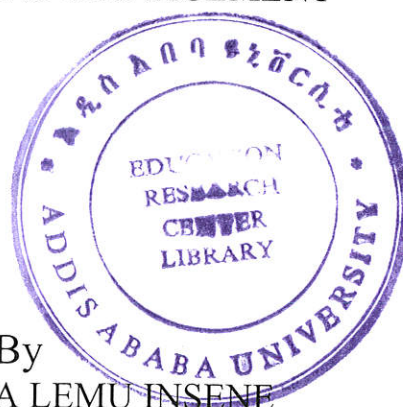


ASSESSMENT OF FACTORS THAT AFFECT QUALITY OF
EDUCATION IN PRIVATE TEACHER EDUCATION
INSTITUTIONS IN WESTERN PART OF OROMIA

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Acronyms and Abbreviations

HMI: Her Majesty's Inspectors of Schools

JICA: Japanese International Cooperation Agency

MDG: Millennium Development Goal

MoE : Ministry of Education

OREB: Oromia Regional Education Bureau

RCE: Regional Council for Education

SNNP: South Nations and Nationalities Peoples

TEI: Teacher Education Institution

TESO: Teacher Education System Overhaul

TGE: Transitional Government of Ethiopia

UPE: Universal Primary Education

Abstract

Private teacher education is a very recent phenomenon in Ethiopia. However, it is a vastly expanding segment of post secondary education; particularly in Oromia Regional State. Presently private teacher education institutions are solely shouldered with the responsibility of preparing first-cycle primary school teachers for the region.

This study has attempted to explore readiness of the institutions to effectively carry out their responsibility based on four basic questions. The study was conducted using descriptive survey method. The necessary data were gathered with the help of questionnaire, interview and documents mainly. Data analysis was done using percentage, mean and chi-square to test the degree of differences among respondents.

The findings of the study indicated that the institutions lack organizational facility, skilled teacher educators and managers to effectively discharge their responsibility. Absence of direct participation in student teachers recruitment and promoting planned development of the institutions by Oromia Regional Education Bureau were also observed. Generally professional supports, regulatory and monitoring activities on the side of education bureau are seen in adequate. Quality of teachers from these institutions is becoming questionable. This is a great danger to the future provision of quality primary education in schools.

Therefore, combined effort of the education bureau and owners of the institution is required to shape and sustain provision of quality teacher education in private teacher education institutions. Based on the findings and conclusions of the study this paper recommends major actions to be taken by the institution owners and the education bureau in their endeavor to secure production of qualified first cycle primary school teachers in the region.

Accordingly, the owners should invest to improve facilities and services, establish strong relationship with their major stakeholders and make up managers' ability of organizing educational programs of their institutions. The regional education bureau also should take leading responsibility in monitoring and regulating the quality of teacher education provided in the private teacher education institutions.

Chapter I

1. Introduction

1.1. Background of the study

Causes for the emergence and development of private provision of education and training in the education sector vary depending on the level of development of countries. According to Grant (1982:341-343) and James (1991) in Seifu (2000:13) in developed countries private educational institutions were brought in to being in order to meet needs of particular sector of the society. Woodhall (1985:129) and Seifu (2000:28-30) on the other hand attribute the emergence of private sector in education system of developing countries to the governments' inability to finance the system.

Whatever the driving forces of the emergence may be, studies show that private provision of education particularly the teacher education segment has been in existence since the beginning of 1820s. Monroe (1950:1375) indicates that the first private normal school (teacher education center) in the United States at Concord and Vermont was opened in 1823. Miyan (1999:124) also notes that the beginning of private teacher education in India was initiated by private organizations as of 1824 where the Danish missionaries took lead in setting up the education center.

Although it seems a recent emerging phenomenon, today governments in many countries of the world have adopted private investment as supplement source of resource in expanding education and training. Practices show that governments find it very difficult to settle educational issues by themselves. Now days, the fact that educational systems are increasingly running with growing budgetary pressure also forces governments to encourage more participation of private investors to secure reliable sources of educational finance.

