem at all; 2= it may cause some problem; 3= it is a serious problem; and 4= it is a very serious problem). 18 items were incorporated in this section. The last question of this part was open-ended where as the remaining 17 were scaling.

Part IV is a mixture of multiple choice and open- ended questions. From the total number of 12 questions, 6 were multiple-choice items while the other 6 of them were open-ended questions.

3.3.2. Interview

Two sets of interview questions were prepared for two groups. One set for college practicum unit coordinators and college tutors and another one for schools principals and language department heads of the partner schools. The interview questions for college practicum unit coordinators and college-based tutors were in English. But, the interview question for school principals and department heads were in Amharic for convenience.

According to Nunan (1992), there are two ways of collecting responses from interviews (i.e. recording and note-taking). The writer of this paper prefers to use note-taking method, as the majority of the subjects of the subjects of the interview were not volunteered to be recorded.

3.4. Data Analysis and Discussion

As the data gathered were both quantitative and qualitative in nature, percentage and description of interview responses and open-ended question responses were used to analyze the data.

The quantitative data were tabulated and subsequent discussion made after each table (under each table). The discussion of the tabulated data was based on the review of the related literature (i.e. unit two of this paper).

For clarity and suitability of the analysis and discussion, the data were grouped into five sections. The first section was the analysis of the school-based mentors background information, the second section is the school-based mentors awareness of their mentoring role, the third section is the analysis and discussion of the school-based mentors readiness to work as mentors, the fourth section was on whether the school-based mentors were effectively discharging their mentoring roles or not and the fifth section was on factors affecting the implementation of mentoring in pre-service teacher education. These parts completely address all the research questions of the study.

In all these sections, the information gathered through mentors' questionnaire, student teachers' questionnaire and all the interviews were integrated fully to give a clear and complete picture of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter the information gathered by using questionnaires and interviews will be analyzed and interpreted, the statistical measure that will be used in the analysis is percentage. The interpretation is in line with what has been discussed in the review of the related literature (i.e. chapter 2).

Part I:

4.2. Analysis of Mentors' Responses about their Background Experience

Background Information of the School-based Mentors:

Table 4.1 qualification of the mentors in No. and % by institution

	Qualification	No. of respondents	Percentage %
Respondents from KCTE's partner school mentors	Certificate	1	6.66
	Diploma	14	93.33
	Above diploma	-	-
Respondents form SMUC's partner school mentors	Certificate	-	-
	Diploma	15	100%
	Above diploma	-	-

As Table 4.1 shows, 14(93.33%) school-based mentors of KCTE's partner schools, and 15 (100%) of the mentors of SMUC's partner schools are diploma holders. Only 1 (6.66%) school mentor has a minimum qualification (i.e. certificate).

So, we can say that most of the respondent school-based mentors have the appropriate qualification to teach at their level (i.e. second cycle primary level).

Table 4.2 Language Teaching Experience and Experience as Mentors in No. & percentage by Institution

	Response	Teaching experience		Experience as Mentors	
		No. of respondents	%	No. of respondent	%
KCTE's partner school mentors	Less than One Year	-	-	-	-
	1-5	10	66.66	15	100
	6-10	2	13.33	-	-
	11 and above	3	20	-	-
SMUC's partner school mentors	Less than one year	1	6.66	1	66.66
	1-5	11	73.33	14	93.33
	6-10	2	13.33	-	-
	11 and above	1	6.66	-	-

As Table 4.2 depicts, the majority of the respondent mentors from KCTE's and SMUC's partner schools have less than six years of teaching experience and experience as mentors.

When we look at their responses closely, 10(66.66%) respondents from KCTE's partner schools and 11 (73.33%) of SMUC's partner schools mentioned their teaching experience to have ranged from one to five years. The remaining 2 (13.33%) KCTE's partner school mentors and 2 (13.33%) SMUC's partner school mentors said their teaching experience ranges from 6-10 years. The other 3 (20%) from KCTE's partners and 1 (6.66%) from SMUC's partners said their teaching experience ranges 11 years and above respectively.

Table 4.3 the Mentor’s Workshop, Seminar, etc. Participation in No. and % by Institution

Item		Response	No. of responds	Percentage
Have you ever participated in a work shop, seminar of any sort Of training about mentoring?	KCTE’s partner school mentors	Yes	2	13.33
		No	13	86.66
	SMUC’s partner school mentors	Yes	4	25.66
		No	11	73.33

Concerning the school mentors workshop, seminar, training, etc. Participation, 13 (86.66%) and 11(73.33%) respondents of KCTE’s and SMUC’s partner schools respectively said they haven’t ever participated in any of these things. Only 2 (13.33%) and 4(26.66%) respondents among the partner schools of the two colleges said they have participated.

Table 4.4 the mentor’s access to the reading material about mentoring in number and percent by institution

Item		Response	No. of responds	Percentage
Do you have access to reading materials about mentoring either in your school or out of your school	KCTE’s partner School mentors	a) Yes to great extent	-	-
		b) Yes to some extent	3	13.55
		c) I don’t have any access at all	12	80
	SMUC’s partner school mentors	a) yes to great extent	-	-
		b) yes to some extent	2	13.33
		C) I don’t have any access at all	13	86.66

When we investigate whether, or not the school-based mentors have access to reading materials about mentoring, 12 (80%) respondents from KCTE’s partner schools and 13 (86.66%) respondents from SMUC’s partner schools mentioned that they don’t’ have access to reading materials about mentoring either in their schools or out of their schools. The remaining 3 (20%) and 2(13.33%) respectively said they have access.

So, based on the preceding discussion, we can conclude that the majority of the school-based mentors under study have no access to reading materials about mentoring.

Part II:

4.3. Analysis of Mentor's Responses about Awareness of their Mentoring Role

In this part, the second section of the questionnaire that was filled and returned by the school-based mentors will be presented and discussed. This part of the questionnaire was concerned with the mentor's perception of their mentoring role. The writer used a single table for the discussion of this part because of the fact that all the questions are related to the same idea.

Table 4.5. The school-based mentor's awareness of their mentoring role:

Item	Number of respondents and percentage					
		Strongly agree	Agree	Have no idea	Disagree	Strongly disagree
1. The mentor is more appropriate in helping the student teachers during practicum practice than the college tutor.	KCTE's partner school mentors	6 40%	5 33.33%	-	3 20%	1 6.66%
	SMUC's partner school mentors	7 46.66%	5 33.3%	-	2 13.33%	1 6.66%
2. Training the student teachers is basically the responsibility of the college instructors. Therefore, the mentor should play little role in the training of the student- teachers	KCTE's partner school mentors	4 26.66%	3 20%	-	6 40%	2 13.33%
	SMUC's partner school mentors	-	8 53.33%	-	5 33.33%	2 13.33%
3. Because the college instructors have more knowledge about teaching/learning, they are more appropriate to help the student-teachers during practicum than the mentors.	KCTE's partner school mentors	5 33.33%	1 6.66%	-	3 20%	6 40%
	SMUC's partner school mentors	1 6.66%	1 6.66%	-	13 86.66%	-
4. Because the mentor is engaged in extra work when working with the student-teachers, she/he should be paid for it.	KCTE's partner school mentors	6 40%	3 20%	-	1 6.66%	5 33.33%
	SMUC's partner school mentors	1 6.66%	4 26.66%	1 6.66%	1 6.66%	8 53.33%
5. Serving as a mentor of the student teachers during practicum is part of the	KCTE's partner school mentors	6 40%	4 26.66%	-	1 6.66%	4 26.66%

professional duties of the school teachers (mentors)	SMUC's partner school mentors	6 40%	7 46.66%	-	1 6.66%	1 6.66%
6. The mentor should repeatedly observe the student teacher's teaching and give feedback	KCTE's partner school mentors	7 46.66%	4 26.66%	-	-	4 26.66%
		7 46.66%	4 26.66%	1 6.66%	1 6.66%	2 13.33%
7. The mentor should look upon student teachers as his peer.	KCTE's partner school mentors	6 60%	5 33.3%	3 20%	-	1 6.66%
		3 20%	6 40%	-	1 6.66%	5 33.33%
8. The mentor should create a strong and close relation with the student-teacher, she/he has worded with and the relation should be long lasting even after the practice is over.	KCTE's partner school mentors	4 26.66%	-	6 40%	5 33.33%	-
	SMUC's partner school mentors	-	7 46.66%	2 13.33%	5 33.33%	1 6.66%
9. Because the student-teachers have current knowledge about the methods and techniques of language teaching, the mentor could learn a lot from them.	KCTE's partner school mentors	3 20%	8 53.33%	-	3 20%	1 6.66%
	SMUC's partner school mentors	6 40%	2 13.33%	2 13.33%	4 26.66%	1 6.66%

Regarding item number 1 of Table 4.5, 6 (40%) and 5(33.3%) respondents of KCTE's partner school mentors strongly agreed and agreed respectively. The remaining 3(20%) and 1(6.66%) disagreed and strongly disagreed respectively with the idea that says, "The mentor is more appropriate in helping the student teachers during practicum than the college tutor".

Similarly, among the respondents of SMUC's partner school mentors, 7(46.66%) and 5 (33.33%) strongly agreed and agreed respectively only 3 (20%) respondents disagreed with this supposition.

So, the majority of the respondent of the two sample colleges' partner schools mentors strongly agreed and/or agreed with the importance of school-based mentors during practicum.

Concerning the second question item of Table 4.5, 4(26.66%) and 3(20%) respondents of KCTEs partner school mentors strongly agreed and agreed with the supposition which says, "Training the student teacher is basically the responsibility of the college instructors. Therefore, the mentor should play little role in the training of the student teacher". But, 6(40%) and

2(13.33%) respondents disagreed and strongly disagreed respondents disagree and strongly disagreed respectively.

When we look at the responses of the SMUC's partner school mentors, 8 (53.33%) and 5(33.33%) agreed and disagreed respectively. But, 2(13.33%) strongly disagree with the idea.

When we look at the third item of Table 4.5, we see that 5(33.33%) KCTE's partner school mentors strongly agreed, 1(6.66%) agreed, 3(20%) and 6(40%) respondents disagreed and strongly disagreed respectively with the statement that says, "Because the college instructors (tutors) have more knowledge about teaching/learning, they are more appropriate to help the student teachers during practicum than the school based mentors."

Among the respondents of SMUC's partner school mentors, 1(6.66%) and another 1 (6.66%) strongly agreed and agreed with the idea. But, 13(86.66%) respondents disagreed with it.

The third question was originally designed to crosscheck the respondents understanding of the first question. So, the majority of the respondents believed that in helping the student teachers, the mentor's role exceeds the college tutors role during practicum. This response clearly matches with the respondent's responses of item number one.

Question number 4 of Table 4.5 is whether the school-based mentors seek payment for their mentoring duties or not. In this respect, 6(40%) respondents of KCTE's partner schools mentioned that they strongly agreed with the given supposition, 3 (20%) respondents simply agreed with it. But, 1(6.66%) and 5(33.33%) disagreed and strongly disagreed respectively.

In line with this, 2(13.33%) and 7(46.66%) respondents of SMUC's school partners strongly agreed and agreed respectively while 1(6.66%) and 5(33.33%) disagreed and strongly disagreed.

So, majorities of the respondents from the partner schools of both colleges consider mentoring as an extra work and need payment for it.

The response of the interview conducted with the school principals, department heads and practicum unit coordinators also reveals this fact. All the interviewees mentioned that the school-based mentors expect a kind of incentive for their mentoring.

The fifth question, again, was designed to cross check whether the school-based mentors answer question number 4 with understanding or not. 6(40%) and 4(26.66%) KCTE's partner school respondents strongly agreed and agreed respectively. The remaining 1 (6.66%) and 4 (26.66%) disagreed and strongly disagreed respectively.

Similarly, 13(86.66%) and 2(13.22%) SMUC's partner school respondents strongly agreed and agreed respectively with the supposition, which says, "Serving as a mentor of the student teachers during practicum is part of the professional duties of school-based mentors."

