

# The Attitude Of School Teachers' /Mentors/ Towards Practicum Course In Debre markos Town Primary School

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**Abstract:** This study is conducted in the primary schools of Debre Markos town. The attitudes of partner school teachers (mentors of college students) towards practicum course were examined. Similarly, the relation between the attitude of school teachers and evaluation of related factors of the teacher learning practicum were identified. A five point Likert type attitude scale was administered to the subject of the study. Mean of the respondents' score, percentages of the respondents who scored above and below mean to each categories, simple correlation and Chi square were used for data analysis. On the basis of the findings the attitude of partner school-teachers toward practicum and its instructional process are positive. Among the related factors of practicum course and its teaching process, teachers' knowledge and understanding of it was evaluated negatively (58.33 Percent). However, related factors of practicum course implementation such as assigned roles and responsibilities besides their teaching learning process, and the absence of incentives were evaluated negatively. All of the above related factors of practicum course and its instructional process taken in this study were found to have a direct positive relationship with the overall attitude to practicum course at the 0.05 better alpha level of significance of the base of Chi-square and simple correlation statistics

**Keywords:** Attitude, teaching practice, practicum,

## 1. Background

Toward the betterment of an educational system of a given nation, the effectiveness of teacher training and education is unquestionably significant. That is, the whole system of education will be endangered if the teacher training and education deteriorates. Therefore; the preparation of teachers is at the heart of the system of education concerned. As a result of the consideration of the training and education of teachers as one of the educational programs of prime importance, the task of preparing teachers has been raised to college and university level education. Based on the TESO document and the course organization of the ministry of education at federal level the educational institutions in the Amhara National Regional State have organized new courses for second cycle teachers. The areas of the training in the colleges are Natural Science, Social Science, Mathematics, Aesthetics & Physical Education; that is, first year in face-to-face courses, second year in distance courses and third year in face-to-face courses (Practicum Guideline, August 1997 E.C. Gondar). On the other hand, professional courses, subject area courses, and courses of general studies are offered in the training. One of the categories of the program, the professional course component includes various pedagogical courses which offer adequate awareness and understanding of philosophical, sociological, and psychological theories and principles governing the process of teaching and learning. From the various professional courses, practicum (teaching practice) is one of them which have been organized separately. According to TESO document mentioned in Guidelines of the implementation of practicum the would-be-teachers will be assigned to different schools in order to make them learn about the overall situation of the school, the teaching learning process, the individual and mutual behavior of the students, the methodology of experienced teachers and the media they used through observation and practice. As mentioned earlier practicum in Amhara region is designed in such a way (in-out-in) it is believing that there might be

favorable conditions for the prospective teachers to observe lessons with partner mentors. In addition the schools where the would-be-teachers are assigned need to provide them professional support. However, there are no tangible evidences or results that show whether there are favorable conditions & positive attitudes towards practicum course or not. Practicum is a collaboration work. Some of the concerned bodies at different levels who need to do cooperatively are the Amhara region educational bureau, the woreda administrative office, woreda capacity building office, woreda education and training management. Board, Woreda Education office, college of teacher education, practicum coordinating unit at college level, teacher educators, teacher-students, partner schools, teachers of the partners school /mentors/, partner schools' practicum committee, and kebele training coordinating board. There have their own duties, responsibilities and roles as host agency to run the practicum program. These additional duties and responsibilities of the implementers may develop negative attitudes towards practicum. This negative attitude, certainly lead to the facility of the strategy or reduce the quality of education. According to W. George Catcher (2000, P.32) attitudes are an important part of motivation. There is a positive correlation between attitude and achievement. That means, if the attitudes of practicum implementers have positive, then the would-be-teachers will develop positive attitude towards it and its contra positive is also true. Therefore, the attitudes of the implementer influence the attitudes of the prospective teachers. In addition to this negative attitude will create a loose relationship between the colleges and the external cooperators. The present study tries to investigate the attitudes of external cooperators particularly partner school teachers and principals towards practicum and the factors that can affect their attitudes.

