



<http://www.eab.org.tr>

Educational Research Association
The International Journal of Research in Teacher Education
2018, 9(4): 36-55
ISSN: 1308-951X



<http://ijrte.eab.org.tr>

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

Yismaw Nigussie¹

Abstract

This paper focuses on a qualitative phenomenological study concerned with revisiting the lived experience of Post Graduate Diploma in Teaching (PGDT) summer in-service novice teacher trainees on teaching practicum as a fundamental component of teacher education in Ethiopia, Bahir Dar University, College of Education and Behavioral Sciences. It addresses some of the issues and concerns associated with major challenges encountered by teaching practice practitioners in secondary schools like the incompatibility between theory and practice, workload, ill-defined mentoring support, poor collaboration between the college and partner schools and implementation of certain pedagogical orientations during teaching practicum placement. Purposive sampling was used to select participants. Data were collected through semi-structured and in-depth open interviews. The findings indicate that trainee teachers undergo varied and often challenging experiences during teaching practicum. To counter some of the concerns, suggestions are made to improve certain aspects of teaching practicum. There is need for realistic school-college partnerships, improved structures of school-based professional support, revising the framework of PGDT and a deeper awareness of the complexity of learner-centered pedagogy and classroom management. It is imperative that teacher educators engage with these findings to further improve the design of teaching practicum and the overall quality of teacher education and teaching in Amhara Regional State secondary schools, in Ethiopia.

Key words: Revisit, lived experiences, student-teachers, PGDT, mentors, tutors, school leaders

¹ Corresponding author, Senior Lecturer, Bahir Dar University, PO Box 79; Bahir Dar, Ethiopia, e-mail-yismawnigussie@gmail.com Ph: +251918702045

Introduction

Teaching as a profession is not as simple as teachers think before entering the actual classroom teaching. The beginning years are generally considered as the most difficult period in a teacher's career. With this regard different educators like (Farrell, 2008) pose basic questions like 'How do novice teachers learn to teach?' What supports can facilitate their teaching practice and foster a better understanding of the teaching profession? The answers to these questions will bring tremendous insights to teacher educators and policy makers. However, fewer endeavors have been made to listen to the voices of novice teachers and to capture the complexities of their learning process.

The present phenomenological study explores the learning process of novice PGDT teachers in some selected Amhara regional state secondary schools, in Ethiopia. It aims to reveal how these teachers develop more effective teaching practice and makes sense of the profession by dealing with disturbances, conflicts, contradictions and tensions.

Teaching practicum is also considered as one of the most critical components of teacher preparation with the greatest impact on teacher quality. In line with this, Zeichner 2010 advocated that well-designed teaching practicum is needed to ensure that teacher training institutions produce high quality teachers.

It is believed that improving the quality of teachers require rethinking teacher education including the design of teaching practicum, course work and other aspects of teacher training. Accordingly, the Ethiopian Post Graduate Diploma in Teaching (PGDT) curriculum framework of the 2009 stated that the quality of courses and methods of teaching are theoretical and teacher centered, and there is lack of professionalism, and ethical values in Ethiopian teacher education program.

Even though efforts have been made for bringing quality education, both at primary and secondary schools in Ethiopia, the Post Graduate Diploma in Teaching (PGDT) Curriculum framework for secondary school teacher education program prepared by Ministry of Education in 2009 averred that many of the teaching and learning problems that have been ingrained in secondary schools remain very much part of the system. It further stated that it is also a largely held public opinion; shared by regional education bureau leaders and other stakeholders, that teachers' competence has not shown improvement albeit consecutive and overlapping efforts to address it (some claim it has become worse). As to practicum, the framework further states that practicum receives inadequate emphasis and is insufficiently implemented.

Richards and Crookes (1988) report that Teacher Education System Overhaul (TESO) programs reveal the fact that practicum is an opportunity for the student-teacher to acquire the practical skills and knowledge needed to function as an effective teacher. With this regard scholars have articulated a lot about the purpose and relevance of teaching practice as a professional learning. For example, (Anhorn, 2008) stated that teachers enter the education profession and are attracted to teaching as a career because of what they view as the role of the teacher. Despite the fulfillment and satisfaction many teachers experience in educating children in the classroom, Roulston, Legette, and Womack (2005) posited 33% of teachers resign from the education profession within the first three years of teaching. An abundance of past and current literature supports that 25 to 50% of novice teachers leave the education profession within the first five years, showing an ongoing trend of the problem (Schulz, 2005; Yost, 2006).

The present research aims at finding out how some in-service novice trainee teachers in some selected Amhara regional state secondary schools viewed their experiences during teaching practicum. It also examines opportunities for improving teaching practicum from trainee teachers' perspectives. One of the major values underpinning this study is that it has the potential to increase the usability of trainee teachers' perspectives about teaching practicum

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

since more often, reforms undertaken on teaching practicum are imposed from above without necessarily taking the perspectives of trainee teachers into account (Goodson, 2003).

Statement of the Problem

New teachers often assume the complete duties of a veteran teacher and often find themselves in a “sink or swim” situation. Apart from being extremely hectic, the first years are generally considered the most difficult in a teacher’s career (Fantilli and McDougall, 2009). The study of how novice teachers learn to handle the initial years will be of great importance for teacher education and policy-making.

Rapid developments in education, both locally and globally, have raised questions about teacher education and the attributes which underpin proposed teacher preparation and professional development opportunities (Thorpe, 2002, cited in Mesfin, 2014).

Teacher education in Ethiopia is more than half of a century old and has been entangled with different challenges. MoE (2003b) stated the following major problems with teacher training: the recruitment, selection of teachers and educational managers are not based on interest and professional competence, the training of teachers lacks a clear vision and mission.

A strong practicum component is acknowledged as essential in teacher preparation (Gregory et al. 2011). During the practicum, student-teachers get an opportunity to learn from experienced teachers and to apply knowledge and skills learned in the taught courses. In addition, they get exposure to the different areas of teachers’ world of work. In essence, the trainees come to realize how best to cope with the challenges they will face in the field. Therefore, efforts need to be made by teacher education institutions during teacher preparation programs to continuously relate how theory informs practice and how practice informs theory in both the practicum and on-campus components by making connections with work required of teachers in the field. (Campbell, 1992)

Historically, a link between teacher preparation programs and educational research exists, which affects whether teachers felt prepared to teach in the classroom. The role of faculty/college in teacher preparation programs is to train successfully and prepare new teachers to meet effectively the demands of the classroom (Beck et. al., 2007).

Curriculum developers of teacher preparation programs emphasize the theoretical component and lack the key components that can improve a teacher’s practice and student learning (Beck et. al., 2007). From the findings of their study, Melnick and Meister (2008) reported “Doing school” cannot be simulated in the university classroom, and one intensive field experience cannot equip pre-service teachers with the essentials to succeed in their own classroom”. Such reasons may contribute to teacher dissatisfaction, stress, and burnout (Kokkinos, 2007). Preparing novice teachers to be successful in the classroom cannot only be the sole responsibility of teacher preparation programs (Murshidi et al., 2006).