Examining the responses of question number 4 and 5, one may ask a question; if the respondent mentors believe that mentoring is part of their professional duty (i.e. Q.No.5), why do they seek payment for it (i.e.Q.No.4)?

The sixth question is whether, or not the school-based mentors repeatedly observe the student teachers teaching and give feedback.

Among the respondents of KCTE's partner schools, 7 (46.66%) and 4(26.66%) strongly agreed and agreed respectively, whereas, 4(26.66%) strongly disagreed.

In line with this question, 7(46.66%) and 4(26.66%) respondents from SMUC's partner schools strongly agreed and agreed respectively and 1(6.66) said he/she has no idea, the other 1(6.66%) disagreed and 2(13.33%) strongly disagreed.

By carefully examining Table 4.5 question number 6, therefore, we can conclude that the majority of the school-based mentors under study believe that the school-based mentors should repeatedly observe the student teachers teaching and give feedback.

Question number 7 and 8 were on understanding the relationship between a mentor and a mentee. In line with this, 6(40%) and 5(33.33%) respondents from KCTE's partner schools strongly agreed and agreed respectively, 3 (20%) said they have no idea and only 1 (6.66%) strongly disagreed with the supposition that says, the mentor should look upon a student teacher as his peer".

Similarly, 4(26.66%) and 6(40%) SMUC's partner schools respondents strongly agreed and agreed with this idea. But, 1(6.66%) and 4(26.66%) respondents disagreed and strongly disagreed with this issue (i.e. question no.7) respectively.

Concerning item number 8 of Table 4.5, 4(26.66%) respondents from KCTE's partner schools strongly agreed while 6(40%) replied that they have no idea. But, 5(33.33%) respondents disagreed.

7(46.66%) respondent of SMUC's partner schools agreed and 2(13.33%) said that they have no idea. The remaining 5(33.33%) and 1(6.66%) disagreed and strongly disagreed respectively.

So the majority of the respondent school-based mentors believe in creating close relation with the student teachers they have worked with.

The last item (question no.9) is on the school-based mentor's confidence of having current knowledge about the methods and techniques of language teaching compare to that of the student teachers' and whether they feel they could learn from the student teachers.

3(20%) and 8(53.33%) respondents from KCTE's partner schools strongly agreed and agreed respectively with the given supposition. 3(13.33%) and 1(6.66%) respondents disagreed and agreed respectively.

Among the SMUC's partner school respondents, 7(46.66%) and 2(13.33%) strongly agreed and agreed with the idea mentioned above, and 2(13.33%) respondents said that they have no idea. But 3(20%) and 1(6.66%) disagreed and strongly disagreed with the idea of question number 9.

Accordingly, the data above indicates that the majority of the school-based mentors under study are not confident enough about their language teaching methods and techniques. As a result, they expect to learn something from the student teachers on this particular issue. The response of the interview of the practicum unit coordinators includes “lack of confidence among the school-based mentors” as one of the factors that hinder effective mentoring.

Part III.

4.4. Analysis of Mentors Responses about their Readiness to Work as Mentors

Table 4.6: Responses regarding the school based mentors readiness to work as mentors in number and percent by institution to the question ‘Do you voluntarily accept student teachers?’

	Responses and No. of respondents		
	Reponses	No. of respondents	%
KCTE’s partner school mentors	Yes No	15 -	100%
SMUC’s partner school mentors	Yes No	15 -	100%

As can be seen from the above Table all the respondents volunteer to accept student teachers to work with.

Part IV:

4.5. Analysis of Response about the Extent to which the Mentors Carryout their Mentoring Role

Table 4.7 the school base mentors response to the questions related to which they are carrying out their mentoring role:

Question		Responses & No of respondents with percentage			
		Once in 2 week	Once a week	Twice a week	More than twice week
1. How often do you observe a student teacher’s teaching?	KCTE’s partner school mentors	-	8 53.33%	-	7 46.66%

	SMUC's partner school mentors	2 13.33%	7 46.66%	1 6.66%	5 33.33%
2. How often do you discuss with the student teacher issues related to their teaching or issues related to the teaching profession?	KCTE's partner school mentors	1 6.66%	1 6.66%	1 6.66%	12 80%
	SMUC's partner school mentors	1 6.66%	2 13.33%	6 40%	6 40%

Regarding the information in Table 4.7, 8(53.33%) respondents of KCTE's partner schools said that they observe a student teachers' teaching once a week and 7(46.66%) said more than twice a week.

Similarly 7 (46.66%) SMUC's partner school respondents mentioned that they observe once a week, 1(6.66%) and 5(33.33%) respondents said they observe the student teachers teaching twice a week and more than twice a week respectively. Only 2(13.33%) respondents mentioned that they observe once in two weeks.

Referring this, we can say the majority of the respondents observe the student teachers teaching once in a week.

When we look at the frequency of the school based mentors discussion with the student teachers, 12(80%) KCTE's partner school respondents said they discuss with the student teachers more than twice a week, 1 (6.66%) said once in two weeks, the other 1(6.66%) said once in a week and the remaining 1(6.66%) stated twice a week.

Similarly, 6(40%) each of the respondents of SMUC's partner schools mentors said the frequency of their discussion with the student teachers was more than twice a week and twice a week respectively. The remaining 2(13.33%) and 1(6.66%) stated that they conduct discussion with student teachers once a week and once in two weeks respectively.

So, looking at the discussion above, it is possible to conclude that the majority of the school based mentors conduct discussion with the student teachers twice a week or more than twice a week.

Table 4.8: Responses of school-based mentors in number and percent by institution regarding to the question whether the school-based mentors let the student teachers observe their classes and help them (the student teachers) to plan their lessons.

Item	Responses & No. Of respondents with percentage		
		Yes	No
1. Do you let the student teachers observe your classes while you are teaching?	KCTE's partner school mentors	12 80%	3 20%
	SMUC's partner school mentors	14 93.33	1 6.66%
2. Do you help the student teachers to plan their lessons very well?	KCTE's partner school mentors	12 80%	3 20%
	SMUC's partner school mentors	14 93.33	1 6.66%

As is observe from Table 4.8, 12(80%) respondents of KCTE's partner schools and 14(93.33%) respondents of SMUC's partner schools claimed that they let the student teachers observe their classes while they are teaching. The remaining 3(20%) and 1(6.66%) respondents of the school-based mentors of the two colleges partners mentioned that they do not let the student teachers observe their classes while they are teaching.

Similarly, 12(80%) respondents of KCTE's partner schools and 14(93.33%) respondents of SMUC's partner schools said that they help the student teachers to plan their lessons very well. But 3(20%) and 1(6.66%) said they don't respectively.

Table 4.9: Responses of he student teachers' feeling about the help they get from their mentors in number and percent by institution

Item	Responses & No. of respondents with percentage				
	Strongly agree	Agree	Have no idea	Disagree	Strongly disagree

1. The mentor was of more practical help for me than my college tutor during the practicum	KCTE's partner school mentors	2 13.33%	1 6.66%	4 26.66%	6 40%	2 13.33%
	SMUC's partner school mentors	1 6.66%	2 13.33%	2 13.33%	6 40%	4 26.66%
2. I did not gain as much help and practical experience as I had thought to gain from the mentor	KCTE's partner school mentors	3 20%	5 33.33%	4 26.66%	1 6.66%	2 13.33%
	SMUC's partner school mentors	2 13.33%	7 46.66%	3 20%	1 6.66%	2 13.33%

As Table 4.9 depicts, 6(40%) student teachers of KCTE disagreed with the idea that the mentor was of more practical help than their college tutor during practicum while 4(26%) said they have no idea. 2(13.33%) and 1(6.66%) respondents strongly agreed and agreed respectively.

Similarly, when examining the responses of SMUC's student teachers 6(40%) disagreed 4(26.66%) strongly disagreed and the rest 3(20%) and 2(13.33%) strongly disagreed and agreed respectively.

So, the majority of the respondent student teachers believe that the school-based mentors are not of more help than their college tutors during practicum.

Accordingly, the result of the interview conducted with practicum coordinators and college tutors revealed that the students do not get as much help as they expect from their mentors because the mentors are not trained on mentoring skills and there is no necessary follow up either from the college or the partner schools.

Table 4.10 the responses of the student teachers to the questions related to the kinds of help they gained from their mentors in number and percent by institution.

Item	Responses & No. Of respondents with percentage		
		Yes	No
1. The mentor wanted me to teacher just like she/he did and criticized me when I deviated.	KCTE's Student teachers	8 53.33%	7 46.66%
	SMUC's partner school mentors	6 40%	9 60%
2. The mentor introduced me to other teachers and	KCTE's Student teachers	11 73.33%	4 26.66%

administrative workers; This helped me to feel at home in the school compound.	SMUC's partner school mentors	9 60%	6 40%
3. Whenever I wanted the mentor for discussion or any sort of consultation, she/he was available and she/he warmly accepted me.	KCTE's Student teachers	11 73.33%	4 26.66%
	SMUC's partner school mentors	9 60%	6 40%
4. She/he encouraged me to freely express my views about teaching: she/he did not try to tell me the right way to teach during feed back session.	KCTE's Student teachers	3 20%	12 80%
	SMUC's partner school mentors	3 20%	12 80%
5. She/he invited me to his /her class while she/he was teaching to enable me to observe her/his lesson presentation and learn from it outside the observation week	KCTE's Student teachers	3 20%	12 80%
	SMUC's partner school mentors	13 86.6%	2 13.33%
6. The mentor helped me to know the curriculum in general and the language syllabus I particular.	KCTE's Student teachers	6 40%	9 60%
	SMUC's partner school mentors	5 33.33%	10 66.66%
7. She/he sometimes worked with me in planning and team teaching the lesson.	KCTE's Student teachers	6 40%	9 60%
	SMUC's partner school mentors	5 33.33%	10 66.66%
8. She/he told me in detail the rules and regulations and the administrative structure of the school how to deal with disruptive students, etc.	KCTE's Student teachers	2 13.33%	13 86.66%
	SMUC's partner school mentors	11 73.33%	4 26.66%
9. I want to take the mentor as a model in my professional and general personal life.	KCTE's Student teachers	2 13.33%	13 86.6%
	SMUC's partner school mentors	5 33.33%	10 66.66%

As it can be observed from Table 4.10, the majority of the student teachers of the two colleges under study (i.e. KCTE and SMUC) said that the mentor wanted them to teach just like she/he did and criticized them when they deviated. 11 (73.33%) of KCTE's student teachers and 9(60%) of SMUC's student teachers respectively). The remaining 4(26.66%) from KCTE and 6(40%) from SMUC respondents; however, had an opposite view.

This shows that the majority of the school based mentors wanted the student teachers to imitate them. This is probably because of the mentor's background experience as a trainee (most of them are the products of the old teaching practice).

Concerning the second question in Table 4.10, 8(53.33%) KCTE's student teachers said the mentors introduced them to other teachers and administrative workers and suggested that this helped them to feel at home in the school compound. But, 7(46.66%) student teachers of the same college had an opposite view on this respect.

In line with this, 6(40%) respondents from SMUC's student teachers said 'yes' and 9(60%) said "no" to the supposition. There is a disparity of responses among the two colleges' partner student teachers. This is provably because of their stay in schools. The KCTE student teachers stay in schools for longer period than SMUC's student teachers.

The third question in Table 4.10 is whether, or not the school-based mentors were available and warmly accepted the student teachers whenever the student teachers wanted them to discuss or wanted them for any sort of consultation.

11(73.33%) respondents said 'yes' and 4(26.66%) respondents said 'no' from the respondent student teachers of KCTE and on the side of SMUC's student teachers, 9(60%) respondents said 'yes' and 6(40%) said 'no'.

The above data show that the majority of the school-based mentors were available and ready to discuss with the student teaches whenever they (the student teachers) wanted to.