## 1. Statement of the Problem

Practicum is an excellent way to gain work experience and helps to link the training colleges with primary schools

permanently. It also enables the perspective teacher to develop their classroom knowledge and to get support from the school teachers in order to be efficient and effective teacher professionally. To realize practicum course, the partner school teachers, administrators and staff members play their own roles. Schools can contribute to high quality service if they have positive attitude towards practicum and vice versa. In addition there will be different factors that can affect the attitudes of partner school teachers and all staff members. Therefore based on the work of different writers researchers and observations by the investigators of this study is interested to seek put the attitudes of school teachers and administrators and the factors that affect their attitudes towards practicum. To accomplish this, the researcher formulates the following two specific research questions.

1. What are the attitudes of partner school teachers towards practicum?
2. What are the factors that can affect the attitudes of partner school teachers towards practicum?

### 1.2 Purpose of the study

The goal of this study is to recognize the attitudes of partner school teachers (mentors) and the factors that can affect their attitudes. To meet this goal the researcher sets the following specific objectives. The main objectives this study are:

- to investigate the attitudes of partner school teachers about practicum.
- to identify factors which affect the attitudes of partner school teachers /mentors towards practicum.
- To recommend means for the development of interest and creating thick relationship between training college and partner schools.

### 1.3 Significance of the Study

Partner school teachers' (mentors') attitudes towards practicum are important because certain types of attitudes may disrupt the teaching learning process of practicum. The identification of attitudes provides a fertile ground in generating intervention programs towards the promotion of the desirable ones. Thus, the investigations of partner school teachers' or mentors' attitudes help uncover deficiencies which render the implementation of practicum in their schools. This study, therefore, is important in the following ways:

1. The findings of this study may help concerned authorities to improve the planning and organization of the course.
2. The findings of this study may help training colleges in order to establish different strategies that can develop positive attitude towards practicum.
3. The result of this study may help partner schools to create thick relationship with the college and set continuous short term and in-service training for continuous professional development.
4. The result of the study may be of value for further research in the related area.

### 1.4 Delimitation of the study

The study is concerned with identifying attitudes towards practicum and factors that affect the attitudes of partner school teachers. In identifying the attitudes of these teachers, the study is limited to assessing whether they have in the negative or the positive direction. Similarly, the study is limited only partner schools found in Debre Markos town due to time and financial constraints. The subjects of the study are teachers of all the six partner schools.

## 2. Method and Procedure of the Study

This chapter presents the description of the population of the study, the procedures employed in the development of the instrument of data collection methods of data analysis of the data and the variable designation.

### 2.1. Subjects of the study

The subjects of the study were partner school teachers who have served as mentors or site facilitators or site supervisors of practicum in Debre Markos town. They were teachers from grade 5 up to 8 in different fields. Their qualifications are certificate and diploma. The survey group belonged to five primary schools. That is, Dibza, Tekle Haimanot, Abima, Ede Tibebe and Endimata. As the table shows, the researcher proposed 50 randomly selected teachers in the partner schools that could respond the questionnaire.

No	Name of Primary School	Number of expected respondents	Number of respondents
1	Dibza	10	10
2	Tekle Haimanot	10	10
3	Abima	10	10
4	Endimata	10	10
5	Ede Tibebe	10	8
<b>Total</b>		<b>50</b>	<b>48</b>

However, out of 50 proposed teachers two failed to respond the questionnaire.

### 2.2. Instrument

Attitude scale was used in the investigation of this study. This scale consisted of items; the stem for each item is corresponding to the instruction process of practicum. Various types of scales have been developed and employed as an instrument of attitude measurement. The scientific study of attitude requires some ways of measurement. Because attitudes are internal and unobservable, their measurement involves an inference of the individual's overt evaluation of the related object. The overt behavior can be a response in a questionnaire or actions in a structured situation. Thus, the researcher selected Likert scale of summated rating to study the attitude of mentors and principals of the partner primary schools in Debre Markos town. The Likert scale is one of the self-report paper-pencil measures of attitude as developed by Rensis Likert (1932). The scale involves number of statements on the issue of interest to which the

respondents express their degree of agreement in five-point scales. The items are phrased in a clearly favorable and unfavorable direction about the attitude object. The subject respond to the items as strongly Agree, Agree, undecided, Disagree and strongly Disagree. The favorable and unfavorable items scored in an opposite direction (1, 2, 3, 4, 5 versus 5, 4, 3, 2, 1). Finally, the total scores are calculated by adding up the respondents' answers to all items of the given attitude construct. While high total scores reflect favorable overall attitude, low total scores reflect unfavorable toward the object of attitude (Baron and Graziano, 1991, 214) The most advantageous aspect of the Likert Scale is the possibility of item analysis as a check on the homogeneity of items measuring a given construct. This helps to increase the reliability of the instrument (Baron and Graziano, Ibid). Moreover, since Likert Scale contains large number of items, it promotes reliability. According to Lipa (1990: 228) the best way of increasing reliability is " - - - - to add up responses over many items which is exactly what the Likert Scale does." A total of 35 statements which indicate attitudes towards the instructional process of practicum and related factors were prepared. The items were concerned with teachers and principals general attitude, their likes and dislikes to the process. The statements were presented to the respondents in Amharic Version in order to make the scale easily handled and understandable by them.