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

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

The vision set by Ethiopian Ministry of Education with regard to producing promising secondary school teachers is stated as follows: The secondary school teacher education envisions seeing secondary school teachers who are capable of producing responsible and

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

competent citizens, committed to their profession and ready to lifelong learning, and who respect and behave in accordance with the democratic principles enshrined in the constitution.

According to Murshidi, et al (2006), when beginning teachers enter the teaching force, they often encounter a reality shock as they confront the complexity of the teaching task. The reality of the actual teaching situation sometimes differs so much from what the beginners were expecting. Novice teachers do not necessarily realize how complex the teaching profession can be. In their first year, many beginning teachers describe this period as a time for survival. When new teachers arrive into the classroom, a harsh reality occurs because they had unrealistic expectations of the teaching profession prior to entering the classroom.

Teachers who do not receive assistance, knowledge, training, and support during their first year may experience a sense of abandonment and confusion (Ingersoll, 2001a). Novice teachers begin to see their role as not clearly defined.

Educators and researchers in the area of practicum believe that teaching practice as the central part of would be teachers professional growth. Trainee teachers who receive appropriate support from mentors or cooperating teachers during teaching practicum tend to have a stronger commitment to teaching (Guarino, Santibanez, and Daley, 2006).

There is also a concern of theory-practice divide for trainee teachers during teaching practicum. Trainee teachers usually grapple with the apparent gap between theory and practice across different contexts of teacher education (Brouwer and Korthagen, 2005). Trainees tend to use mentors, where these exist, as role models in implementing what they have learned in teacher education institutions (Roness, 2010). However, there is usually discrepancy between what trainees learn in pedagogy classes in their teacher education and the practices adopted by their mentors in the school. The assessment of trainee teachers during teaching practicum is usually modeled on a teacher education philosophy which may be inconsistent with the reality in the school of placement.

Currently, in Ethiopia there are programs for the training of teachers both at the diploma and B. ED levels. These programs aim at producing competent teachers by offering theoretical and practical courses. As the practical component, all the practicum programs run practicum (TP), which requires student-teachers to go to schools and be engaged in actual teaching. During the practicum the trainees are engaged in real teaching under the supervision of college or university teachers and tutors or mentors of partner schools.

The focus of this study is the implementation of practicum and the major challenges PGDT in-service teachers encountered during the teaching practice or practicum. This is the area much emphasis not given so far.

A large body of research indicated that teacher education programs fail to adequately prepare pre-service teachers for facing real classroom (Kagan, 1992; Stuart & Thurlow, 2000). Novice teachers reported that they have especially difficulty in coping with problems such as classroom discipline, assessing students' work, dealing with individual differences, relationships with parents. These problems makes the teachers feel discouraged and strange from their profession.

Ethiopian Secondary school teacher Education program promotes reflective and social pragmatic principles and practices of teaching and learning. But different literatures and research results depicted that the planning, implementation and evaluation of secondary school teaching practice has got deficiencies. On the other hand the MoE PGDT framework stated that, the purpose of this framework is just to bridge the gaps that have been observed before the emergence of PGDT program. Therefore, this study is devoted to revisit the lived experiences of the 2016 summer second year PGDT novice in-service trainee teachers of Bahir Dar University College of Education and Behavioral Sciences.

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

Hence, based on the reviewed literatures and the researcher's own personal observations and experiences the researcher was initiated to conduct this study if such problems are existent and prevalent among novice second year PGDT in-service student-teachers trainees in Bahir Dar University College of Education and Behavioral Sciences.

Purpose of the Study

This research was undertaken to accomplish the following aims:

- to revisit the lived experiences of the 2016 summer second year PGDT in-service trainee teachers in their teaching.
- to identify the current teaching experiences of in-service PGDT teachers
- to examine how trainee teachers perceive their experiences during teaching practicum
- to explore the major challenges trainee teachers have encountered
- to explore the opportunities offered to trainee teachers to improve their teaching practicum and the challenges they faced

Research questions

To achieve the preceding purposes of this study, this small-scale qualitative phenomenological study attempted to answer the following questions:

1. What do the lived experiences of the second year PGDT in-service student-teachers look like?
2. What are the most frequent adaptation challenges the novice teachers encountered in the first year of their profession?
3. What opportunities do the experiences of trainee teachers offer to improve teaching practicum?

Significance of the Study

The main purpose of this research is re-examining the lived experiences of the 2016 second year summer PGDT in-service teachers in their teaching practicum. The research project is expected to find out the issues, practices and challenges in-service trainee teachers face. Besides, the purposes of practicum and the kind of assumptions, principles and strategies used in the teaching experiences were analyzed and the relevant ones for the betterment of teaching practicum by novice teachers are suggested. By doing so, the findings of this study will have tremendous contributions to policy decision makers, practitioners and researchers. Practitioners will also make use of the findings of this study so as to improve the implementation of teaching practicum based on the best assumptions, principles and strategies developed by Ministry of Education and other researchers and scholars out of Ethiopian context. Scholars and practitioners will benefit from the results of this study as the information provided described strategies and resources that will affect the retention rates of first-year secondary school teachers, how prepared they will feel in the classroom, and the skills needed to succeed in the classroom. Results in this study provide educational policymakers and college of education leaders with information to support the financial need for any professional development activities that correspond to the specific skills novice teachers wish to learn. From the results of this research study, educational leaders can discover or refine strategies and tools to help those new teachers in the classroom, those who want to become teachers, and those who train and hire new teachers. For school board personnel hiring first-year teachers, potential results will be of particular importance as the cost of rehiring is burdensome. The results can be of interest to college members in post-secondary institutions, as an analysis of the data provided important information aiding in the development of program curricular planning. The results of this study is of interest for school teachers and administrators because the lived experiences of study

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

participants provided a better understanding and insight into why new teachers develop hatred towards teaching and leave the education profession. The study will also serve as a steppingstone for further research in the area of practicum.

Scope of the Study

This research is conceptually delimited to the identification of the purposes, perceptions, practices and challenges in-service PGDT trainee teachers face. It did not examine the whole issues related to teaching practicum in detail. The study is also geographically delimited to some selected secondary schools found in Amhara Regional State.

Research Design and Methodology

Research Design

As there are several methods and designs within the qualitative paradigm, this study employed phenomenological study as the principal research methods. According to Creswell 2007, the type of problem best suited for this form of research is one in which it is important to understand several individuals' common or shared experiences of a phenomenon. It would be important to these common experiences in order to develop practices or policies or to develop a deeper understanding about the features of the phenomenon. In the same token, Creswell (2007) argued that Phenomenological research is the study of lived or experiential meaning and attempts to describe and interpret these meanings in the ways that they emerge and are shaped by consciousness, language, our cognitive and non-cognitive sensibilities, and by our pre-understandings and presuppositions. Phenomenology may explore the unique meanings of any human experience or phenomenon. Phenomenology tries to show how our words, concepts, and theories always shape (distort) and give structure to our experiences as we live them.