This response matches with the school based mentors response of table 4.7 question number 2. In which the majority of the school based mentors mentioned that the frequency of their discussion with the student teacher was twice a week or more than twice a week.

Concerning the fourth question of Table 4.10,12 (80%) each of the respondent student teachers of both colleges said the school based mentor

did not encourage them to freely express their views about teaching and she/he tried to tell them the right way to teach during feedback session and 3(20%) each of the respondents of both colleges said they were encouraged to freely express their views about teaching and added that their mentors did not try to tell them the right way to teach during feedback session.

Carefully examining the figure, we can say that the majority of the school-based mentors did not give chance to the student teachers to express their views freely. This autocracy, in turn, has a negative impact on the relationship between the mentors and the mentees. If there is no positive relationship between these parties (i.e. the mentors and the mentees) the frequent discussion conducted between mentors and mentees (see table 4.7 Q.no.2) and the willingness of the school based mentors to discuss with and consult the student teachers whenever the student teachers wanted (table 4.10 Q.no.3) are futile attempts.

For question number 5 of Table of Table 4.10, the respondent student teachers of the two colleges have contrasting responses. 12(80%) respondents from KCTE's student teachers said the school-based mentor did not invite them to their classes while they were teaching outside the observation week. However, 13(86. %) of the SMUC's student teachers said they were invited to their mentors classes while their mentors were teaching outside the observation week. This disparity probably comes from the length of their stay in the partner schools and with their mentors. As observed from the responses of the interviews of the school principals of the partner schools, and the college practicum unit coordinators of both colleges, the Kotebe College of Teacher Education and its partners schools stated school-based mentoring when the students are in their graduating class (i.e. third year 2nd sem of their training). This means that the school-based mentors are expected to help the student teachers only for one semester in general and for one month's period (during the student teachers block teaching session) in particular. But St. Mary's University College and its partner schools started mentoring from first year first

semester (from the very beginning of their training) and end when the student teachers graduate. So, the trainees of SMUC have access of getting the help of school based mentors from the first day of their training up to their graduation than KCTE's student teachers.

Among the respondents from KCTE's student teachers 9(60%) said the mentor did not help them to know the curriculum in general and the language syllabus in particular, where as 6(40%) said they helped them.

Similarly, 10(66.66%) SMUC's respondent student teachers said they were not helped to know the curriculum in general and the language syllabus in particular and 5 (33.33%) said they were helped.

So, when we look at the above percentage we can conclude that the majority of the school-based mentors do not care to help the student teachers know the curriculum in general and the language syllabus in particular. This in turn shows that the majority of school-based mentors are reluctant to carry out their role of advising and guiding the student teachers to become competent future teachers.

9(60%) respondent student teachers from KCTE and 10(66.66%) student teacher respondents of SMUC's said that the school-based mentors worked with them in planning and team teaching the lesson. But 6(40%) respondent student teachers of KCTE and 5(33.33%) student teacher respondents of SMUC said the mentors did not work with them in planning and team teaching the lesson.

This figure shows that, though the majority of the mentors helped the student teachers in planning their lesson, a large number of the mentors under study (i.e. 40% and 33% respectively from the partner schools of the two colleges) did not help the student teachers.

The issue was raised to the school-based mentors under study (refer Table 4.9) and the majority of the respondents (i.e. 80% from KCTE's partner schools and 93.33% from SMUC) said they helped the student teachers to plan their lesson very well so, it is possible to say he responses of the two

groups (i.e. the mentors and the student teachers) matches to some extent, though much has to be done to bring a complete match.

When we look at the responses of the student teachers under study for question number 9 of Table 4.10, 13(56.66%) respondents among KCTE's student teachers said that the school mentors did not tell them in detail the rules and regulations and the administrative structure of the school, how to deal with disruptive students, etc. and only 2(3.33%) said they were told in detail.

11(73.33%) of SMUC student teacher respondents said the mentors told them in detail the rules and regulations and the administrative structure of the school, how to deal with disruptive students etc and 4(26.33%) said they were not told.

There is again disparity between the responses of the student teachers of the two sample colleges. As the researcher mentioned earlier, this disparity is because of their stay with the school-based mentors. As the writer observed the practicum manual of the two colleges (which was originally designed by the Ministry and modified by the colleges), the issues of understanding the rules and regulations of the schools, the administrative structure of the schools, etc. are the major tasks of the student teachers during their first and second practicum (i.e. practicum. 1.1 and practicum 1.2a) sessions.

So, the student teachers of KCTE performed these tasks with out the help of school based mentors because the school-based mentors were assigned to work with them when they were in third year second semester (when the practicum activity demands a month's block teaching of the student teachers).

But students teachers of St. Mary's University College had chance to work with the school-based mentors of their partner schools from the very beginning of their training.

Based on this information, we can conclude that the student teachers of SMUC could get much mentor support than KCTE's.

Surprisingly, the majority of the respondent student teachers of the two college, i.e. 13(86.66%) of Kotebe college student teachers and 10(66.66%) of St.Mary's university college student teachers, do not want to take the school-based mentors as a model in their professional and general personal life; where as 2 (13.33%) from KCTE's respondents and 5(33.33%) from SMUC's respondents said they want to take the mentors as a model. So, this figure indicates the fact that either the school-based mentors did not carry out their modeling role or there was no good relationship between the majority of the student teachers and the school-based mentors or there were pedagogical orientation difference between the two groups.

Table 4.11 Responses of the school-based mentors in number and percent by institution to the questions related to factors that affect their mentoring role:

Item	Responses & No. Of respondents with percentage				
		Not a problem	It may cause some problem	It is a serious problem	It is a very serious problem
1. Getting no payment for the extra responsibility I assume during the practicum in working With the student teacher.	KCTE's Partner Student Mentors	3 20%	3 20%	-	9 60%
	SMUC's Partner School mentors	2 12.33%	7 46.66%	3 20%	3 20%
2. Lack of enough time to sit Down and work with the student teacher.	KCTE's Partner Student Mentors	2 20%	2 13.33%	9 60%	2 13.33%
	SMUC's Partner School mentors	2 12.33%	6 40%	6 40%	1 6.66%
3. Inappropriacy of time of the practicum program	KCTE's Partner Student Mentors	2 12.33%	8 53.33%	2 13.33%	3 20%
	SMUC's Partner School mentors	1 6.66%	4 26.66%	2 13.33%	8 53.33%
4. Number of student teachers given to me to work with.	KCTE's Partner Student Mentors	4 26.66%	5 33.33%	4 26.66%	2 13.33%
	SMUC's Partner School mentors	4 26.66%	6 40%	2 13.33%	3 20%
5. Lack of adequate knowledge about the current language teaching theories	KCTE's Partner Student Mentors	9 60%	2 13.33%	2 13.33%	2 13.33%
	SMUC's Partner School mentors	7 46.66%	3 20%	2 13.33%	3 20%
6. The college's failure to clearly tell me the objectives of the practicum	KCTE's Partner Student Mentors	1 6.66%	4 26.66%	5 33.33%	5 33.33%
	SMUC's Partner School mentors	1 6.66%	5 33.33%	6 40%	3 20%
7. Failure of the representative of	KCTE's Partner	-	3	6	6

the college to usually come to my school to discuss the problem of the students teachers and solve them for further improvement	Student Mentors		20%	40%	40%
	SMUC's Partner School mentors	3 20%	2 13.33%	5 33.33%	5 33.33%
8. Lack of assistance from the schools administrators while I was working with the student teachers	KCTE's Partner Student Mentors	6 40%	9 60%	-	-
	SMUC's Partner School mentors	4 26.66%	6 40%	5 33.33%	-
9. Lack of the student teachers readiness to discuss Problems and exchange ideas with me and to receive advice from me	KCTE's Partner Student Mentors	2 13.33%	11 73.33%	2 13.33%	-
	SMUC's Partner School mentors	2 13.33%	5 33.33%	3 20%	5 33.33%
10. Absence (or being late) of the student teachers from classes or schools	KCTE's Partner Student Mentors	2 13.33%	6 40%	7 46.66%	-
	SMUC's Partner School mentors	3 20%	2 13.33%	6 40%	4 26.66%
11. The student teachers low language command that has negatively affect their teaching	KCTE's Partner Student Mentors	2 13.33%	2 13.33%	4 26.66%	7 46.66%
	SMUC's Partner School mentors	-	6 40%	3 20%	6 40%
12. Student teachers failure to Behave in a professional manner when they interact With students.	KCTE's Partner Student Mentors	2 13.33%	6 40%	2 13.33%	5 33.33%
	SMUC's Partner School mentors	6 40%	5 33.33%	2 13.33%	2 13.33%
13. The student teachers' reluctance to create relation with other teachers on the school	KCTE's Partner Student Mentors	4 26.66%	8 53.33%	3 20%	-
	SMUC's Partner School mentors	6 40%	7 46.66%	2 13.33%	-
14. The student teachers' unprepared ness before they come to classes	KCTE's Partner Student Mentors	3 20%	9 60%	3 20%	-
	SMUC's Partner School mentors	5 33.33%	6 40%	1 66.66%	3 20%
15. The student teachers failure to give clear and precise directions to students in the classroom	KCTE's Partner Student Mentors	-	6 40%	6 40%	3 20%
	SMUC's Partner School mentors	5 33.33%	5 33.33%	2 13.33%	3 20%
16. The student teachers overuse of mother tongue while teaching English	KCTE's Partner Student Mentors	-	3 20%	9 60%	3 20%
	SMUC's Partner School mentors	1 66.66%	1 66.66%	7 46.66%	6 40%
17. The student teachers inability to manage classes very well	KCTE's Partner Student Mentors	-	6 40%	9 60%	-
	SMUC's Partner School mentors	-	7 46.66%	8 53.33%	-

As indicated in Table 4.11, 9(60%) respondents from Kotebe College's partner schools said getting no payment for the extra responsibility they assume during the practicum in working with the student teachers is a

very serious problem, 3(20%) respondents said it may cause some problem and another 3(20%) respondents of the same schools said it is not a problem at all.

Similarly, 7(46.66%) respondents of St. Mary's university college partner school mentors said it might cause some problems, 3(20%) said it is a serious problem and still another 3(20%) said it is a very serious problem. Among the mentor respondents of St.Mary's partner schools, only 2(13.33%) said it is not a problem at all.

When we look at the above statistics, we can conclude that the majority of the respondents consider mentoring as an extra responsibility; as a result, they expect to get some payment. So, getting no payment for their mentoring activity during practicum is considered as one factor that may affect their effective mentoring on the part of the school based mentors.

In Table 4.11, 4(46.66%) respondents from KCTE's partner schools mentioned that lack of enough time to sit down and work with the student teacher may cause some problem on their mentoring duty, 3(30%) said it is a serious problem and still another 3(20%) said it is a very serious problem. Only 2(13.33%) of the respondents said it is not a problem at all.

In line with this 6(40%) respondents from SMUC's partner schools said it might cause some problem, and another 6(40%) mentioned that it is a serious problem. 1(6.66%) said it is a very serious problem and only 2(13.33%) respondents mentioned that it is not a problem at all.

Referring to the above data, we can conclude that the majority of the school based mentors of the two sample colleges consider lack of enough time to sit sown and work with the student teacher as one factor that affects their mentoring duties.

According to Table 4.11 question number 3, 8(53.33%) respondents of KCTE's partner school mentors expressed that in appropriacy of time of the practicum program may cause some problem 3(20%) said it is a very serious problem and 2(13.33%) said it is a serious problem. Only 2(13.33) respondents said it is not a problem at all.

So, most mentors of the sample partner schools of the two colleges believe that the time of the practicum program is inappropriate.

Similar supportive evidence is found from the responses of the interview given for school principals and language department heads. They mentioned that the usual time the student teachers come to their schools is around the end of each semester. As a result school-based mentors feel some inconveniences to work with student teachers since they are on the urge of completing their semester duties.