### 2.3. Data Collection Procedures

The administration of the instrument took place nearly the end first semester in January 25 and 26, 2013. Crucial importance of the subjects' frankness and objectivity in their response to the items of the scale were emphasized in the administration of the test. In addition, it was stated that in their response of the items, there is nothing to be said right or wrong; thus they don't show reservations to indicate their truly opinion. In addition, following the usual procedures of Likert scale scored the collected data Strongly Agree, Agree, Undecided, Disagree and strongly Disagree were given scale values of 5, 4, 3, 2, and 1 respectively for positive items while it was the reverse for the negative items.

### 2.4. Variable Designation

In the present study, the dependent variable is the overall attitude of partner school teachers toward practicum course. The independent variables considered are factors related to the teaching learning process of practicum course. The designation of the variables of the study was as follows.

1. **Overall attitudes on practicum course:** is the dependent variable of the study. It is the evaluative predisposition of the respondents toward practicum course in the positive - negative, favorable - unfavorable, and dislike - like direction.
2. **Teachers' knowledge and understanding for practicum:** refers to the respondents' evaluation of whether or not the mentors of practicum students have good knowledge and understanding on practicum course and its mission.
3. **Roles and responsibilities:** is the respondents' perception whether the additional responsibilities and roles of them in their teaching learning process

due to practicum course affect negatively or positively. Items related to this variable are

4. **Rewards/Incentives:** refers to the respondents' belief of whether or not they cooperate with the college of teacher education for the sec of their profession rather relating it with different incentives. That is, it focuses on school teachers' evaluation whether the absence of incentives affects their attitude either to the positive or negative direction.

### 2.5. Method of Data Analysis

The methods of data analysis used were chi-square and correlation techniques. The chi-square analysis was employed to test the significance of difference between the proportion of respondents who are favorable and those who are unfavorable toward a given variable. Such a test of proportional difference was also carried out between respondents with a positive and a negative evaluation of the variables considered (Guilford, 1965). The Chi-Square analysis was also used to test the association between the dependent variable and each of the independent variables in the categorical analysis of the data (Everett, 1977). In addition to the Chi-Square analysis of association, simple correlation techniques were used in order to identify the direction and magnitude of association or relationship between the criterion and the predictor variables. Generally, to analyze the attitude of school teachers toward practicum course and underlying factors of it the following patterns of analysis were used.

1. Mean and standard deviation were determined for each classification variables.
2. Percentages were calculated for the respondents who scored above the mean and below it; and Chi-Square ( $\chi^2$ ) was computed to test the significance.
3. Simple correlation between overall attitudes and evaluation of respondents on related factors were worked out.

At last, the significance of proportional relationships was considered adequate at the 0.05 or less than 0.05 alpha levels.

### 3. Data Presentation and Discussion

The finding and interpretation of data analysis are presented in this chapter. The first part deals with the presentation of the results and discussion at the second.

#### 3.1. Presentation of findings

The results of the study are presented in the following order. First, the attitudes of partner school teachers (mentors) toward the teaching learning process of practicum course; Second, the attitude of teacher in relation to different factors on the implementation of practicum course in partner schools, were separately treated. The total scores of the items (16 in numbers) related with overall attitudes toward practicum course were measured out of 80 points. As Table 1 in Appendix B reveals the scores of the items related with independent variables such as teachers' knowledge and understanding of practicum, roles and responsibilities teachers (mentors) and different incentives were evaluated out of 30, 40 and 25 points respectively.

**3.1.1. Overall Respondents' Attitude Toward practicum course**

In order to see the distribution of the respondents into the favorable and unfavorable attitudinal directions, the survey group was dichotomized. The dichotomy was based upon the mean attitude score of the respondents as determined from their response to the items of the attitude in the questionnaire. The distribution has been presented in Table 1.