According to different literatures, phenomenology enables researchers to examine every-day human experience in close, detailed ways. This form of inquiry attempts to discover the meaning people place on their lived experiences. These projects result in contextual, holistic, thematic descriptions of particular experiences.

The interview began with the open-ended phenomenological questions the researcher has developed to best elicit detailed descriptions of the particular experiences being studied. For example, the researcher asked 'what was your perception of the practicum?' The interviewer used follow-up questions using the participant's own words in the probe. The participant described precisely what he or she experienced, how he or she responded, and how he or she reacted within the experience.

Research Methodology

Qualitative Approach to Inquiry

The purpose of this qualitative phenomenological study was to explore common themes emerging from the lived experiences of in-service PDGT student-teachers regarding disparities between secondary school teachers' expectations of the teaching profession and realities they faced upon entering the classroom during their first year. Major challenges faced by second-year secondary school in-service trainee teachers were also explored. The data collection in the study included semi-structured and open-ended face-to-face interviews involving secondary school teachers with one year or so teaching experiences in the West Gojjam zone, North Gondar, and other school districts in Amhara region of Ethiopia. Associated interview questions, which relate to the central questions, served as a contextual frame of reference.

In this study, a qualitative approach was employed to investigate the lived experiences of in-service PGDT student-teachers (trainees) and find out its implications to their teaching practices and professional commitment. Creswell (2007:50-51) defined qualitative research as "an approach to inquiry that begins with assumptions, worldviews, possibly a theoretical lens, and

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

the study of research problems exploring the meaning individuals or groups ascribe to a social or human problem.” In this case, the researcher believes that qualitative approach helps to treat the complex phenomena of the lived experiences of novice in-service PGDT student-teacher trainees and its implication for trainees’ professional identities and stability.

Phenomenological studies explore the meaning of several people’s lived experiences around a specific issue or phenomenon. The assumption is that there is an essence or central meaning of an experience shared by individuals that can be investigated and explained through research (Hancock and Algozzine, 2006). In phenomenological studies, the experiences of different people are analyzed to describe the essence of a phenomenon, such as the essence of being engaged in practicum teaching. Hence, participants who had similar practicum experience in secondary schools were involved and their experiences were analyzed using phenomenological study approach.

Data Sources or Participants of the Study

The research purpose should lead quickly to the possible participants for the study. Interview researcher selects people to talk with who have the knowledge and experience about the particular focus of the study. A primary consideration is to select participants who can talk about the topic or phenomenon under study. As a qualitative research, data are gathered from multiple sources. Phenomenological study research is richly descriptive, because it is grounded in deep and varied sources of information (Hancock & Algozzine, 2006). As stated earlier, teachers were key participants for this study. The question of how many participants are needed to make a qualitative study sufficiently robust is difficult to precisely answer. Nevertheless, Hatch (2002) contends that the decision depends on the purpose, kind, and research questions of the study, and suggests a simple formula of maintaining a balance between breadth and depth. Although finding the balance is not easy, specifying the projected number of participants and estimating the amount of time to be spent with them is a key element in qualitative research design (Hatch, 2002). In light of Hatch’s recommendation, the number of teachers who participated in this study is projected. All second year 2016 summer in-service trainee teachers found in the college were taken as a population of the study.

The selection of participants in this phenomenological study followed purposive sampling, which means that the ‘researcher handpicks cases to be included in the study on the basis of their typicality’ (Cohen, Manion and Morrison, 2000). Ten trainee teachers were selected for this study. In this case, the trainee teachers who were included were those with little teaching experiences (1-2 years). For pragmatic reasons, the researcher decided to select trainee teachers who were in second year because the researcher intended to conduct follow-up interviews with them when they returned to the college. These ten trainee teachers were placed in different secondary schools for teaching practicum. All of them had expressed willingness to be part of the study and were aware that this study was part of an academic piece of research.

In qualitative research there are varied strategies suggested by researchers for the selection of participants. For the purpose of this research, the researcher has chosen typical-case selection strategy. In typical-case selection, the researcher sets out criteria that are typical of a person within a group. Based on demographic information, typical less experienced second year in-service secondary school teachers who were attending PGDT program in College of Education and Behavioral Sciences, in Bahir Dar University were selected purposely for this qualitative research.

These student-teachers have their undergraduate degrees in different disciplines and assigned as teachers; and are registered for a one year teacher qualification, (Post Graduate Diploma in Teaching program, PGDT). Thus, they have no adequate teaching experience. The student-teachers were therefore asked to reflect on their practicum experiences so as to see what they did correctly as well as what they were disappointed with. In addition to this, the researcher as their lecturer also observed them in a few instances in practicum evaluation program to see if

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

the reflections were replica of what they witnessed in the classroom. There were a total of four initial questions that guided their reflections. The initial interview questions were:

1. What challenges do you believe you have encountered in implementing teaching practice in your classroom?
2. What are your beliefs about the curriculum and instruction courses in equipping you to deal with these challenges?
3. Based on your practicum experience, what is your impression of the current teaching practice in your secondary schools?
4. How are your relationships with your students, mentors, college supervisors and school leaders?

Sample Size and Sampling Techniques

Data Gathering Instruments

Data were collected from the individuals who have experienced the phenomenon. Often data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants. (Polkinghorne 1989, cited in Creswell 2007) recommends that researchers interview from 5 to 25 individuals who have all experienced the phenomenon. Other forms of data may also be collected, such as observations, journals, art, poetry, music, and other forms of art. But for this purpose in-depth interviews and multiple interviews were employed for gathering the necessary data that could answer the major research questions. Specifically, this study employed interview as basic data gathering method, and focus group discussion as additional data collection tool.

According to Sarantakos (2005), interviewing is commonly used in the social sciences due to its unique qualities. Some of its merits are: flexibility; high response rate; ease of administration; opportunity to observe non-verbal behavior; control over the environment; possibility to correct misunderstandings of respondents; control over the order of questions; opportunity to record spontaneous answers; control over the identity of the respondents; and control over the time, date and place of the interview.

In this study, semi-structured and in-depth interviews were used to collect data from novice teachers. Semi-structured interviews are particularly well-suited for phenomenological study research (Hancock & Algozzine, 2006). The major purpose of the semi-structured interview is to gain insights regarding trends and practices of practicum and its implication for making some sort of adjustment in the teaching practices guidelines. Interviews with key informants were carried out among some selected second year in-service secondary school teachers attending PGDT program at Bahir Dar University College of Education and Behavioral Sciences. For this study ten in-service secondary school teachers were selected purposively.