Referring to the information given in Table 4.11 item number 4, 5(33.33%) respondents from KCTE's partner schools said that the number of students given to them to work with may cause some problem 4(26.66%) mentioned that it is a serious problem, 2(13.33%) respondents said it is a very serious problem. 4(26.66%) said that is not a problem at all.

When we look at respondent mentors of SMUC's partner schools, 6(40%) mentioned that it may cause some problem 2(13.33%) said it is a serious problem and 3(20%) respondents said that it is a very serious problem. Those who said it is not a problem at all were 4(26.66%) respondents.

This shows that the number of student teachers given to the school based mentors to work with really matters. It affects the mentors mentoring duties.

To substantiate the statement above, interview was given for school principals and language department heads. It indicates the same result as that of the mentor's questionnaire. The school principals and department heads mentioned that the number of the student teachers coming for practicum and the number of their teachers do not match. They said, "We usually accept more student teachers than the school teachers. So, we are obliged to assign 3 or 4 student teachers at an average to work with one school teacher."

Concerning Table 4.11 Question number 5, 9(60%) respondents from KCTE's partner schools said lack of adequate knowledge on the part of the school mentors about the current language teaching theories, methods

and techniques to give the student teachers feedback effectively, is not a problem at all. 2(13.33%) said it may cause some problem and again 3(13.33%) respondents said that it is a very serious problem.

Similarly, 7(46.66%) of SMUC's respondents said that it is not a problem at all and 3(20%) said that it may cause some problem, 2(13.33%) said it is a serious problem. So, looking at these statistics, we can say that the majority of the respondents of the sample schools said that lack of adequate knowledge about the current language teaching theories is not a problem at all on the part of the school based mentors.

When we look at question number 6 of Table 4.11, 5(33.33%) respondents of KCTE's partner school said the college's failure to clearly tell them the objective (s) of the practicum is a very serious problem, and another 4(33.33%) said it is a serious problem, 4(26.66%) respondents mentioned that it may cause some problem and only 1(6.66%) respondent said that it is not a problem at all.

Among the respondents of SMUC's partner schools, 6(40%) said it is a serious problem, 3(20%) said that it is a very serious problem and 5(33.33%) said that it may cause some problem. Only 1(6.66%) respondent mentioned that it is not a problem at all.

So, we can conclude that the colleges' failure to clearly tell the school based mentors the objective (s) of the practicum is a factor that affects the implementation of school-based mentoring in pre-service teacher education.

Concerning item number 7 of Table 4.11, 6 (40%) respondent mentors in KCTE's partner school said that failure of the representatives of the college to usually come to their school to discuss the problems of the student teachers and solve them for further improvement is a serious problem and still another 6(40%) mentioned that it is a very serious problem. 3(20%) respondents said that it may cause some problem.

Referring to the same question number of the same Table (i.e. table 4.11 Q. number 7), among the respondents of SMUC's partner schools, 5

(33.33%) said that it is a serious problem and another 5(33.33%) said that it is a very serious problem. 2(13.33%) respondents mentioned that it may cause some problem and 3(20%) said it is not a problem at all

So, large numbers of the respondent school based mentors believe that failure of the representatives of the college to usually come to their school to discuss the problems of the student teachers and solve them for further improvement is a problem that may hinder effective mentoring.

The next question item on Table 4.11 is question number 8. 9(60%) respondents among KCTE's partner schools said that lack of assistance from the school administrators while they were working with the student teachers may cause some problem and 6(40%) mentioned that it is not a problem at all.

Among the respondents of SMUS's partner schools, 6(40%) said that it may cause some problem, and 5(33.33%) stated that it is a serious problem. But 4(26.66%) respondents said that it is not a problem at all.

Regarding assistance from school administrators, majority of the respondents said that lack of assistance from the school administrators while they are working with the student teachers may cause some problem on their mentoring duties.

In response to item number 9 of Table 4.11, 11(73.33%) respondents of KCTE's partner school mentors said that lack of the student teachers readiness to discuss problems and exchange ideas with them and receive advice from them may cause a problem. 2(13.33%) respondents mentioned that it is a serious problem while another 2(13.33%) said it is not a problem at all.

For the question mentioned above, 5(33.33%) respondents of SMUC's partner school mentors said that it may cause some problem, 3(20%) said it is a serious problem and only 2(13.33%) respondents said that it is not a problem at all. Another 5(33.33%) respondents mentioned that it is a very serious problem.

Looking at the figures above, we can conclude that lack of student teachers readiness to discuss problems and exchange ideas with their mentors and to receive advice from their mentors may cause some problem on the mentors effective discharging of their mentoring duties.

The next question (i.e. question number 10) is whether, or not the student teachers attend classes or schools regularly. Among the sample mentors of KCTE's partner school, 7(46.66%) respondents said that absence (or being late) of the student teachers from classes or schools is a serious problem. 6(40%) respondents mentioned that it may cause some problem and only 2(13.33%) said that it is not a problem at all.

Among SMUC's partner school mentors, 6(40%) said that it is a serious problem and 4(26.66%) said it is a very serious problem. 2(13.33%) respondents said that it may cause some problem and 3(20%) mentioned that it is not a problem at all.

So, absence (or being late) of the student teachers from classes or schools is a serious problem, which may hinder the implementation of school-based mentoring because it shows the trainees lack of interest toward their practice.

Concerning the effect of the student teachers language command, 7(46.66) respondents of KCTE'S partner school said that the student teachers low language command that has negatively affect their teaching is a very serious problem and 4(26.6%) respondents mentioned that it is a serious problem. 2(13.33%) and 2(13.33%) respondents said that it may cause some problem and it is not a problem at all respectively.

On this issue, the responses of school based mentors of SMUC'S partner schools were as follows: 6(40%) said it might cause some problem. 3(20%) said it is a serious problem and another 6(40%) mentioned that it is a very serious problem.

To conclude, the data clearly shows that the student teachers poor language command affects not only their teaching but also adds burden on the school based mentors.

For question number 12 of Table 4.11, 6(40%) respondent mentors from KCTE's partner schools said that the student teachers' failure to behave in a professional manner when they interact with students may cause some problems, 5(33.33%) mentioned that it is a very serious problem. 2(13.33%) said it is a serious problem and another 2(13.33%) respondents stated that it is not a problem at all.

Regarding the responses of SMUC's partner school mentors' 6(40%) said that it is not a problem at all, 5(33.33%) mentioned it may cause some problem, 2(13.33%) said it is a serious problem and the other 2(13.33%) respondents stated that it is a very serious problem.

To sum up, the student teachers failure to behave in a professional manner when they interact with students may cause some problem for the school based-mentors effective discharging of their mentoring role.

During the interview with the school principal and department heads, this issue was raised. Some school principals said that some student teachers hairstyle, wearing style, their relationship with students of the opposite sex is not in accordance with the expectations of the teaching profession. Some male student teachers wear earrings, some female student teachers wear transparent clothes, etc., and these things are not expected from schoolteachers. In addition, the school principals and the department heads expressed their views stating that some student teachers are too careless to take the students record (i.e. attendance, mark list, etc.) in a professional manner.

All these are matters that have relation to the ethics of the teaching profession, which the student teachers are expected to learn from their school-based mentors during practicum.

The next issue is on the student teacher's reluctance to interact with other teachers in the school. Among the respondents of KCTE'S partner school mentors, 8(53.33%) said that it may cause some problem, and 3(20%) said that it is a serious problem. But 4(26.6%) said it is not a problem at all.

Among the respondents of SMUC'S partner school mentors, 7(46.66%) said that it may cause some problem, and 2(13.33%) said it is a serious problem. But 6(40%) respondents mentioned that it is not a problem at all.

So, as can be observed from Table 4.11, the majority of the respondents mentioned that the student teachers reluctance to create relationship with other teachers in the school may cause some problem for effective mentoring.

Concerning the student teachers unprepared ness before they come to classes, 9(60%) respondents among KCTE'S partner schools said that it may cause some problem and 3(20%) said that it is a serious problem. But 3(20%) respondents mentioned that it is not problem at all.

Similarly 6(40%) respondents of SMUC partner School mentors said it may cause some problem, 1(6.66%) said it is a serious problem and 3(20%) mentioned that it is a very serious problem. Among these respondents, 5(33.33%) stated it is not a problem at all.

Referring to the above figure, we can say that the majority of the student teachers were not prepared well before they come to class. This, in turn, affects the implementation of mentoring by brining extra load (challenge) to the mentors.

The next issue is the mentor's responses on the student teachers failure to give clear and precise directions to students in the classroom. In this regard, 6(40%) respondents of KCTE's partner school mentors said that it a cause some problem and another 6(40%) said that it is a serious problem while 3(20%) respondents mentioned that it is a very serious problem.

Among the respondents of SMUC'S partner school mentors. 5(33.33%) said that it may cause some problem, 2(13.33%) and 3(20%) said it is a serious problem and it is a very serious problem respectively. But another 5(33.33%) respondent's mentioned that it is not a problem at all.

So, the majority of the respondent mentors believe that the student teachers failure to give clear and precise directions to the students in the

classroom is a problem that may affect the implementation of their mentoring duties.

Regarding the student teachers' over use of the mother tongue while teaching English, 9(60%) mentors of KCTE'S partner schools said that it is a serious problem, 3(20%) said that it is a very serious problem and still another 3(20%) respondents mentioned that it may cause some problem.

In line with this, 7(46.66%) respondents mentors of SMUC'S partner schools mentioned that it is a serious problem 6(40%) said that it is a very serious problem and 1(6.66%) respondents said that it is not a problem at all.

So, as the above data shows, the majority of the student teachers over use their mother tongue (Amharic) while teaching English during their block teaching session.

The last point of Table 4.11 was about the student teachers inability to manage classes very well. Concerning this issue, 9(60%) mentors of KCTE said that it is a serious problem and 6(40%) mentioned that it might cause some problems. Among the respondents of SMUC'S partner schools mentors, 8(53.33%) said it is a serious problem and 7(46.66%) stated it might cause some problem.

So, the majority of the respondents mentioned that the student teachers were in capable of managing classes very well.

Table 4.12: Responses to whether the school based mentors themselves or someone else determine the number of periods they should observe the student teachers in number and percent by institution.

Item	Responses and number of respondents			
	Responses		No. Of respondent	Percentage
Who determines the number of periods that you should observe	KCTE'S partner school mentors	a. Yourself	10	66
		b. The college coordinator	4	26.6
		c. Your department head	1	6.66
		d. Other	-	-

the student teacher?	SMUC'S	a. Yourself	4	26.66
	partner	b. The college coordinator	8	53.33
	school	c. Your department head	3	20%
	mentors	d. Other	-	-

Table 4.12 shows that, 10(6.6%) respondents of KCTE'S partner schools said that the mentors themselves determined the number of periods that they should observe the student teacher while 4(26.6%) stated it to be the duty of college coordinator. Still another 1(6.6%) respondent mentioned that the department head determined the number of periods that he/she should observe the student teacher.

Among the respondents of SMUC'S partner school mentors, 8(53.33%) said that the college coordinator determined the number of periods that they should observe the student teacher and 4(26.6%) said that they themselves determined. Another 3(20%) respondents mentioned that their department head determined the number of their observation.

Regarding the above mentioned issue, some difference of responses is observed between the respondents of the two sample colleges. In the case of the responses of KCTE'S partner school mentors, the table indicates that the majority of the mentors determined the number of periods they should observe the student teachers. This shows that they were free whether to observe the student teachers or not. But for the majority of the respondents of school based mentors of SMUC their observation was scheduled/ determined by the college coordinator.

Here comes the question of accountability. As clearly mentioned in the literature review section of this paper (i.e. unit 2), the school and/or the college should establish an accountability system with procedures to ensure regular meetings and observations between mentors and student teachers. The literature further mentioned the fact that reliance on a system of self-monitoring by mentors cold result in laxness or even negligence of responsibility (Lawrence T.Kajs, et al 1998).