**Table 1:** Distribution of the respondents into the Favorable and unfavorable Attitude Toward practicum

Attitudes toward practicum course	N	%
Favorable	27	56.25
Unfavorable	21	43.75
Total	48	100%

$\chi^2 = 0.38, P(1, 0.05) = 3.841$  Non Significant

As the distribution reveals, among the total respondents, 56.25 percent have shown favorable reaction, while the remaining 43.75 percent had unfavorable opinion in practicum course. That is, more than half of the partner school teachers tended to evaluate the overall aspects in teaching learning process of practicum course positively. However, the Chi-square test for significance of proportional difference between the two groups was found to be non-significant at the 0.05 level. In other words, the calculated Chi-square value ( $\chi^2 = 0.38$ ) is less than the critical value (3.841). And this is an indication that the respondents are not predominantly favoring practicum course they have been mentoring in their school.

**3.1.2. Relation between Attitudes Toward practicum course and Its Related Factors**

This section presents the results of the Chi-square and correlation analysis with regard to the relationship between the attitude toward practicum course and their evaluations of the factors related with the teaching learning process of practicum.

**3.1.2.1. The Relation between Overall Attitude of partner school - teachers with evaluation of their knowledge and understanding of the course**

The respondents' evaluation of their knowledge and understanding about practicum course which have been treated in their primary schools shows that 58.33 percent of them indicated to the negative direction. That is, most of the respondents lead to the conclusion that they don't have deep knowledge and understanding about practicum course and its mission. As reported in Table 2 below the rest 41.67 percent of the total respondents evaluation their opinion on their knowledge and understanding of practicum course.

**Table 2:** Relation of Overall attitudes towards practicum course versus factors related to teachers' knowledge.

Attitude towards practicum	Don't have clear information		Have clear Information		Total	
	N	%	N	%	N	%
Favorable	11	40.74	16	59.26	27	100
Unfavorable	17	80.95	4	19.05	21	100
Total	28	58.33	20	41.67	48	100

$\chi^2 = 7.86, P(1, 0.05) = 3.841$  Significant

A pattern of association is observed between the overall attitudes of mentors and the evaluation of their knowledge and understanding of practicum. As it is shown in Table 2, more than three - fourth (80.95%) of those who had negative attitude to the overall practicum course also did not have clear information about the course and its mission. On the other hand, more than half of the teachers who evaluated practicum course positively have had information or good knowledge about practicum. From this inspection of the distribution of the subjects in to the four cells, there is an indication of association between the evaluation of their knowledge about practicum course and the overall attitudes. The Chi-square test of this association was also found to be significant at the 0.05 level

**3.1.2.2. Relation between Overall Attitudes and Evaluation of assigned Roles and Responsibilities**

Teachers were asked to rate their opinions on the influence or impact of the additional roles and responsibilities on their school teaching learning process. Their evaluation shows that less than half of them (47.92%) indicated the given additional roles and responsibilities for practicum course have negative impact on their work. On the contrary, 52.08 percent of the respondents felt that the additional roles and responsibilities due to practicum course never influence them negatively. Table 3 below demonstrates teachers' evaluation of the assigned additional roles and responsibilities and its relationship with their practicum course attitudes.

**Table 3:** Relationship between Overall attitude and additional Roles and Responsibilities

Attitude towards practicum	Negative influence		Didn't have negative influence		Total	
	N	%	N	%	N	%
Favorable	10	37.04	17	62.96	27	100
Unfavorable	13	61.9	8	38.10	21	100
Total	23	47.92	25	52.08	48	100

$\chi^2 = 2.93, P(1, 0.05) = 3.841$  Non - Significant

In terms of relationship, most of the respondents (62.96 percent) who believed that the additional roles and

responsibilities created by practicum course didn't have negative influence on their teaching had favorable attitude towards practicum. Moreover, among those who noted on the negative influence due to the additional roles and responsibilities, the majority (61.9 percent) of them have unfavorable attitude towards practicum. That is, in most cases, the negative evaluation of the assigned roles and responsibilities is associated with a negative attitude to practicum and so does the reverse. However, such a relationship was not found to be significant on the basis of Chi-square analysis.