In phenomenological study the participants are asked two broad, general questions (Moutakas, 1994, cited in Creswell 2007). In this study the participants were asked the general questions like, what have you experienced in terms of the teaching practice or practicum? What contexts or situations have typically influenced or affected your teaching practice or practicum? Other open-ended questions might have been also be asked, but these two, especially focus attention on gathering data that have led to a textual description and a structural description of the experiences and ultimately provide an understanding of the common experiences of the participants.

Data Analysis Techniques

Although qualitative research methods are particularly suited to research in education, there are few agreed guidelines for the analysis of qualitative data (Creswell, 2012). Like other data analyses approaches phenomenological analysis pursues some basic steps. With regard to this, (Moustakas 1994, cited in Creswell, 2007), the steps are generally similar for all psychological phenomenologists who discuss the methods. Building from the first and second research questions, the researcher went through the data (e.g. interview transcriptions) and highlighted significant “statements”, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon. Next, the researcher developed cluster of meanings from these significant statements into themes.

The significant statements and themes were then used to write a description of what the participants experienced (textural description). They are also used to write a description the context or setting that influenced how the participants experienced the phenomenon, called imaginative variation or structural description. Moustakas (1994) adds a further step. Researchers also write about their own experience and the context and situations that influenced their experiences. But in this research the researcher didn't include his own experience rather his own observations.

In this study, data analysis was guided by Creswell (2005) view of analysis as three concurrent flows of activity: data condensation, data display, and conclusion or drawing/verification. First, every piece of data gathered was labeled with the date, location, persons involved, and circumstances surrounding the collection of that piece of data for ease of access and analysis. This enabled the researcher to condense the data by selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus of observation notes, and interview transcripts. In doing so, the researcher was engaged in writing summaries, developing themes, generating categories, and writing analytic memos. The data analysis task involved synthesizing the many disparate pieces of information acquired during the research process in order to identify and report meaningful findings (Hancock & Algozzine, 2006). The data which is condensed into themes, summaries, categories, or memos were displayed through comparison tables, narrations, vignettes and descriptions based on the nature of the data. The data displayed enabled the researcher to make sense of the data in light of the research questions, make comparisons with the literature, convey personal reflections, and finally draw conclusions.

Strategies for Ensuring Trustworthiness

The researcher made an effort to ensure the trustworthiness of the data and the analysis by adhering to the principles of the qualitative research paradigm. While the terms reliability and validity are very common in quantitative research, in qualitative research terms like trustworthiness and credibility are widely used as essential criteria for quality (Golafshani, 2003).

In this study, triangulation, member checks, and searching for disconfirming evidence are the strategies that were used to ensure the trustworthiness of the findings.

In this study, data were triangulated through the use of different data sources and data collection tools, i.e., data were collected from novice in-service teachers through interview, focus group discussion and observation.

Understandably, this study has potential limitations due to its small scale nature and the fact that participants were drawn from one institution and one teaching practicum placement setting. There is conceivably a lack of representativeness of the findings to a wider population of trainee teachers; however the strength of the study lies in the in-depth nature of the analysis gained. However, even though each case may be unique, there may be sufficient similarities to make findings from one case study useful when seeking to understand other cases (Bartlett and

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

Burton, 2007). So, while the findings in this study have to be viewed as illustrative rather than conclusive, they offer a sense of the nature of challenges and issues facing trainee teachers during teaching practicum.

In order to analyze data, thematic analysis was adopted. The interview responses from the participants were transcribed and initially clustered according to interview questions.

The findings show that the trainee teachers had varying experiences during teaching practicum with effects on their views about their professional developmental needs. In the next section, detailed findings are presented and discussed in turn. For reasons of confidentiality, the findings are reported anonymously.

Data Presentation, Analysis and Interpretation

For presenting, analyzing and interpreting the already collected and organized data core themes and patterns were developed by scrupulously examining the transcripts for re-examining the lived experiences and perceptions of participants in this study. Developing themes from the data consisted of answering the research questions and framing a deep explanation of the phenomenon of the lived experiences of summer in-service secondary school student-teachers. Composite descriptions provide meaning to the themes. The nine core themes are presented below.

Theme One: Trainee teachers perspectives of teaching profession

Study participants (n=10, 100%) expressed that they had positive attitude and willingness of joining the teaching as a profession. They explained a love for teaching and inspiring students, and making a difference in students' lives as reasons for entering the teaching profession. Most of the participants (7 of them) justified the motive that drove them to choose teaching as a career was due to their previous teachers (at different levels) during their schooling who acted as role models.

The theory of motivation applies to this theme, because when the teacher-student relationship is established, communication is developed and sustained, trust is built, and a sense of accomplishment is experienced to teach successfully in the classroom (Robbins, 2005). Such motivators contribute to higher levels of self-efficacy. Higher levels of teacher self-efficacy may contribute to higher levels of performance efficacy, pleasure in the teaching assignment, positive relationships with students, and with no or less stress.

Theme Two: Insufficient College-School Collaboration

The varied results of researches highlight the importance of considering dimension to increase faculty-internship school cooperation. Correspondingly, if there is no sufficient level of interaction among the teacher educator, tutor, and the pre-service teacher for the purpose of providing required amount of effort and contribution for the materials and other stuff, there is a significant difference observed between the opinions of pre-service teachers and tutors regarding the materials and corresponding artifacts of the lecture to be performed (Maynard, 2000). All the participants expressed bitterly their dissatisfaction about the relationships that exist between the college and the schools where trainee teachers are working in. Participants complained that they had the orientation that college tutors were to be expected to regularly supervise and offer the necessary assistants to the trainee teachers for the effectiveness of their teaching practice. But, according to participants voices, let alone visiting frequently and giving advisory services, tutors never visit and observe partner schools. According to a study pursued by Adey (1997), it was found that pre-service teachers' experiences of problems such as planning, instruction, classroom management inconsistency are all due to the way the practicum course was planned and organized; pre-service teachers prefer to use direct lecturing method, question-answer method and discussion method instead of using materials to help students better comprehend the subject matter; and that school administration and tutor do not provide

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

the necessary academic and technical support to pre-service teachers throughout their internship process. Goodlad (1990) notes that pre-service programs are often so fragmented that student teachers are reduced to “filling a large handbag with discrete bits and pieces of know-how”. Goodlad, maintains that teacher education must be guided by a clear concept of teaching and learning. Although the job definitions and responsibilities of the school tutors were clearly defined and informed by official letters, researches (Özmen, 2008; Paker, 2005) have shown that there were some problems and obstacles for school tutors to do their jobs in advance. The major problem was defined as the lack of interaction between pre-service teachers and tutors, where tutors could not provide enough feedback on the progress of pre-service teachers regarding their professional development and deficiencies in classroom teaching. According to participants' own voices, there was very little face-to-face interaction among the tutors and pre-service teachers and the interaction between them was shallow and insufficient. Correspondingly, participants in this study unequivocally confirmed that tutors gather teacher trainees in one center and let trainees to reflect the portfolios they have organized without giving informative and constructive feedbacks that could be helpful for professional development of in-service trainee teachers.