The mentors' perception of the teaching profession can have a tremendous impact on their professional development and career. To see this, a question was presented to the school based mentors under study and their responses are analyzed and interpreted as follows:

Table 4.13: whether or not the mentors advise the student teachers to remain teachers.

Item	Responses and number of respondents			
		Responses	No. of respondents	Percentage
Do you advise the student teacher to remain a teacher?	KCTE'S partner school mentors	Yes	9	60
		No	6	40
	SMUC'S partner school mentors	Yes	10	66.66
		No	5	33.33

Referring to Table 4.13, 9(60%) respondents of KCTE's partner schools and 10(66.66%) of SMUC'S partner schools said they advise the student teacher to remain a teacher. But 6(40%) of KCTE'S and 5(33.33%) of SMUC'S partner school respondent mentors mentioned that they do not advise the student teacher to remain a teacher. All of the respondents were asked to mention the bases of their advice. Those who said that they advise the student teacher to remain a teacher mentioned the fact that teaching is the mother of all profession and it is a profession which one performs with clear conscience. On the other hand, those who said they do not advise the student teachers to remain teachers mentioned that teaching is not a rewarding profession in terms of money. As a result, the society does not give appropriate place for professional teachers. Furthermore, they said teaching is a tiresome and boring kind of profession, etc.

To conclude the discussion on table 4.13, we can say that though the majority of the school based mentors show positive attitude towards teaching, quite a good number of them also show their negative attitude

(i.e. 40% of KCTE'S and 33.33% of SMUC'S partner school mentors). As a school-based mentor is an experienced teacher and a teacher with good reputation, this number (the percentage of those with negative perception) is alarming for the school-based training of student's teachers. How can a teacher who has no clear conscience towards the profession? So, this point clearly shows that partner schools and colleges should take care in the selection of school-based mentors. They have to, at least select those who have positive attitude towards their profession.

The student teachers perception of the problems affecting the success or failure of the practicum in general and the mentoring practice in particular was also the focus of this study as it is one of the possible factors that affect the implementation of school based mentoring in pre-service teacher education.

Table 4.14: The student teachers' perception of the problems affecting the practicum in general and mentoring duties in particular

Item	Responses and number of respondents with %					
		Strongly agree	Agree	Have not idea	Disagree	Strongly disagree
1. Practicum is a very important aspect of the training with out which The training cannot be successful.	KCTE'S student teachers	3 20%	7 46.66%	2 13.33%	-	3 20%
	SMUC'S student teachers	6 40%	5 33.33%	1 6.66%	2 13.33%	1 6.66%
2. The mentor is hardly familiar with the recent theories of language teaching/ learning.	KCTE'S student teachers	2 13.33%	2 13.33%	3 20%	5 33.33%	3 20%
	SMUC'S student teachers	4 26.66%	6 40%	2 13.33%	1 6.66%	2 13.33%
3. The whole situation of the school was so discouraging that I felt teaching is not a rewarding profession	KCTE'S student teachers	2 13.33%	4 26.6%	-	6 40%	3 20%
	SMUC'S student teachers	1 66.66%	5 33.33%	-	3 20%	6 40%

Regarding the information in Table 1.14, 7(46.66%) student teachers of KCTE agreed that practicum is a very important aspect of their training without which the training cannot be successful and 3(20%) strongly

agreed with this idea. But, another 3(30%) respondents strongly disagreed and 2(13.33%) said that they have no idea.

Among the respondent student teachers of SMUC, 6(40%) respondents strongly agreed 5(33.33%) agreed and 1(6.66%) respondents said that they have no idea. But, 2(13.33%) and 1(6.66%) respondent disagreed and strongly disagreed respectively.

So, when we look at the discussion above, the majority of the student teachers under study agreed and/or strongly agreed with the importance of practicum.

The second item of Table 4.14 was on the student teachers perception of their mentor's language teaching skills. Concerning this, 5(33.33%) and 3(20%) respondent student teachers of Kotebe College of Teacher Education disagreed and strongly disagreed respectively with the statement that says, "The mentor is hardly familiar with the recent theories of language teaching/ learning." Another 3(20%) respondents said that they have no idea and 2(13.33%) and still another 2(13.33%) strongly agreed and agreed respectively.

When we look at the responses of SMUC student teachers 6(40%) agreed and 4(26.6%) strongly agreed. But 1(6.66%) and 2(13.33%) respondents disagreed and strongly disagreed respectively. Another 2(13.33%) mentioned that they have no idea.

When student teachers have confidence on the competence of the school-based mentors, they will get (learn) a lot from them. But, when they have little or no confidence on the professional competence of their mentors, they do not try to learn from them, and this in turn may bridge a gap between their relationships.

The third issue of Table 4.14 is about the student teachers attitude towards school and the teaching profession. So, among the sample student teachers of KCTE, 6(40%) and 3(20%) respondents disagreed and strongly disagreed with the supposition that says. "The whole situation of the school was so discouraging that I felt teaching is not a rewarding

profession.” But 2(13.33%) and 4(26.6%) respondents strongly agreed and agreed respectively.

Similarly, 3(20%) and 6(40%) respondents from St. Mary’s university college student teachers disagreed and strongly disagreed respectively. 5(33.33%) agreed and only 1(6.66%) agreed with this idea.

Although the majority of the respondents have good attitude towards schools and the teaching profession, a considerable number of student teachers, (i.e. 26.66% and 33.33%) have negative perception of the schools and the teaching profession.

Table 4.15: The nature of the relationship between the mentors and the Student teachers; and the impact of attending regular lasses on the performance of the student teacher during practicum

Item	Responses and number of respondent with %		
		Yes	No
1. I looked upon the mentor teacher as equal and approached him/her freely as a friend or professional colleague.	KCTE’S students teachers	11 73.33%	4 26.66%
	SMUC’S student teachers	9 60%	6 40%
2. Do you think the facto that you were attending classes at the college during the practicum ad negative impact on your Performance on the practicum?	KCTE’S students teachers	4 26.66%	11 73.33%
	SMUC’S student teachers	1 6.66%	14 93.33%

Regarding item number 1 of Table 4.15, 11(73.33%) student teachers of Kotebe college of Teacher Education (KCTE) said that they looked upon the mentor teacher as equal and approached him/her freely as a friend or professional colleague and 4(26.66%) had an opposite view.

On the same issue, among St. Mary’s University College’s student teachers, 9(60%) said they looked upon their mentors as equal and approached them freely as a friend or professional colleague. But 6(40%) respondents mentioned that they didn’t.

So, the majority of student teacher respondents of the two colleges have good relationship with their mentors and this in turn maximizes the professional support they may get from their school-based mentors.

Concerning the second issue of Table 4.15, the majority of the respondents (i.e. 73.33% of KCTE'S student teachers and 93.33% of St. Mary's student teachers) said their attending classes during the practicum had no negative impact on their performance on the practicum. But, 4(26.66%) KCTE'S student teacher respondents and 1 (6.66%) SMUC'S student teacher respondents said the opposite is true.

So, the majority of the student teacher respondents believe the fact that they were attending classes at the college during the practicum had no negative impact on their performance on the practicum

The other data, which are relevant to this section, are the data obtained from the school principals and the department heads, through interview.

One area focus during the interview was on the nature of the relationship between the college and the schools. All respondents said the relationship is very loose. The colleges have little relationship with their partner schools. During the interview, the school principals mentioned that, a part from sending the student teachers to their schools, the college did not regularly 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. Here, some school principals mentioned that a kind of awareness raising or orientation was given to all the school teachers by the colleges in 1996 E.C. (when school based teacher education started.) Since then, no training, no seminar, no workshop has ever been conducted. The schools appointed new teachers as school-based mentors from time to time and the colleges haven't tried even to know them. Some school principals said that the colleges, sometimes, helped them by giving material support and if this is frequent and includes the offerings of skill training, their relationship would be fruitful.

Another question in the interview, which has relevance with the colleges and the partner schools relationship, is the question about the negative and positive impact of practicum on the schools regular activities and the

measures the school principals took to solve the problems mentors face during their mentoring practice.

The interviewees tried to answer the positive and negative impacts of practicum as the following:

Positive impacts:

- The student teachers give some professional support to the mentors (by giving tutorial to slow learners by helping the teacher in class management, by checking the students' exercise book, etc.)
- The student teachers help students to maintain school discipline.

The negative impacts:

- Some student teachers are not ethical, (their wearing style. Some male student teachers wear braids, some have ear rings and some female student teachers wear transparent closes and mini skirt...).
- Some male trainees have unnecessary relationship with students of the opposite sex.
- Some trainees do not teach well (during a month's block teaching)
- Some trainees are too careless in keeping the students' record (i.e. attendance and mark list) some of them even keep the records with them after their practice is over (did not return the documents to the teachers).

As we can see, the negative impact exceeds the positive. This shows that the school principals consider practicum as an intervening program to their regular activities.

The other question which was presented to school principals and department heads, was what criteria, if any, they use in selecting the mentors and whether the mentees have the right to choose each other. Some of the interviewees said that they use the performance evaluation of their school as criteria. A teacher with maximum evaluation point can be a mentor. But many respondents mentioned that they have no criteria at all.

All teachers in the school are mentors. This shows that even a teacher with little or no experience can also be a mentor.

When they were asked about their perception of the role of the school based mentors in the over all training of the student teachers, they said that the roles of the school based mentors in the training and over all professional development of student teachers are complex They said the school mentors help the student teachers to integrate theory into practice. They also share their professional expertise and advise the student teachers to be ethical teachers, etc. So, the school principals have good perception of the school mentors mentoring role.

Another question that the school principals and the department heads were asked during the interview was whether the school-based mentors perform their mentoring duties voluntarily or not. Almost all respondents said that they do it voluntarily and only one respondent school principal said the mentors take it as an extra responsibility, because of the workloads it adds on them.

Finally they were asked to mention some possible measures that should be taken either by the college or by the school to maximize the mentoring roles of the school based mentors. School principals and the department heads raised the following points:

- Establishing strong relationship between the colleges and their partner schools,
- Establishing close and strong relationship between the school based mentors and college tutors,
- Giving training on mentoring skill,
- Giving incentive to mentors (either in cash or in kind)
- Supporting the schools with materials (books, used computers...)
- Establishing accountability system to the whole process, etc.

The practicum unit coordinators and tutors of the two colleges were also interviewed on factors affecting the success of the practicum in general and mentoring activities in particular. They mentioned lack of follow up mechanisms (controlling mechanism) which should be established jointly by the college and the partner schools, incentive expectation on the part of the mentors, limited support from the colleges and the schools, loose relationship between the colleges and their partner schools, etc.

They were also asked whether they have set detailed guidelines for practicum that clearly state the duties and responsibilities of the mentors in the practicum and whether, or not the mentors have access to it. Both coordinators and tutors of the sample colleges said that they have prepared detailed guidelines, which they hope, give mentors insight on how they can carry out their mentoring tasks and distributed to all mentors. Particularly, the St. Mary's college practicum coordinator said that the office (i.e. the practicum office) had organized two workshops for mentors, school principals and vice-principals on practicum. During that workshop, summary of the practicum guideline was given as a handout.

Another interview question that was given to the coordinators and college tutors was on their perception as to whether the schoolteachers have enough theoretical knowledge and practical experience to serve as mentors. They said that since training was not given on mentoring skill, it is difficult to say the schoolteachers have enough theoretical knowledge. But some of the mentors have long teaching experience, though some are fresh graduates. So, those with long teaching experience might have enough practical experience to share with the student teachers they work with.

They were also asked whether they have any criteria used in the selection of teachers who served as mentors, like the majority of the school principals and the department heads, the coordinators also said that there is no criterion for the selection of the mentors. The coordinator of KCTE mentioned that the mentors are simply selected for the sole reason of

accommodating the student teachers. The practicum unit coordinator of St. Mary's university college, on the other hand, mentioned that the selection is left to the school principals.