**3.1.2.3. Relation between Overall attitudes versus Evaluation of Teachers' Belief in incentives**

An attempt was made to assess teachers' opinion and/or belief on the effect of incentives. More than half of (54.17 percent) them reported that the absence of incentives did have negative impact on the implementation of practicum in their school. However, nearly the same numbers of respondents disagreed on this belief. That means the absence of incentives affect negatively in the implementation of practicum course. The distribution of the respondents' evaluation was presented in Table 4 below.

**Table 4:** Relation of overall attitudes toward practicum course versus factors related ton incentives

Attitude towards Practicum	Negative impact		Positive impact		Total	
	N	%	N	%	N	%
Favorable	10	37.04	17	62.96	27	100
Unfavorable	12	57.14	9	42.86	21	100
Total	22	45.83	26	54.17	48	100

$\chi^2 = 1.94, P(1, 0.05) = 3.841$  Non - Significant

The association between overall attitude toward practicum and the impact of incentives on respondents work is observed in such a way that among the respondents who considered practicum course unfavorably, 57.14 percent had also rated the impact of incentives to the negative direction. On the other hand, the majority of those who showed a favorable attitude toward practicum, 62.96 percent believed that the absence of incentive never create any impact to the implementation of practicum course in their school. However, the calculated Chi-square value ( $\chi^2 = 1.94$ ), for the distribution of the four cells, is less than the critical value ( $\chi^2, P(1, 0.05) = 3.841$ ). Therefore, there is a less significant association between them.

**3.1.3. Correlation b/n Overall Attitudes on practicum course and related factors**

In the present investigation the correlation between overall attitudes of the respondents on practicum course and each related factors has been worked out. That is, simple correlation was carried out between the scores of the items related with overall attitudes versus factors such as knowledge and understanding of teachers, additional roles and responsibilities and incentives or rewards. In fact, the total scores of the items to each corresponding variables were employed in the calculation of their correlation. As

reported in table 5, relationship between attitudes toward instructional process of practicum course and the related factors of the process were significant. From table 5, it can be again seen that all related variables of the implementation of practicum have positive relationship with the dependent variable.

**Table 5:** Correlation between Overall attitudes toward practicum and Related factors

No	Independent variables	Cor. coeff. with overall attitude scores(r)	Degree of Freedom	Significance level
1	Teachers knowledge & understanding	0.443846	46	0.05
2	Additional Roles & Responsibilities	0.374008	46	0.05
3	Rewards/incentives	0.365193	46	0.05

DF = N - 2

**3.2. Discussion**

This study intended to investigate the attitude of primary school teachers, particularly who have served as mentor of practicum students, from their perception of the instructional process practicum course. The discussion of the results is categorized in the following two ways:

1. Attitudes toward practicum
2. Relationship between Overall attitudes to practicum and related factors of the process.

**3.2.1. Attitudes toward practicum**

In this section attempt was made to measure teachers' attitude toward practicum and its instructional process. The findings have shown generally how partner school teachers (mentors) viewed practicum. That is, it is mentors overall evaluative reaction toward the process of practicum implementation in either positive or negative direction of the attitude continuum. In the light of the above context, more than half of the respondents showed favorableness toward practicum and its instructional process. However, such an indication of positive evaluation was not statistically significant. The result of the study which reveals a non-significant positive evaluation seems to be discouraging it the expectation is a significant proportion of teachers (mentors) in the direction of favorable practicum course. Of course, the present result consistent with the theory presented by Jennifer Resch (2000). Jennifer Resch explained that mentors and site supervisors have positive attitude towards practicum course due to its mutually benefits.

**3.2.2. Relationship b/n overall attitudes to practicum and Respondents evaluation of its related factors**

From the related factors of practicum and its implementation in the school, their knowledge and understanding of practicum course was evaluated in the negative attitudinal direction. That means, according to