The participants emphasized that continuous irritants from the sides of their students are stressful. Virtually all participants highlighted that there seem to be some students whose main purpose is the disruption of classes to the annoyance of other students and teachers. They complained how tiring the constant battle of classroom control before lesson delivery is. Unfortunately, instead of the classroom being an amicable environment with effective student-teacher interaction, the classroom dynamics are preceding teaching.

There were frequent challenges, participants complained, in relationships with mentor teachers. They argued that they had awareness that mentors are assigned for mentees for giving advices, helping them how to plan and implement their instructions, manage classrooms and strengthening student-teacher relationships so that novice teachers could accomplish their duties properly and successfully. For the conflicts with colleagues, it was seen that unfriendly approach of colleagues upset most of the novices and virtually all the participants thought that experienced colleagues did not spend sufficient time with new teachers.

Theme Three: Rewarding Career

Participants (n=10, 100%) agreed teaching is a rewarding career and 50% exhibited an interest in teaching in the subject specialty area of expertise. Based on participant responses, the career is rewarding when the teaching acts as a driving force to help students become productive citizens in society. Consistent with the literature, a teacher's morale affects the learning of his or her students (Johnson, 2006; Kinsey, 2006). When a teacher's morale is high, the career is more rewarding.

Some participants (four) experience contentment and joy because of the knowledge, experience, and resources gained from the undergraduate degree obtained in their teachable subject area. This can lessen the strenuous workloads in the first year and novice teachers can achieve success in the classroom. Consequently, more time can be spent on the other demanding areas of teaching. Participants on this issue averred that they are forced to teach courses beyond their immediate qualifications. When first-year teachers teach multiple courses not within the realm of their comfort and experience, a disparity occurs because preparation programs only prepare new teachers on how to plan lessons within the specialty area of the undergraduate degree obtained. The practicum component should allow pre-service teachers to teach a variety of courses outside the specialty area because the teaching load will be appropriately aligned with the teaching assignments given to first-year teachers.

Participants (60%) believed collegial support and camaraderie of veteran teachers are areas where first-year teachers feel a sense of belonging. For successful classroom teaching, novice teachers must have a supportive community of colleagues to exhibit feelings of satisfaction

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

(Anhorn, 2008). Consistent with the literature, a strong social support system may contribute to higher levels of job satisfaction and self-efficacy, less feelings of stress, and higher retention rates.

Participants articulated that collaboration and support from veteran colleagues enables first-year teachers to ensure a sense of acceptance as a member of the learning community. But participants pronounced that such collaborative and supportive relationship is nominal and insignificant.

According to varied literatures, for instance (Anhorn, 2008) , building positive relationships with colleagues will help create a coalition that will provide emotional support and influence first-year teacher retention, job satisfaction, and good teaching. Mentorship programs will help new teachers receive the survival tools and mechanisms that professional development and preparation programs may not provide. The suggestion of mentorship and induction programs are useful techniques is assisting new teachers in the classroom because they will have better preparation and knowledge of the instructional curriculum and feel less isolated in the classroom.

Theme Four: Disconnectedness

Study participants (100%) expressed a disparity exists between expectations of the education of profession and the actual realities in the actual classroom during the first year. Prior to entering the classroom, majority (n=8, 80 %) of the participants believed all students would understand the lessons taught in the classroom and parents would naturally support the first-year teacher during student misbehavior situations. Participants (n=5, 50%) believed students would naturally be motivated to learn. Evans and Tribble (1986) postulated the notion of perceived problems by novice teachers might not encumber effectiveness because perceptions may be faulty. Participants, uniformly, (100%) acknowledged college perceptions about the profession occurred due to the inadequacies of preparation programs in preparing new teachers for the classroom realities.

Many participants expressed the desire and motivation exhibited, in their own students' experiences, in school is not the same as exhibited by the students they now teach. Nearly all participants shared the notion that "when we were in school, we used to respect our teachers and we had the drive to want to do better than just a passing grade". Large number of the participants (n=7, 70%) had no expectations of classroom management problems because they did not realize classroom management would be an issue. Classroom management is linked to the fundamental role of being a teacher and when not managed effectively, might cause teachers to burnout. Participants expressed their grief in association with managing troublemaking students. Practitioners added that some students are beyond the control of the school rules and regulations and, are even life threatening to teachers. Unhappily, the participants said there are teachers killed by their own students.

Participants indicated preparation programs are not providing pre-service teachers with the skills good enough to manage a classroom. Participants suggested that providing appropriate and timely induction, workshops and seminars on classroom management at the start of the school year will allow first-year teachers to have a clearer understanding of what to expect in the classroom. Such professional development opportunities will lessen the disparities new teachers experience during the first year; and gain the skills needed to manage a class and achieve teaching success.

Expressing the difficult nature of teaching, study participants (100%) uttered teaching is a lot more work than expected. Many of the participants (seven of them) specified a lack of support as another reality, indicating a disconnect exists, specifically in the areas of the practicality of teaching, student learning, apathetic students, workload, support, parental contact, documentation, record keeping, one-to-five (mostly politically laden agenda) frequent meeting

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

and classroom management. Consistent with the literature, when a disconnect occurs, new teachers feel isolated, which leads to feelings of frustration, dissatisfaction, anxiety, stress, isolation, and low self-efficacy (Inman & Marlow, 2004).

Theme Five: Student Learning

Each participant was clear that students learn differently and to plan a lesson effectively means to incorporate individual learning styles to meet students' needs. But what they didn't deny the reality is that they are incapable of addressing the diverse needs of the learners. A synthesis of related literatures advocated that higher student achievement results in incorporating differentiated instruction and inclusive teaching practices. Participants noted all students have different learning styles and educational needs. Teachers must employ various learning strategies to effectively reach each student and maximize learning.

Understanding how to create a lesson plan to meet the diverse learning needs is essential for beginning teachers to reach out to all learners in the classroom. Having resources to adapt and modify lessons relating to the learning targets will help to individualize learning. However, almost all participants reported that they lack the knowledge and skill of addressing the different learning styles of students by incorporating different contents and methods in their lesson plans. Participants criticized the lesson plan format which tailored in the same way for every subject which cannot entertain or give rooms for the inclusion of diverse learners' needs.

Educational leaders and department members should be at the forefront of this movement by providing release time, allowing first-year teachers to work alongside veteran teachers. This will give novice teachers the chance to learn how to create lessons and units that enhances student learning. Consistent with the literature, permitting new teachers to collaborate with veteran colleagues to develop curricular materials and providing the release time for new teachers to observe other classes are important for professional development and growth (Anhorn, 2008).