Finally, the coordinators and college tutors were asked what possible measures should be taken to maximize the mentoring roles of the schoolteacher and they mentioned the following as major considerations:

- Frequent awareness raising programs for all partakers of the school-based teacher education;
- Strengthen the support given to partner schools;
- Collaboration with partner schools, regional education bureau and other teacher education colleges;
- Experience sharing with similar institutions in and out of the region.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the following conclusion and recommendations are made.

5.1 Conclusion

Most of the school-based mentors under study are not well experienced in the teaching profession in general and in language teaching in particular; Furthermore, they didn't get training, workshop, seminar, etc. on mentoring skill. In addition they have no access to reading materials on mentoring.

Majority of the respondent school mentors perceived that mentoring is an important aspect of a school based teacher education (practicum). So, they believe that school-based mentors play a significant role in the training of student teachers.

Although the majority of the respondent school-based mentors consider serving as a mentor of a student teacher is part of their professional responsibility, they seek payment for the mentoring task they render. These two contrasting ideas indicate most of the respondent school mentors perceive mentoring as an extra responsibility.

Most of the school-based mentors under study believe that they should repeatedly observe the student teachers teaching and give feedback.

Even though the majority of the respondent school mentors clearly know their relationship with the student teachers, quite a good number of them are in a cloudy confusion about their possible relationship with student teachers.

All school-based mentors under study are volunteered to accept student teacher to work with.

Although the school mentors said they provided all the necessary supports to the student teachers, the student teachers felt that they did not get as

much help as they were expected to get from their mentors. The college practicum coordinators supplement the student teachers idea during the interview.

Regarding the kinds of help they gained from their mentors, the majority of the respondent student teachers of both colleges mentioned the following:

- The mentor was available and warmly accepted them whenever they wanted her/him for discussion or consultations;
- The mentors introduced them to other teachers and administrative workers.

Only St. Mary's university college respondent student teachers said they gained the following help from their mentors:

- They were invited to their mentor's classes to see their mentor's teaching and learn from it outside the observation week;

Their mentors told them in detail the rules and regulations and the administration structure of the school,

The reason for this disparity is that the student teachers of Kotebe College of Teacher Education got school-based mentors' help towards the end of their training while St. Mary's University College student teachers start working with school-based mentors at the very beginning of their training.

On the other hand, the majority of the student teachers of the two colleges mentioned that they did not get the following kinds of help from their mentors:

- Their mentors did not encourage them to freely express their view about teaching;
- They (the student teachers) were not told the right way to teach by their mentors during feedback session;
- They were not helped to know the curriculum in general and the language syllabus in particular;

- Their mentors did not work with them in planning and team teaching the lesson.

Only student teachers of Kotebe College of Teacher Education said they did not get the following kinds of help from their mentors:

- They were not invited to their mentor's classes outside the observation week;
- Their mentors did not tell them in detail the rules and regulations and the administrative structure of the schools, etc.

The study also reveals the following issues as the factors that affect the implementation of school-based mentoring during practicum. These issues include:

- Considering mentoring as an extra responsibility;
- The school based mentors lack of enough time to work with student teachers;
- Inappropriacy of the practicum programs;
- The number of student teachers working with a mentor;
- The colleges' failure to clearly tell the objective (s) of the practicum;
- Failure of the colleges representatives to usually visit their partner schools and discuss the problems of the student teachers and seek solution;
- Lack of assistance from school administrators;
- Lack of student teachers readiness to discuss problems and exchange ideas with their mentors;
- Absence (or being late) of student teachers from classes or schools;
and
- The student teachers failure to behave in a professional manner when they interact with students; etc.

In addition, the college/the partner schools did not establish an accountability system with procedures. Most of the school-based mentors rely on a system of self-monitoring.

Some student teachers have no confidence in the language teaching competence of their mentors. As a result, they are reluctant to learn from competence of their mentors. As a result, they are reluctant to learn from them.

Although the majority of the student teachers under study have positive attitude towards schools and the teaching profession, some (quite a good number) of them have negative perception.

The relationship between the colleges and their partner schools is loose. There is no frequent relationship between these parties. As a result, the colleges' and the partner schools' communication on the issue of practicum in general and mentoring in particular are infrequent.

Most school principals consider practicum as an intervening program to their regular activities.

Both the colleges and/or the partner schools have no criteria for the selection of school-based mentors. In most cases, all teachers are mentors.

5.2. Recommendations

- 1) Since the very essence of school-based mentoring in pre-service teacher education is sharing professional expertise and experience to student teachers, teachers who serve as mentors should have the necessary expertise and experiences. So partner schools and/or colleges should establish criteria for the selection of school mentor. It is advisable to give chance to more experienced and more efficient teachers.
- 2) School based mentors should be given a refresher or an awareness raising courses in the form of seminars, workshops discussion forums, etc. which would make them see problems and seek solutions to the prevailing problems of school based mentoring. Doing this may acquaint school-based mentors with up to date skills of mentoring.

- 3) School based mentors should be motivated to carry out their mentoring duties effectively (by giving incentives like scholarship to some competent mentors or their families, giving certificate of service, etc.)
- 4) Colleges should organize and give frequent trainings, workshops, and seminars to the school-based mentors on mentoring skills. They should also provide mentors with reading materials on mentoring
- 5) 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.
- 6) The colleges and/or the partner schools should establish an accountability system with procedures to ensure regular meetings and observation between mentors and student teachers.
- 7) School-based mentoring should be started at the very beginning of the student teachers training as school-based teacher education primarily requires it. Furthermore, this will give enough time to the student teachers to get much help and professional experience.
- 8) Further research should be conducted on how to make pre-service teacher education more school-based.

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Appendix A

Addis Ababa University

School of Graduate Studies

Questionnaire to be Filled in by School-based Mentors

Dear teacher,

The purpose of this questionnaire is to gather data from school-based mentors for a project that has been designed to study “The state of mentoring in practicum activities.” The questionnaire has four parts. The first part has questions perception of their mentoring role. The third part explores the factors that affect the metors’ effective discharging of their mentoring role. The last part is about the extent to which the mentors are discharging their mentoring role and other related issues.

I, therefore, kindly request you to read all the questions in this questionnaire and then give your responses clearly. Your genuine contributions are essential for the success of this study.

Thank you in advance

Part One

Background information

Directions: 1. Please, write your responses to question 1-3 in the blank spaces.

2. Indicate your responses to questions 4 and 5 by circling one of the letters of alternatives under the questions.

1. Your highest qualification _____Major _____minor
2. Your English teaching experience _____Years.
3. Number of years you have served as mentor _____years.
4. Have you ever participated in a workshop, seminar or any sort of training about mentoring? A. Yes B. No
5. Do you have access to reading materials about mentoring either in your school or out of the school?
 - A. Yes, to a great extent
 - B. Yes, to some extent
 - C. I don't have any access at all

Part Two

Perception of the School based mentors about their Mentoring role

Directions: Please indicate your opinion about the following statements by putting a tick (✓) in one or the boxes (1-5) against each statement

1= strongly agree

2= agree

3= no idea

4= disagree

5= strongly disagree

	1	2	3	4	5
1. The mentor is more appropriate in helping the student teachers during teaching practice than the college tutor					
2. Training the student teachers is basically the responsibility of the college instructors. Therefore, the mentor should play little role in the training of the student-teachers.					
3. Because the college instructors have more knowledge about teaching/learning, they are more appropriate to help the student-teachers during practicum than the mentors.					
4. Because the mentor is engaged in extra work when working with the student-teachers s/he should be paid for it.					
5. Serving as a mentor of the student teachers during practicum is part of the professional duties of the school teachers (mentors)					
6. The mentor should repeatedly observe the student teacher teaching and give feedback.					
7. The mentor should look upon a student teacher as his peer.					
8. The mentor should create a strong and close relation with the student-teacher, s/he has worked with and the relation should be long lasting even after the practice is over.					
9. Because the student-teachers have current knowledge about the methods and techniques of language teaching, the mentor could learn a lot from them.					

Part Three

Factors that affect the school-based mentors' effective discharging of their mentoring role

Direction: Please indicate the magnitude of each of the following problems by putting a tick (✓) in one of the boxes against each statement.

- 1= not a problem at all 2= it may cause some problem
 3= it is a serious problem 4= it is a very serious problem

1. Getting little or no payment for the extra responsibility I assume during the practicum in working with the student teachers.	1	2	3	4
2. Lack of enough time to sit down and work with the student-teacher				
3. Inappropriacy of the time of the practicum program				
4. Number of student teachers given to me to work with				
5. Lack of adequate knowledge about the current language teaching theories, methods and techniques to give the student-teachers feedback effectively				
6. The college's failure to clearly tell me the objective (s) of the practicum.				
7. 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.				
8. Lack of assistance from the school administrators while I was working with the student teachers.				
9. Lack of the student-teachers readiness to discuss problems and exchange ideas with me and to receive advice from me.				
10. Absence (or being late) of the student teachers from classes or schools.				
11. The student teachers low language command that has negatively affect their teaching.				
12. Students teachers' failure to behave in a professional manner when they interact with students				
13. The student teachers' reluctance to create interaction with other teachers in the school				
14. The student teachers' unprepared ness before they come to classes				
15. The student teachers' failure to give clear and precise directions to student in the classroom				
16. The student teachers' overuse of mother-tongue while teaching English.				
17. The student teachers' inability to manage classes very well.				

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

Part-Four

Please indicate your responses to the following questions by circling one of the given choices under each question. Write your responses briefly to the open-ended questions.

1. Do you volunteer to accept student-teachers to work with?
A. Yes B. No, please justify your response to Q 1
2. How often do you observe a student teacher teaching?
A. More than twice a week B. Twice a week
C. Once a week D. Once in two weeks
3. Who determines the number of periods that you should observe the student-teacher?
A. Yourself B. The college coordinator
C. Your department Head D. Other, please specify _____
4. How often do you discuss with the student-teacher issues related to their teaching and/or other issues related to the profession?
5. Do you let the student teachers observe your classes while you are teaching outside the observation week?
A. Yes B. No If yes, how often?
6. Do you help the student teachers to plan their lessons very well?
A. Yes B. No If yes, how often?
7. Do you advise the student teacher to remain a teacher? A. Yes B. No
8. Whatever your response to Q7 above, what is the basis of your advice?

9. How do you evaluate the evaluation checklist set by the college?
Comment on its strong sides as well as weak sides. _____

10. List some of the weaknesses which were characteristics of those
student teachers you thought were less successful. _____

11. List any pieces of advice, which you would like to give to prospective
student teachers to become successful teachers. _____

12. What do you say the college should do if any improvement is desired?

Appendix B

የአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ት/ቤት

በት/ቤት ተባባሪ መምህራን (school-based mentors) የማሻሻያ መጠይቅ የተከበሩ መምህራን

ጥያቄዎቹን በጥንቃቄ በማንበብ ምላሽዎን እንዲሰጡ በትህትና እየጠየቅሁ የርስዎ ቀና ትብብር ጥናቱን ከዳር ለማድረስና የታሰበለትን አላማ እንዲያሳካ ለማድረግ ከፍተኛ እገዛ እንዳው እንልግለሁ። የዚህ መጠይቅ አላማ በመምህራን ሥልጠና ወቅት የት/ቤት ተባባሪ መምህራን የመተባበር ሥራቸውን በበቂ ሁኔታ እንዳይወጡ የሚያደርጓቸውን ችግሮች በመለየት የመፍትሄ ሃሳብ ለመጠየቅ ነው።

ስለ ትብብርዎ

አመሰግናለሁ።

ክፍል አንድ

አጠቃላይ መረጃ

መሪያ፡

1/ ተራ ቁጥር 1-3 ያሉትን ጥያቄዎች በባዶ ቦታዎቹ ላይ ይጻፉ

2/ ተራ ቁጥር 4-5 ከተሰጡት ምርጫዎች ትክክለኛውን ምላሽ የያዘውን ፊደል ያክብቡ።

1. የትምህርት ደረጃ _____ ዋና ትምህርት _____ ደጋፊ ትምህርት _____

2. የቋንቋ ትምህርት የማስተማር ልምድ _____ አመት

3. በተባባሪ መምህርነት (Mentor) ያለ ልምድ _____ አመት

4. ተባባሪ መምህርነትን (Mentoring) በተመለከተ ወርክሾፕ ሴሚናር ወይም ማንኛውንም አይነት ስልጠና ተካፍለው ያወቃሉ

ሀ. ተካፍያለሁ

ለ. አልተካፈልኩም

5. ተባባሪ መሪነትን (Mentorship) በተመለከተ የተጻፉ ሊነበቡ የሚችሉ መጻሕፍት መጽሔቶች ወዘተ በትምህርት ቤትዎ ወይም ከትምህርት ቤትዎ ወጪ ያገኛሉ?