Emphasizing the impossibility of meeting all educational goals single handedly UNESCO (2000:18) writes that achieving the objectives of education for all will also require more creative and sustained mobilization of resources from other parts of society, including different levels of government, private sector and non-government organizations. The same report further adds that even with improved mobilization and allocation of domestic resources and enhanced efficiency in their use, meeting all the educational goals will require additional funding from international development agencies. MOE (2002:35) also clearly spells out that the government cannot be the only provider of

education and training service. Therefore, in expanding access to quality education and training allowing private investors to participate is essential and compulsory.

Though, it became a legalized global trend from long before a century, private provision of education and training had no clear policy direction until very recently in Ethiopia. Different records witness that non-government provision of education has been widely in practice in Ethiopia since the reign of Minilik. For instance; Punkhurst (1976) marks Minilik's reign as being significant for developments in the field of non-government education. During this period; he notes about hundred private schools were sprang up in the capital, Addis Ababa where large number of children were learnt how to read and write. The schools were open air and boarding. In the open air schools students were learning sitting on sheepskins, which they brought every morning and took away in the evening. In both the boarding and open air schools students surrounded the teacher and learn how to read by shouting or singing loud (ibid). UNESCO (1963) also indicates that in 1961/62 the proportion of pupils in non-government schools that follow the Ministry of Education's curriculum was 26% of the national primary (1-8) enrollments. Zaudneh (1971:18) on his part shows that there were 115 private educational institutions operating in Addis Ababa enrolling 34,488 children of the city in 1960 E.C. It was noted that those institutions had played the role of accessing education to children who were denied admission to public schools in the city.

Regarding teacher education however, there is no indication of the existence of either governmental or non-governmental institutes until 1944/45. Marew (2000:179) indicates the first teacher education institution in Ethiopia was established in 1944/45, where it was housed in one classroom at Menelik II School. It later moved to Gulele and finally to Harar in 1952. TGE (1994:3) cites that there were only 12 teacher education centers in the country before 1994, which shows an average increase of one center every four year between 1945 and 1994. Since all these pre 1994 institutions were government financed it is possible to note that there was no private teacher education institution in existence until the effect of proclamations 206/1995 and 351/2003.

Studies also witness that various attempts were made by governments to determine and regulate the activities of private educational institutions. Decree number 3,1944 which in particular limits the establishment and activity areas of mission schools, order number 46,1966 that assigns the Ministry of Education and Fine Arts responsible in licensing the operation of private educational institutions, establishing minimum standards and ensuring that the standards are met by the institutions, and the

non-government school's regulation of 1973 were among the attempts. However, none of these had played facilitating role on expansion of private provision of education. As a result Ethiopia was one of the countries in the world with the lowest gross enrollment ratio until 1990 (UNESCO, 2002).

To bring about system improvement policy reforms were also attempted through Education Sector Review and Evaluative Research of the General Education System in Ethiopia. But, both attempts were not resulted in the required improvement. Ethiopian educators criticize both attempts in the first place for being surrounded in secrecy right from the beginning of the study. Seyoum (1996) further indicates that the Education Sector Review was not in agreement with the then land ownership system while the Evaluative Research of the General Education System in Ethiopia had no indicated financial source in addition to back warded social base for its effective implementation.

Therefore, towards the end of the Derg Regime there was a clear need for educational reform in the country. In this respect Seyoum (1996) writes that towards the collapse of the socialist regime, the relevance of the curriculum had become questionable. The quality of education had become suspect and accessibility to educational opportunity left a lot to be desired. Thus, there were signs of dissatisfaction with the education system and the necessity to bring about a reform in education was quite apparent.

The promulgation of the New Education and Training Policy by Transitional Government of Ethiopia (TGE, 1994) is, therefore, the first policy attempt to encourage and give legal base for private establishment of educational and training institutions. The realization of this policy was facilitated, as noted earlier by subsequent proclamations 206/1995 and 351/2003 that resulted in the mushrooming of private teacher education institutions in various regional states of the country including Oromia.

According to records of Oromia Regional Education Bureau 67 teacher education institutes emerged in the region particularly as a result of proclamation 351/ 2003 between 2003/04 and 2005/06. At present all of these institutions run first cycle primary school teacher education programs. These institutions are expected to serve the production of teachers who are the proper implementers of education policy and programs at first cycle primary level of schooling.