Theme Six: Preparation Programs

Majority of participants (n=8, 80%) indicated teacher preparation program theoretical courses were irrelevant for classroom teaching in the first year and did not tie theory into practice. Few participants implied classroom management courses in preparation programs are necessary.

Resources and strategies on management are necessary to help first-year teachers survive in the classroom. Classroom management and teaching are interconnected and one facet cannot exist without the other. Research suggests the foundation of good teaching is applicable to effective classroom management (Anhorn, 2008; Melnick & Meister, 2008).

Curriculum developers should reconsider the relevance of theoretical-based classes in assisting teachers in their instructional endeavors. According to Kagan (1992), the notion that the theoretical framework in education programs somehow creates the foundation of formal theory

Majority of the participants (seven of them) contemplated that the methodology skills learned in preparation programs were not considered successful strategies for participants. They explained that the problems are laid both on the trainee teachers and the implementation of the training programs. They condemned themselves not actively involved in the training program. They regretted that they were not attending classes regularly and accomplishing tasks required from them effectively and successfully. They confessed that it is when they were aware the relevance of methodology skills, like demonstrations, manipulative, technology, teaching resources, teaching ideas, feedback, role-playing, peer collaboration, and sharing of resources were useful and helpful strategies in the actual teaching context. Since the methodology courses in preparation programs align with the teachable subject area, the readily available resources will benefit first-year teachers because they will gain survival tools to teach the mandated curriculum.

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

When the lesson plans are already prepared, first-year teachers will develop the confidence and comfort to be able to stand up and teach in front of students, contributing to higher retention rates and feelings of job contentment. Reflecting on the knowledge and theoretical portions of preparation programs is important for putting theory into practice. Yet, participants complained that the teacher preparation program is not functioning up to the expected level to equip trainee teachers with the required knowledge and skills.

Teachers' preparation programs are tied into classroom management (Anhorn, 2008). Favoring this idea, varied research findings pointed out that when the novice teacher is prepared, the lessons run smoothly and students are more prone to actively participate and listen. When first-year teachers feel confident that students are behaving appropriately, they will find better ways to present the material for students to learn. To illustrate, when presented with a variety of resources, new teachers will gain a myriad of ideas to create lessons according to student needs.

Theme Seven: Practical Elements

Ethiopian education is usually blamed for its impractical nature. In this study, nearly all study participants (90%) wished curricular content in preparation programs provided pre-service teachers with practical activities relevant to classroom teaching. Ready-to-use strategies, real-world applications, and classroom management are activities participants wished they had learned. Pre-service teachers need role-playing scenarios to help establish an idea and practice what they had learned such that they become familiar with the types of situations they may encounter upon entering the classroom. While it is not possible for preparation programs to discuss all aspects of the teaching, the theory that relates to practice will help novice teachers develop intuitive skills in dealing with classroom-related issues. Nevertheless, participants blamed that the teacher preparation program is not employing indigenous instructional model applicable in their own teaching context.

According to most participants (seven of them), regretted that it would have been good for them strategies which could enhance their practical skills, which are easy to pick up and seem easy, take time to learn, beforehand. This implies that it would reduce the number of mistakes a new teacher makes in addition to the problems encountered. For filling the gaps, participants suggested that, continued professional developmental opportunities, being provided per their school, can equip them with teaching strategies in helping new teachers gain skills not taught in teacher preparation programs. For instance, providing a workshop on how to set up effectively a classroom will be beneficial. New teachers will become comfortable with teaching if they have the appropriate skills and resources gained through professional development, which will contribute to novice teacher retention. But participants are still doubtful about the capabilities of teachers and leaders who are delivering continued professional developmental opportunities.

Theme Eight: Onerous Workloads

Varied literatures averred that new teachers are expected to perform many of the same tasks as veteran teachers. This is also apparent, in Ethiopia, in the teaching assignments given to first-year teachers. Consistent with the literature, participants believed high job dissatisfactions of new teachers occurs because typically, new teachers are given the most difficult teaching assignments, receive little support, are overloaded with large credit hours, are expected to coach extracurricular activities, are assigned to disadvantaged schools, unlimited and boring meetings and have more classes to prepare for than experienced teachers (Kinsey, 2006).

The new teachers bitterly expressed their feeling that the worst thing is they are forced to teach courses that they are not qualified for. They extend their complaint that they have to self-teach to learn the new material and are not equipped with a complete set of lessons to teach for the entire year. This is time-consuming because for each course, new teachers are expected to create tests for each unit, prepare daily lessons, report student achievement, and mark tests, projects, and assignments. Almost all participants believed much of their personal time is consumed by

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

teaching because they sacrifice personal time to prepare for the next day's teaching, which affects their leisure time. From this it is possible to infer that such time tightening activity may contribute for attrition rate.

Theme Nine: Stress and Burnout

Virtually all Participants believed a direct connection exists between motivation and job satisfaction. Such a correlation mirrors Betoret's (2006), and Huysman's (2008) research on burnout dimensions in teaching. Both researchers stated high stress, lack of motivation, and high stress lead to burnout.

It is clear that uncomfortable school setting could be sources of stress, particularly to novice teachers. This in turn can result in job dissatisfaction and poor performance. With this regard, Betoret, 2006 stated that stress is one of the leading causes of teacher attrition. Consistent with the literature, the factors contributing to teacher stress and burnout, include (a) the teaching load, (b) lacking management strategies, (c) working with low achieving students, (d) increasing employer demands, (e) handling angry parents, (f) understanding pacing of lessons, (g) utilizing varying teaching methods, (h) working with mainstreamed students, (i) supervision expectations, (j) job insecurity, (k) apathetic students, (l) lack of respect, (m) lack of time management, (n) expectations from administration, (o) lack of support and resources (p) difficulty in being able to multitask, and (q) working in isolation can contribute to teacher stress and burnout. Participants simultaneously complained that they are expected and urged to accept different responsibilities and duties as venereal teachers do. They even said to the extent that they are forced to assume more extra responsibilities, in some cases, than experienced teachers. This, according to participants, contributed frustration in their profession.

Providing workshops specifically designed to assist, support, and educate novice teachers on how to manage the teaching load is necessary for several reasons. Additionally, professional development acts as a forum for novice teachers to meet other new teachers who share similar experiences and through a collaborative workshop, many teachers can use role-playing scenarios to work together in solving the daily dilemmas, areas participants indicated they wished they had learned and would have better prepared them to teach. But participants witnessed that such organized and wholeheartedly guided professional supportive services are not being rendered to novice practicing teachers.

Summary, Recommendation and Conclusion

Summary

Student-teachers' perspective regarding the system of practicum is crucial. So, this study aims to uncover the reality of practicum from the student-teachers' perspectives. Investigating student-teachers' perspectives is vital because these students interact with all members in the teaching field such as cooperative teacher, academic supervisor, school personnel, and children. As a result, their insights can help stakeholders, cooperative teachers and academic supervisors to understand their needs in order to improve the culture of practicum. Besides, this research tried to re-examine the major challenges novice student-teachers face while practicing teaching in the actual classrooms during their beginning years. At the same time, this study made an effort to find out what opportunities student-teachers have received from teacher preparation programs to the schools they are assigned.