respondents' evaluation, most of teachers who have served as mentors don't have clear information about practicum course and its mission. The result of the findings is related with Ayers and Brimm (1975) study which explained that the quality of teaching practicum course in school associated with teachers' knowledge and understanding about the course, indirectness, relationship with the students, and preparedness. Similarly, Pullman (1976) showed that for effective practicum implementation; clarity, enthusiasm and indirectness might be taken in to consideration. On the other hand, among the related factor of practicum course implementation taken by the researcher the additional roles and responsibilities of teachers and the absence of incentives for teachers were evaluated positively. This is to mean that the additional roles and responsibilities which have been given to the mentors never influence negatively on their teaching learning process. In addition the absence of incentives didn't have negative impact on the implementation of practicum. This finding is supported by Jennifer Resch (2000) who reported that practicum benefit the host agency mutually. Moreover, teacher served as mentors or site advisors not for getting additional money but also for the development of their profession and to make up tomorrows work force. With regard to the direct positive relationship between the overall teachers' attitude toward practicum and factors related to the implementation of practicum course, the present study was tested by Chi-square and simple correlation. That is, both the Chi-square and correlation values gave some evidence that a positive relationship exist between attitude toward practicum and mentors evaluation of their knowledge on it, additional roles and responsibilities, and the absence of incentives.

## 4 Summary, Conclusion and Recommendation

### 4.1. Summary and Conclusion

The purpose of the present study was to examine the attitude of partner school teachers, particularly second cycle primary school teachers, toward practicum as a function of their knowledge, roles and responsibilities, and rewards. The study was conducted in primary schools in Debre Markos town of the Amhara Region. Attitude, which is understood in the literature of contemporary social psychology, as an evaluative judgment, is important in the process of practicum teaching. Particularly partner school teachers or mentors attitude toward practicum and its implementation is important since attitudes are handicap to the application of the objectives of the course when the mentors assume professional responsibilities. Moreover, mentors' opinion toward practicum and its implementation process is important, the identification of which is vital, in the revision and planning of practicum implementation. Thus, the researcher of this study formulated the following research question.

1. What are the attitudes of partner school teachers toward practicum?
2. What are the factors that can affect the attitudes of partner school teachers toward practicum?
3. Are there direct relationships between attitudes of teachers and their evaluation on related factors?

In order to answer the above research questions, the investigator used attitude questionnaire based up on Liker scale of attitude measurements as an instrument of data collection. In the analysis and interpretation process mean, percentage, Chi-square and simple correlation statistics were employed. There are six primary schools in Debre Markos town. Of these schools, five of them were selected. From these sample schools (five), 50 subjects were randomly selected but two of them failed to answer. Based upon the analysis and interpretation of the data the following results were obtained.

- (1) Out of 48 total respondents, 56.25 percent showed an overall favorable attitude toward practicum. Statistically, however, this favorable tendency was found to be non-significant at the 0.05 level on the basis of Chi-square statistics. Therefore, it appears that partner school teachers in Debre Markos town were not predominantly positive towards practicum. That is, near to half of the survey group were in the avoidance direction of practicum. Thus, the situation calls for attention.
- (2) Among the related factors of practicum course and its teaching process, teachers' knowledge and understanding of it was evaluated negatively (58.33 Percent). However, related factors of practicum course implementation such as assigned roles and responsibilities besides their teaching learning process, and the absence of incentives were evaluated negatively.
- (3) All of the above related factors of practicum course and its instructional process taken in this study were found to have a direct positive relationship with the overall attitude to practicum course at the 0.05 better alpha level of significance of the base of Chi-square and simple correlation statistics.

### Conclusion

On the basis of the findings the attitude of partner school-teachers toward practicum and its instructional process are positive. Similarly, as regard to the respondents evaluation of the factors related to practicum course implementation:

- Mentors of practicum students didn't have deep knowledge on the course and its mission.
- The additional roles and responsibilities of them due to practicum course never influenced negatively in their work.
- They took that the absence of incentives didn't affect their attitude to the negative direction.
- Factors related to teaching learning process of practicum and their attitudes toward it are directly correlated.

### 4.2. Recommendation

In light of the findings of the present study, the investigator forwards the following suggestions to be taken into consideration in the effort made to improve teachers' attitudes toward practicum.

- 1) In relation to up-grading the quality of teaching in practicum course, the training of school teachers is desirable. The training program can be arranged in the form of panel of discussion, workshops, or seminars. The up-grading programs need to be organized by considering the themes one phasing

the concept of practicum, the aims and objectives, course contents, the whole practicum program, expected problems during implementations, their roles and responsibilities the evaluation mechanisms etc in detail. This is a value orientation strategy which can help the teachers to attach importance of the course for practicum students' professional efficiency.

- 2) The college of teacher education needs to establish closer attachment, and follow up, with partner school - teachers with the provision of necessary guidance and orientation. This measure maximizes the teachers' feeling of belongingness to the implementation of the program.

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