However, efficient and effective implementation of education policy and programs requires academically qualified, professionally skilled and ethically well-shaped and committed teachers

(Rajput, 1996). Such teachers are to be produced through well organized and properly managed educational program that is mainly the function of responsible teacher education institution.

While citing lack of quality as a longstanding problem in Ethiopian teacher preparation TGE (1994:4) indicates that the process of preparation of teachers starting from recruitment right through the actual training to the quality and competence acquired at the end was unsatisfactory. This was attributed to failure in selecting interested and committed student teachers, failure in balancing academic knowledge and professional skills, inadequacy of teaching materials and facilities, and lack of adequately qualified teacher educators. Fransua (2001:81-82) also notes admitting academically weak student teachers, lack of quality and experiences on educators' side and poor organization and administration of practicum were the major factors that affected quality of teacher education in SNNP Regional State. With particular emphasis on teacher educators World Bank (1986) on its part argues that personal quality, professional competence, attitude and insights of the educators are determinants of the quality of training in any institution. From these points it is clear that the availability of competent, skilled and experienced teacher educators, quality of the student teachers, adequate education facility, well organized and properly administered education programs are the major factors that influence provision of quality teacher education.

1.2. Statement of the problem

Teaching demands a skill acquired through an effective and efficient teacher education program. The realization of such programs necessitates the establishment of teacher education institutions. Today there are 67 such institutions in Oromia Regional State preparing first cycle primary school teachers and 15 of them are operating in Western part of Oromia (West Wollega, Ilu-Ababora and East Wollega) administrative Zones.

The expansion trend of these educational institutions is so rapid and significant. With such rapid and significant expansion there must be fear of quality dilution in education, which is a disaster to the education system and the nation as well. Poor teacher education program produces poor teachers and then poor education to citizens, which may end up in the production of poorly, educated generation.

↗ In light of this, Miyan (1996:140) writes, "the well being of a nation is dependent upon the quality of citizens. The quality of citizens is significantly determined by the kind of education they receive. The quality of education basically depends upon the quality of teachers the system produces". From

this it is clear that quality nation building requires quality teachers at the base of education, which is the primary responsibility of the education system.

Though quality of teachers is an issue at all levels of education, it must be the first priority at first cycle primary level. This level is where the foundation of future learning and development must be laid. In agreement with this Fransua (2000:12) and Miyan (1996:148) emphasize first cycle primary level of schooling as the starting point for the children to take direction to become what they are capable of becoming and the quality of education they get at this level greatly affects their achievements in future learning.

Today good quality of primary education is one of the global hot issues. Ethiopia as one of the countries strongly committed to education for all promises provision of good quality universal primary education by 2015 (MOE, 2002). However, provision of good quality education demands teachers who are professionally well prepared and are aware of the latest developments in the curriculum transaction strategies and techniques of teaching.

Teacher education institutions are thus responsible centers for preparing such teachers and the extent to which these institutions are equipped (physically, professionally and academically) determines the quality of teachers they produce. In this regard the position of private first cycle teacher education institutions operating in Western part of Oromia becomes questionable. This study is thus designed to assess these educational institutions from quality perspectives based on the following basic questions.

1. To what extent do the private teacher education institutions in Western part of Oromia use the necessary input mix to deliver quality teacher education?
2. How do these private teacher education institutes organize and administer education programs?
3. To what extent does Oromia Regional Education Bureau closely work with these private teacher education institutions to ensure quality of teacher education?
4. What issues and factors need to be considered to ensure quality teacher education in these private teacher education institutions?

1.3. Objectives of the Study

The existence of these teacher education institutions is to serve the production of teachers that can effectively implement primary school curriculum in the region. In this context, the general objective of the study is to assess the extent to which the private primary teacher education institutions in Western Oromia meet the standards set at the Regional and National levels.

The specific objectives of the study are:

1. To identify major problems with the process of education that affect quality provision of education in private teacher education institutions
2. To explore the input resources used by the private teacher education institutions that influence quality of the teacher education.
3. To assess education bureau's commitment in securing provision of quality teacher education in private teacher education institutions.
4. To devise mechanisms that can help private teacher education institutions in improving their performances to deliver quality output.