The semi-structured and in-depth interviews and focus group discussion conducted with in-service novice teachers of practicum have uncovered several important impediments and opportunities on the efficacy of their practicum.

Evidences gathered from in-service trainee teachers revealed that they had positive attitudes and willingness for teaching as a profession. They reported that they had good vision for being effective and responsible teachers. The participants have also expressed, though it is was not as

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

they expected, their fears of being encountered by multifaceted challenges of teaching when they were assigned as secondary school teachers.

First of all, the new student-teachers (participants) reported that classroom management as a severe challenge in their practicum. This problem was also documented by many other studies (Murray-Harvey et al., 2000; Yunus et al., 2010; Gan, 2013). Since the practicum is the first time the novice teachers confront with the students, they have difficulty in deciding on how to behave towards the students, and how to deal with a problem occurred during their teaching. Another challenge stated by the English language novice teachers, in this study, is the language proficiency of students. In contrast with Tüzel and Akcan (2009) and Gan (2013) who found that practicum teachers have difficulty in simplifying their language for students to understand themselves. This study found that students who were highly proficient in English and with better subject matter knowledge made novice teachers feel nervous during their teaching practice. They especially have fear of not being able to answer the question of a student and mispronouncing a word when speaking to them. This situation can actually be common for inexperienced teachers who are doing their practicum studies in very competitive schools.

Furthermore, the novice teachers were found to believe that the way veteran teachers teach was not what they have learned about how to teach their subject matters at their university. For this reason, they stated that rather than seeing what teaching subject matters should be like in a real classroom, they understood how they should not teach specific subject matters when they become teachers. This result suggests that selection of mentors to do the mentoring should be based on a number of specific criteria, such as years of experience, education, personality and willingness so that the novice teachers can benefit from their respective mentors at maximum level.

In line with this, Murray-Harvey et al. (2000), and Cincioğlu (2011), argue that both the novice teachers and mentors had concerns about the duration of the practicum since both groups stated that the time allocated for the practicum was very limited to achieve their goals. Based on these results, it can be recommended that practicum study should be reorganized by starting it earlier and extending the practicum time. Even though the 2009 framework of the MoE has included in it that the supervision to be provided by the college tutors for practicum practitioners should have been more frequent, what is actually being practiced is so unrealistic. The practicum practitioners baldly speculated that college educators only visit the practitioners only once in a year. They added that the college educators barely collect the practicum portfolio and didn't give feedback to the practitioners.

The results, in general, indicate that practicum in College of Education and Behavioral Sciences have still had deficiencies although many changes and developments have taken place regarding the importance of teacher education so far. One important change was the introduction of the Post Graduate Diploma for Teaching (PGDT) program for Pre-service and in-service Teachers run and funded by the Ministry of Education in Ethiopia and implemented by universities having teacher education programs. The aim is to increase the quality of teacher education programs and resulting in strong university-school partnership. However, evidences from the voices of research participants and the researcher's own experiences and observations, what actually takes place has nothing to do with the principles and schedules of the framework set by MoE. This calls for, in my view as a researcher, refreshment seem to be needed in practicum component of PGDT programs, which will address the novice teachers' current needs. As a teacher in the college, the researcher has observed that the time allocated for practicum supervision is declining from time to time (or year to year). Besides, the number of student-teachers assigned for the college tutors for supervision or getting technical support is many. This directly or indirectly affects the quality of assistance and feedback to be provided for novice in-service teachers.

Recommendations

Based on the core themes and findings of this study the following recommendations are made:

1. The number and frequency of college tutors supervision for practicing teachers must be increased.
2. The coordination between partner secondary schools and teacher Education College (university) should be improved. The school administration and the veteran teachers should have positive attitudes towards practicing teachers and have to share the burden of novice teachers by offering the required professional and psycho-social supports, and, the school and the college administrators should firstly be in cooperation with each other.
3. The responsibilities of the school principals, classroom teachers, college members and teacher candidates should clearly be stated and they should all be informed about their responsibilities.
4. Professors should constantly monitor in-service teachers by allocating adequate time and give constructive and positive feedback.
5. Observations are needed to elucidate the details of the real practicum practices taken place. These observations should focus on the way the novice teachers are guided by supervisor teachers in the teacher training colleges and mentors in cooperating schools, as well as the reflections of the guidance on the performance of student-teachers during their practice teaching in the classrooms.
6. In the study, research participants witnessed that the supports given to novice in-service teachers by respective mentors are nominal. Principally, a mentor needs to be an experienced and effective practitioner, committed to the task, to be an effective and sensitive counselor, and to have excellent interpersonal communication skills.
7. This study was limited to few numbers of secondary schools and participants (only 10 novice in-service teachers). Hence, the researcher recommended that future research be conducted in additional school districts across the Amhara Regional State or the country with a larger sample size.
8. Taking into account the challenges of other components of practicum, as potential areas to be studied to the details, seem to be of utmost importance for having a deeper understanding of the reasons behind the problems.
9. The strategies, courses, and skills college members of preparation programs should consider when designing course curriculum. Incorporating inquiry and reflection practices into the curricular courses in preparation programs will encourage intellectual development and improve teaching practices in the classroom.
10. Administrators/Educational Leaders of the schools should provide continued professional development throughout the first year will help to diminish the disparities experienced by first-year teachers. This will supplement the existing knowledge first-year teachers gained from preparation programs and will continue to help to shape their current teaching pedagogies.
11. Classroom management is reported as severe and difficult task for the practicing teachers. Teacher Preparation College should give special emphasis and make every possible arrangement that could equip trainees with the necessary knowledge and skills of managing classroom in actual setting. Above and beyond, partner schools should create a joint venture with different stakeholders that could enhance handling troublesome students.

Conclusion

In this study uncovering the lived-experiences of PGDT 2016 summer in-service trainee teachers tried to identify the trainee teachers' perspectives on teaching, the major problems they encountered in the practicum period, and what opportunities offered to them in order to scale up their teaching profession.

This study tried to revisit the lived experiences of novice in-service secondary school trainee teachers by reaching sample teachers, though not representative, in different parts of Amhara Regional State secondary schools. Data were collected from the selected participants via semi-structured and in-depth interviews, observation and focus group discussions. Evidences from participants' responses and discussions indicated that the challenges trainee teachers encountered outweigh the opportunities offered to them. Personal observations by the researcher, during the reflection time, were also used to substantiate the data gathered by the above qualitative research data collection tools to elucidate the details of the real practicum practices taken place. These observations focused on the way the novice teachers were being guided by supervisor teachers in the teacher training college and mentors in cooperating schools, as well as the reflections of their practicum portfolios (practicum I, Practicum II and practicum III).