ሀ. አዎ በብዛት አገኛለሁ

ለ. አዎ በመጠኑ /የተወሰነ/ አገኛለሁ

ሐ. አላገኝም

ክፍል ሁለት

ተባባሪ መምህራን የመተባበር ማገገሚያው በተመለከተ ያላቸው ግንዛቤ መመሪያ፡ እባክዎ ሃሳብዎን ከያንዳንዱ አረፍተ ነገር ፊት ለፊት ባሉትና ከ1 እስከ 5 በተመለከቱት ሣጥኖች ወስጥ የጫኑት ምልክት /√/ በማድረግ ይግለጹ፡፡

- 1. በጣም እስማህሉ
- 2. እስማህሉ
- 3. ሃሳብ የለኝም
- 4. አልስማምም
- 5. በጣም አልስማምም

	1	2	3	4	5
1. በፕራክቲከም ወቅት ከኮሌጅ ቱተሩ ይልቅ የትምህርት ቤት ተባባሪ መምህራን የተማሪ አስተማሪውን ለመርዳት እስፈላጊ /ተገቢ/ ናቸው፡፡					
2. የተማሪ አስተማሪዎቹን የማሰልጠኑ ሃላፊነት በዋናነት የኮሌጅ መምህራን (instructors) ሃላፊነት ነው፡፡ ስለዚህ የተማሪ አስተማሪዎችን በማሰልጠን ሂደት የተባባሪ መምህራን (mentors) ማገገሚያ አናሳ /ዝቅተኛ/ ነው፡፡					
3. የኮሌጅ መምህራን (instructors) መሣር/ማስተማርን አስመልክቶ ሠፊ ዕውቀት ስላላቸው በፕራክቲከም ወቅት ተማሪዎቹን ለመርዳት ከተባባሪ መምህራኑ የተሻሉ /ተገቢ/ ናቸው፡፡					
4. ከተማሪ አስተማሪዎች ጋር በሚሰሩበት ወቅት ለተጨማሪ ስራ በመዳረጋቸው ተባባሪ መምህራን (mentors) ከፍተኛ ይገባቸዋል፡፡					
5. በፕራክቲከም ወቅት ተባባሪ መምህር ሆኖ ማሰልጠኑ የመምህሩ መቆየት ግዴታ ነው፡፡					
6. ተባባሪ መምህሩ (mentor) የተማሪ አስተማሪው ሲያስተምር በተደጋጋሚ ምልክታ ማድረግና ምላሽ አስተያየት (feed back) መስጠት አለበት፡፡					
7. ተባባሪ መምህሩ (mentor) የተማሪ መምህሩን እንደ አቻው (peer) ሊመለከተው ይገባል፡፡					
8. ተባባሪ መምህሩ (mentor) አብሮት ከሚሰራው የተማሪ አስተማሪ ጋር የጠበቀና የቀረበ ግንኙነት መፍጠር አለበት፡፡ ይህ ግንኙነትም የማስተማር ልምምድ (practicum) ጊዜ ካበቃ በኋላ ቀጣይ መሆን ይኖርበታል፡፡					
9. የተማሪ አስተማሪው ዘመናዊውን የቋንቋ ማስተማር ስነ ዘዴ					

14. የተማሪ አስተማሪዎቹ ለማህተም ወደ ክፍል ከመግባታቸው በፊት በቂ ዝግፍት አለማድረጋቸው				
15. የተማሪ አስተማሪዎች በማይስተምሩበት ወቅት ለተማሪዎች ግልጽና አጭ መመሪያ የመስጠት ችግር				
16. የተማሪ አስተማሪዎች እንግሊዝኛ ቋንቋን በማይስተምሩበት ወቅት የአፍ መፍቻ ቋንቋቸውን በብዛት /ከተገቢው በላይ/ መጠቀም				
17. የተማሪ አስተማሪዎቹ የማይስተምሩበትን ክፍል በተገቢው ሁኔታ መቆጣጠር አለመቻል (the student teachers' inability to manage classes very well)				

18. በዚህ መጠይቅ ያልተካተቱ ነገር ግን የተባባሪ መምህርነት ማዳደር (mentoring role) በአግባቡ እንዳይወጡ ያደረጉ/የማይደረጉ ችግሮች ካሉ መዘርዘር ይግለጻቸው፡፡

ክፍል አራት

ከዚህ ቀጥሎ ለቀረቡት ጥያቄዎች ምላሽዎን የተሰጡትን አማራጮች በመክበብ ይገለጹ፡፡ ምርጫ ላልተሰጣቸው ጥያቄዎች ምላሽዎን በአጭብ በተሰጠው ክፍት ቦታ ላይ ይጻፉ

1/ የተማሪ አስተማሪዎችን ተቀብለው አብረው ለመሰራት ፈቃደኛ ነዎት?

- ሀ / አዎ
- ለ / አይደለም

2/ የተማሪ አስተማሪዎች የክፍል ማህተም ምልክታ በምን ያህል ጊዜ ያከናወናሉ፡፡

- ሀ / በሳምንት ከሁለት ጊዜ በላይ
- ለ / በሳምንት ሁለት ጊዜ
- ሐ / በሳምንት አንድ ጊዜ
- መ / በሁለት ሳምንታት አንድ ጊዜ

3/ የተማሪ አሥተማሪዎች የክፍል ምልክታ ለምን ያህል ክፍለ ጊዜ ማድረግ እንደሚገባዎቻቸው ማወቅ ይቻላል?

- ሀ / እርስዎ
- ለ / የኮሌጁ አስተማሪ
- ሐ / የክፍል ትምህርት ሃላፊው
- መ / ሌሎች ካሉ ይገለጹ

4/ ከማህተም ስራቸው ጋር በተያያዙ ወይም ባጠቃላይ ከማህተም መቻላቸው ጋር የተገናኙ ጉዳዮችን በተመለከተ ከተማሪ አስተማሪዎቹ ጋር ምን ያህል ጊዜ ይወያያሉ፡፡

- ሀ / በሁለት ሳምንት አንድ ጊዜ
- ለ / በሳምንት አንድ ጊዜ

ሐ/ በሳምንት ሁለት ጊዜ

መ/ በሳምንት ከሁለት ጊዜ በላይ

5/ ከክፍል ምልክታው ሳምንት ወጪ ለተማሪ አስተማሪዎቹ እርስዎ እያስተማሩ ክፍልዎን እንዲመለከቱ ይፈቅዳላቸዋል?

ሀ/ አዎ

ለ/ አልፈቅላቸውም

ሐ/ መልሱ አዎ ከሆነ ለምን ያህል ጊዜ _____

6/ የተማሪ አስተማሪዎቹ የማይስተምሩትን ት/ት የመጠነ-መካከለኛ እቅድ በተሳካ ሁኔታ እንዲያዘጋጁ ይረዳሉ /ያግዛሉ/?

ሀ/ አዎ /አግዛለሁ/

ለ/ አላግዝም

ሐ/ መልሱ አዎ ከሆነ

ለምን ያህል ጊዜ _____

7/ የተማሪ መምህሩ በመምህርነቱ እንዲቀጥል /መምህር/ ሆኖ እንዲቀር ይመክሩታል?

ሀ/ አዎ

ለ/ አይደለም /አልመክርም/

9/ ለጥያቄ ቁጥር 7 ምላሽዎ ምንም ቢሆን የዚህ ምክርዎ /ጭብጥ/ መሰረት ምንድን ነው?

10/ በእርስዎ አመለካከት ያልተሳካላቸው ናቸው የሚሏቸው የተማሪ አስተማሪዎች ካሉ እንዳይሳካላቸው ያደርጓቸውን ነጥቦች ይዘርዝሩ፡፡

11/ እጩ መምህራን የተሳካላቸው መምህራን እንዲሆኑ ምን ማድረግ አለባቸው ይላሉ፡፡ ምክርዎን ይለግሷቸው፡፡

12/ የመተባበር ስራዎ ለወደፊቱ መሻሻል ቢያስፈልገው ኮሌጁ ምን ማድረግ አለበት ይላሉ?

Appendix C
Addis Ababa University
School of Graduate Studies
A questionnaire for the student teachers.

Dear trainee

The purpose of this questionnaire is to gather data from student-teachers for a project that has been designed to study “the state of mentoring in practicum activities.” The questionnaire has three parts. Part I is about the students’ perception of the program. Part II is about the practical help the students gained from the mentors and part III is about the problem they faced during the practicum and their suggested solutions.

I, therefore, kindly request you to read all the questions in this questionnaire and then give your responses clearly. Your genuine contributions are essential for the success of the study.

Part One

Directions: please indicate your responses to the following statements by putting a tick (✓) in one of the boxes against each statement.

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

	1	2	3	4	5
1. Practicum is a very important aspect of the training without which the training can not be successes					
2. I enjoyed the practicum very much and was encouraged to become competent teacher in the future					
3. The mentor was of more practical help for me than my college supervisor during the practicum.					
4. I did not gain as much help and practical experience as I had thought to gain from the mentor.					
5. The mentor is hardly familiar with the recent theories of language teaching/learning.					
6. The whole situation of the school was so discouraging that I felt teaching is not a rewarding profession					

Part Two

Directions: Give responses to the following statements by putting a tick (✓) in one of the boxes against each question.

	Yes	No
1. I looked upon the mentor teacher as equal and approached him/her freely as a friend or professional colleague		
2. The mentor wanted me to teach just like she/he did and criticized me when I deviated		
3. The mentor introduced me to other teachers and administrative workers. This helped me to feel at home (relaxed) in the school compound.		
4. She/he encouraged me to freely express my views about teaching: he/she did not try to tell me the right way to teach during feedback sessions.		
5. She/he invited me to his/her class while she/he was teaching to enable me to observe her/his lesson presentation and learn from it outside the observation week		
6. The mentor helped me to know the curriculum in general and the English language syllabus in particular.		
7. She/he sometimes worked with me in planning and team teaching the		

lesson with me.		
8. She/he told me in detail the rules and regulations and the administrative structure of the school; how to deal with disruptive students etc.		
9. I want to take the mentor as a model in my professional and general personal life.		
10. Whenever I wanted the mentor for discussion or any sort of consultation, she/he was available and she/he warmly accepted me.		

Directions: indicate your responses to the following questions by circling the letter of the given alternatives or by writhing

11. How often did you meet the mentor to discuss your teaching and other related issues?

- A. More than twice a week B. Twice a week
C. Once a week D. Once in two weeks

12. Did you get opportunities to informally discuss with the mentor general issues about the profession or general life experience?

- A. Yes B. no if yes, how often? _____

13. Do you think the fact that you were attending classes that the college during the practicum had negative impact on your performances on the practicum?