Generally speaking, it is possible to conclude that trainee teachers are facing psycho-social, personal, environmental and professional problems from different angles while practicing their teaching practicum. Evidences from the participants' own voices convey the basic message that they were not being provided with sound professional supportive services from concerned experienced teachers, tutors and mentors. Based on the obtained evidences from the participants' own perspectives and observations, practicing novice teachers should be provided with survival skills by college members, department members and school district leaders will serve as valuable resources for new teachers so that they could get the opportunities for their professional development and staying for a long time in their teaching profession.

The challenge of other components of practicum, namely administrators in cooperating schools, college supervisors, supervisor teachers, seem to be of utmost importance for having a deeper understanding of the reasons behind the problems. To be effective and promising teacher, supportive services from different stakeholders and personal commitments have paramount importance.

References

- Adey, K. (1997). First impressions do count: mentoring student teachers. *Teacher Development*.1 (1):123-133.
- Anhorn, R. (2008). The profession that eats its young. *Delta Kappa Gamma Bulletin*, 74(3), 15-26.
- Bartlett, S. and D. Burton. 2007. *Introduction to education studies*. London, Sage.
- Beck et. al.(2007). Components of a good practicum placement: Student teacher perceptions. *Teacher Education Quarterly*, 29(2), 81-98.
- Betoret, F. D. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology*, 26(4), 519-539.
- Brouwer N. and F. Korthagen. 2005. Can teacher education make a difference? *American Educational Research Journal*. 42(1): 153-224.
- Campbell, C. (1992). Building bridges in teacher education: Tearing down barriers we have constructed. In B. Driscoll & W. Halloway (eds.), *Building bridges in teacher education*: New South Wales, Australia: University of New England. pp. 31-42.
- Cincioğlu, O. (2011). Practicum in English language teaching as perceived by mentors at cooperating schools in Istanbul. Unpublished Doctoral Dissertation. İstanbul University, İstanbul, Turkey.

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

- Creswell, J.W. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research. (4th ed.). Upper Saddle River, NJ: Pearson.
- Creswell, J. W. & Planoclark, V. (2007). Designing and conducting mixed methods research. USA: Saga publication, Inc.
- Creswell, J.W. 2005. Educational research: Planning, conducting and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Pearson.
- Fantilli, R.D. and McDougall, D.E. (2009). A study of novice teachers: challenges and supports in the first years, *Teaching and Teacher Education* (25), 814–825.
- Farrell, T.S.C, 2008, *Learning to Teach Language in the First Year: A Singapore Case Study*, in *Novice Language Teacher*, ed., T.S.C. Farrell, Cambridge: Cambridge University Press.
- Gan, Z. (2013). Learning to teach English language in the practicum: what challenges do non-native ESL student-teachers face. *Australian Journal of Teacher Education*, 38(3), 92-108
- Golafshani, N. (2003) Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*. 8 (4), 597-607.
- Goodson, I. 2003. Professional knowledge, professional development. Maidenhead: Open University Press.
- Gregory, S. et al. (2011). Changing directions through VirtualPREX: engaging pre-service teachers in virtual professional experience. *Changing demands, changing directions: Proceedings of the Ascillite 2011 Conference*, Hobart, pp. 491-501
- Guarino, C.M., L. Santibanez and G.A. Daley. 2006. Teacher recruitment and retention: A review of recent empirical literature. *Review of Educational Research*. 76(2):173–208.
- Hancock, D. and Algozzine, B. (2006). *Doing Case Study Research: A Practical Guide for Beginning Researchers*. Teachers College, Columbia University: New York.
- Hatch, A. (2002). *Doing Qualitative Research in Educational Settings*. State university of New York press.
- Huysman, J. T. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers' job satisfaction. *Rural Educator*, 29(2), 31-38.
- Ingersoll, R. M. (2001a). Teacher turnover and teacher shortage: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Inman, D. & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605-614.
- Johnson, S. M. (2006). BCQ. *Journal of Educational Change*, 7, 103-104.
- Johnston, D.H. (2010). Losing the joy': Student teachers' experiences of problematic relations with host teachers on school placement. *Teacher Development*. 14 (3): 307–320.
- Kagan, D. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research*, 62(3), 129-168.
- Kahn, B. (2001). Portrait of success: CTs and the student teaching experience. *Action in Teacher Education*, 22(4), 68-78.
- Kinsey, G. (2006). Understanding the dynamics of no child left behind: Teacher efficacy and support for beginning teachers. *Educational Leadership and Administration*, 18, 147-162.
- Kokkinos, C. M. (2007). Job stressors, personality, and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243.
- Melnick, S. A. & Meister, D. G. (2008). A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31(3), 39-56.
- Murray-Harvey, R. et al. (2000). Under stress: the concerns and the coping strategies of teacher education students. *European Journal of Teacher Education*, 23(1), 19-35.
- Murshidi, R. et.al. (2006). Sense of efficacy among beginning teachers in Sarawak. *Teaching Education*, 17(3), 265-275.
- MoE. (2003b). *Practicum guidelines for developing courses*. Addis Ababa.

Revisiting Post Graduate Diploma for Teaching (PGDT) In-service Trainee Teachers' Lived-experiences of Teaching Practice

- MoE (2009b). Postgraduate diploma in teaching (pgdt), curriculum framework for secondary school teacher education program in Ethiopia. Addis Ababa. Ministry of Education.
- Richards, J. C. and Crookes, G. (1988). The practicum in TESOL. *TESOL Quarterly*, 22 (1), 9-27.
- Roness, D. 2010. Still motivated? The motivation for teaching during the second year in the profession, *Teaching and Teacher Education*.
- Roulston, K., Legette, R., & Womack, S. T. (2005). Beginning music teachers' perceptions of the transition from university to teaching in schools. *Music Education Research*, 7(1), 59- 82.
- Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
- Schulz, R. 2005. The practicum: More than practice. *Canadian Journal of Education*. 28(1 & 2): 147.167.
- Solomon Amare. (2006). "TESO Seen as a Strait-jacket of trendy methodologies teachers' perspectives." In proceedings of the conference on teacher education for sustainable development in Ethiopia. College of education, Addis Ababa: Addis Ababa University.
- Stuart, C., & Thurlow, D. (2000). "Making it their own: Preservice teachers' experiences, beliefs and classroom practices." *Journal of Teaching Education*, 51(2), 113-121.
- Tüzel, A. E. B. & Akcan, S. (2009). Raising the language awareness of pre-service English teachers in an EFL context. *European Journal of Teacher Education*, 32(3), 271-287.
- Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 33(4), 59-74.
- Yunus, M. M., et al. (2010). Understanding TESL PTs' teaching experiences and challenges via post-practicum reflection forms. *Procedia-Social and Behavioral Sciences*, 9, 722-728.
- Zeichner, K. 2010. Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*. (1-2): 61–89.