- A. Yes B. No if 'Yes' to what extent? _____

14. Please list down other aspects not included in this questionnaire in which you think the mentor helped you. _____

Appendix D

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
ለተማሪ አስተማሪዎች የተዘጋጀ መጠይቅ

የዚህ ጥናት አላማ በመሥራት ስልጠና ወቅት የት/ቤት ተባባሪ መሥሪያ ቤቅ የመተባበር ስራቸውን በበቂ ሁኔታ ተግባራዊ እንዳያደርጉ መሰናክል የሆኑ ችግሮችን ለይቶ በማወጣት የመፍትሄ ሐሳብ መጠየቅ ነው፡፡

ጥያቄዎችን በጥንቃቄ በማንበብ ምላሽዎን በግልጽ በየክፍሉ በተሰጠት መመሪያዎች መሰረት እንዲሰጡ በትህትና እየጠየቅሁ የርስዎ ቀና ትብብር ጥናቱን ከዳር ለማድረስና የታሰበለትን አላማ እንዲያሳካልን ከፍተኛ እገዛ እንዳለው እገልጻለሁ፡፡

ስለ ቀና ትብብርዎ

አመሰግናለሁ፡፡

ከፍል አንድ

	አቀራረቡን/አቀራረቧን በመጠልከት እንድንማር ይጋብዘኛል /ትጋብዘኛለች					
6	የት/ት ቤት ተባባሪ መ/ሩ ባጠቃላይ ስርዐተ-ትምህርቱንና በተለይ የቋንቋ ስለባለቤት እንዳወቅ ረድቶኛል					
7	ተባባሪ መ/ሩ/ራ አንዳንድ ጊዜ /አልፎ አልፎ/ የትምህርት ዕቅድን በጋራ በማወጣትና በጋራ በማስተማር ረድተዋል					
8	ተባባሪ መ/ሩ የት/ቤቱን አስተዳዳሪዎ መቅር የትቤቱን ህግና ስነ-ስርዓት እንዲሁም ምግባረ ብልሹ ተማሪዎችን እንዴት መያዝ እንዳለብኝ ወ.ዘ.ተ. በዝርዝር ነግሮኛል፡፡					
9	በመጽሐፍ በአጠቃላይ ህይወቴ የት/ት ተባባሪ መ/ሩን (role model) አርአያ አድርጌ መወሰድ አፈልጋለሁ፡፡					
10	የት/ት ተባባሪ መ/ሩን ለማንኛውም አይነት ወይይትና ምክክር ስፈልገው በቀላሉ አገኘዋለሁ እሱም በደስታ ይቀበለኛል፡፡					

መሠረድ: የማስተላለፍ ጥያቄዎች መልሶቻቸውን የያዙት ፊደላት በመክበብ ወይም በጽሁፍ በመገለጽ ይመልሱ፡፡

11. ስለማስተማር/ሽና ስለተያያዙ ጉዳዮች ለመወያየት ከት/ት ተባባሪ መ/ሩ ጋር በምን ያህል ጊዜ ትገናኛላችሁ?

- ሀ/ በሳምንት ከሁለት ጊዜ በላይ
- ለ/ በሳምንት ሁለት ጊዜ
- ሐ/ በሳምንት አንድ ጊዜ
- መ/ በሁለት ሳምንት አንድ ጊዜ

12. ስለማስተማር መጽሐፍ አጠቃላይ ጉዳዮችና ስለ አጠቃላይ የህይወት ልምድ በት/ቤት ተባባሪ መ/ሩ ጋር የመወያየት አጋጣሚ /አድል/ አግኝተህ/ሽ ታወቃለህ/ ታወቁያለሽ?

- ሀ/ አዎ
- ለ/ አላገኘወም

13. በማስተማር ልምድ (Practicum) ወቅት ተጓዳኝ በኮሌጅ ት/ት መኖሩ /መጽሐፍ/ በማስተማር ልምድ (Practicum) ከንወን ላይ አሉታዊ ተጽእኖ አለው?

- ሀ/ አለው
- ለ/ የለውም

ሐ/ መልሱ አለው ከሆነ ምን ያህል ነው?

14. የት/ቤት ተባባሪ መ/ራኑ የረዳዎትና በዚህ መጠይቅ ያልተካተቱ ጉዳዮች ካሉ ይዘርዝሯቸው

Appendix E

Interview Questions for the College tutors and the Practicum program Coordinators

1. What is your responsibility in the practicum program?
2. For how long have you served at this position?
3. What (or how much) role should the mentors in the cooperating schools play in the process of practicum?
4. Do you think that the mentors have played the role they are supposed to play in the process of equipping the trainees with practical skills of teaching?
5. What practical factors do you believe have stood against the teachers' effective discharging of their mentoring role?
6. How do you think they could be solved or minimized?
7. Do you say that the college has successfully worked in collaboration with the partner schools to facilitate the implementation of the program? If yes, how? If not, what are the reasons for your failure to work in collaboration with the schools?
8. Have you set detailed guidelines for practicum program that clearly state the schools?
9. If there is the guideline, do the mentors have access to it?
10. Do you think that the time allotted to practicum is enough for the mentors to fairly successfully carryout their mentoring role? If not how long should it be?

11. Do you think that the schoolteachers have enough theoretical knowledge and practical experience to serve as mentors?
12. Do you think that the schoolteachers are willing (ready) to work as mentors? Why?
13. Are there any criteria used in the selection of teachers who serve as mentors? If yes, what are they?
14. What possible measures should be taken to maximize the mentoring roles of the schoolteachers?

Appendix F

አዲስ አበባ ዩኒቨርሲቲ

ድኅረ ምረቃ ት/ቤት

ለትምህርት ቤቶች አስተዳዳሪዎች፣ ድሬክተሮች፣ ምክትል ድሬክተሮች እና የትምህርት ክፍሎች ኃላፊዎች/የቀረበ መጠይቅ

1. በትምህርት ቤቱ የሥራ ድርሻዎ ምንድነው?
2. በኃላፊነትዎ ለምን ያህል ጊዜ ሰርተዋል?
3. ለማህተማር ልምምድ የሚሞኩ የተማሪ አስተማሪዎችን የምትቀበሉት እነዴት ነው? ደንብ አለ ወይንስ በሁለታችሁ /በናንተና በኮሌጁ/ መሆኑን በማድረግ መግባባት ነው?
4. የማህተማር ልምምድ ሥራ በተሳካ ሁኔታ እንዲካሄድ ኮሌጁ ምን ያህል ከእናንተ ጋር ተባብሮ ይሰራል? ትብብራችሁን በምን በምን መልኩ ነው? /በገንዘብ፣ ዕውቀት በማክፋፈል፣ ያጋጠሙ ችግሮችን ተከታትሎና ከእናንተ ጋር ተወያይቶ መፍትሔ በመፈለግ ወዘተ.፡፡
5. ይህ የማህተማር ልምምድ በሥራችሁ ላይ ያለውን አሉታዎና አዎንታዊ ተጽዕኖዎችን ቢገልጹላቸው?
6. ከተማሪ አስተማሪዎች ጋር እንዲሠሩ የሚጠይቁት የት/ቤታችሁ ተባባሪ መሆኑን ከተማሪ አስተማሪዎቹ ጋር በማቆየት ጊዜ አጋጥሟቸው ለእናንተ የሚሻሻልዎት ችግሮች አሉ? ካሉ ዋና ዋናዎቹን ቢጠቅሱላቸው?
7. ከተማሪ አስተማሪዎቹ ጋር የማህተማር ተባባሪ መሆኑን የምትመርጡበት መሰረቶች አሉ? ካሉ ምን ምን ናቸው? ለምሳሌ መሆኑን አብሮት መሰረት የሚፈልገውን መሆን የመረጥ መሰረት አላቸው?
8. ከተማሪ አስተማሪዎቹ ጋር ለመሥራት የተባባሪ መሆኑን የቻቸሁ ፍላጎትና ዝግጁነት ምን ያህል ነው? በሌላ አባባል ሥራውን እንደ ተጨማሪ ጫና ነው የሚቆየት ወይስ የሥራቸው አካል እንደሆነ አድርገው ነው የማቅበሉት?
9. በዚህ ወቅት እነዚህ መሥሪያቸው የሚያገጥማቸውን ችግሮች ለመፍታት በእናንተ በኩል የሚጠበቅ እርምጃዎች/ድጋፎች/ ምን ምንድን ናቸው?
10. እርስዎ እንደ አንድ ግለሰብ እነዚህ ተባባሪ መሆኑን የተማሪ አስተማሪዎቹን በማሰልጠኑ ሂደት ወስጥ ያላቸው ማድ ምናልባትም ከኮሌጁ ከሚሞኩ መሆኑን /ኢንስትራክተርስ/ ማድ ጋር ስናነጻጽር ምን ያህል ነው ይላሉ?

ሀ/ በጣም የጎላ ማድ አላቸው
 ሐ/ እርግጠኛ አይደለሁም

ለ/ መጠነኛ ማድ አላቸው
 መ/ የጎላ ማድ የላቸውም

11. እንደ እርስዎ እምነት እነዚህ ተባባሪ መሥሪያ ቤቶች ከተማ አስተዳደር ጋር ለመስራት አስተዳደራዊ ግዴታ አባላቸው ወይስ በፈቃደኝነታቸው ላይ የተመሰረተ ነው ይላሉ? ተባባሪ መሥሪያ ቤቶች ተማሪ አስተማሪዎቹን በተግባር ልምድ ላይ የበለጠ እንዲረዱ በኮሌጁም ሆነ በእናንተ በኩል መደረግ አለባቸው የሚሉትን ነገሮች ካሉ ቢገልጹልን?

Appendix H

ቅድስት ሚያም ኮሌጅ

የስራ ላይ ልምድ ቢሮ

የክፍል ወስጥ ምልክታ (Observation) መገምገሚያ ቅጽ
/በት/ቤት መሥሪያ ቤቱ የሚሆነው/

የእኔ መሥሪያ ቤቱ ስም _____ የመሥሪያ ቤቱ ስም _____
 ዲፕሎማ ሰርተፊኬት የት/ቤት ስም _____
 ዲፓርትመንት _____ ክፍልና ሴክሽን _____

እባክዎን ሰንጠረዥ ወስጥ ባሉ የክንወን መስፈርቶች መሰረት ስለእኔ መሥሪያ ቤቱ ልምድና ተግባር የተገነዘቡትን በሚጠቀሙት መሣሪያ ነገሮች /ስኬል/ በመጠቀም የገምግሙ።

መሣሪያ ስኬል

በጣም ጥሩ =5 ጥሩ =4 አጥጋቢ =3 መጠነኛ =2 ደካማ =1

ማሳሰቢያ: ግምገማው ትክክለኛና እወነተኛ እንዲሆን ወጠኑ አሰጣጥ ላይ ብርቱ ጥንቃቄ በማድረግ እንዲተባበሩ በሚከበር እንጠይቃለን። እናመሰግናለን።

ተቁ	መሣሪያ ተግባራት	የመሣሪያ ነጥብ				
1.	ሰዓት አከባባር	5	4	3	2	1
	ሀ. ሰዓት አክብሮት ይመጣል					
	ለ. ከት/ቤት /ምልክታ/ አይቀርም					
	ሐ. ከት/ቤት /ክፍል/ አቀርጦ አይሄድም					
2.	መ. ፍቃድ በተደጋጋሚ አይጠይቅም					
	የግል ስብእና ሁኔታና አርአያነት					
	ሀ. የት/ቤቱን ስርዓት ያከብራል					
	ለ. ከት/ቤቱን መሥሪያ ቤቱ ይግባባል					
	ሐ. ከመሥሪያ ቤቱ ልምድና እወቀት ለማግኘት ጥረት ያደርጋል					
መ. የተማሪዎችን ባህሪ ለመረዳት ፍላጎት አለው።						
ሠ. የግል አሰባሰብና ንጽህናውን ይጠበቃል						
ረ. የት/ቤቱን መ/ራ ና ተማሪዎችን ያከብራል						

ስለእኔ መሥሪያ ቤቱ ያለዎት አጠቃላይ አስተያየት _____

የመግቢያ ፊርማ ስም

ቀን

የተቀሩ ፊርማ ስም

ቅድስት ማርያም ኮሌጅ