1.4. Significance of the Study

Most educators agree that teaching is a profession that can be done by a trained adult alone. Thus, education of teachers is a compulsory activity to ensure the continuity of teaching profession. Such education programs require systematized and organized centers and teacher education institutions are the right centers to serve this purpose.

At present private teacher education institutions are the sole centers conducting regular first cycle primary teacher education in Oromia including the sampled administrative zones. The institutions are rapidly expanding but they seem to lack experience. Therefore, their expansion and development need to be well regulated and professionally supported in order to serve the objectives of teacher education successfully.

Thus, the result of this study is hoped to:

1. Help individual investors to improve their institutional performances so that they can survive competitions and attain the objectives they are established for successfully.
2. Alert the regional education bureau and concerned line officers to:
 - ☐ Correct practices that are against the teacher education prospects and policy

- Plan expansion of private teacher education institutions in line with the region's demand for teachers.
3. Help as information base for future research on private teacher education institutions.

1.5. Delimitation of the study

The first delimitation of the study is its restriction to private institutions with particular reference to first cycle primary school teacher education institutions. This segment of post secondary education is critically essential to promote good quality primary education and to attain UPE in the administrative zones as well as in the region.

The second delimitation is that the study considered Western Oromia only because the student researcher found this part of the region relatively accessible for data gathering.

The study was also delimited to only 6 of the 15 private first cycle primary teacher-education institutions operating in the administrative zones indicated above. This delimitation was made to make the study manageable and to keep it within the resource capability of the researcher.

1.6. Methods

1.6.1. The Research Method

Descriptive Survey method is used to identify and describe current practices (Best and Kahn, 1999:105, Ayalew and Seyoum, 1989:17). This study also aims at identifying and describing, the existing situations with the private primary teacher education institutions in Western part of Oromia. A descriptive survey study method was, therefore, designed to serve the purpose.

1.6.2. Source of Data

The study used primary as well as secondary data sources. The primary sources included heads, team leaders and experts from quality assurance and training departments of Regional Education Bureau. They are the front line supervisors who keep records and reports about the institutions. Heads, training experts and supervisors of zone education offices in the sampling area were also included as they are the immediate supervisors and facilitators of the relationship between the institutions and public primary schools, particularly in conducting practicum programs. Student teachers/trainees/, teacher educators, the dean and the registrar of the sampled institutions were also included.

Structured interview was also conducted with the head and team leaders of quality assurance department of the Regional Education Bureau

Secondary sources include official documents such as standards, policy frameworks and guidelines set by the Ministry of Education and the Regional Education Bureau as well as quarterly and annual reports of relevant departments was considered.

1.6.3. Sampling

Sampling of teacher education institutes: six of the fifteen institutions were sampled based on purposive sampling in order to make the data gathering process manageable

Sampling of teacher educators: The teacher educators were sampled randomly and the sampling included 33 (33.67%) of the available teacher educators to make good representation.

Sampling of Deans and Registrars: In this case the available Deans and Registrars of all sampled institutions were considered.

Sampling of Education Office and Department heads, Supervisors and experts-This sampling was based on purposive sampling technique. It included: 2 department heads, 2 team leaders 6 experts from the two departments of the Regional Education Bureau, 1 office head, 2 supervisors and 2 training experts from each zone education offices in the area of sampled institutions.

Sampling of Student Teachers: The study sampled 550 student teachers based on simple random sampling technique so that any student teacher could get a chance to be included.

1.6.4. Data Gathering Tools

As mentioned above, data were gathered from primary and secondary sources. Primary data were gathered by means of the research questionnaire, interview and observation. The research questionnaire is the appropriate tool for gathering data from large and location ally scattered samples. Accordingly, four sets of questionnaire consisting of both open-ended and closed-ended items were prepared and distributed. The sets differ in their contents based on the roles played by the groups included in the sampling. The first set was for student teachers/trainees/, This set consists of twenty-five questions. The first part has seven questions four of which deal with personal data. the second part contains fifteen rating scale questions. The third part consists of three open-ended questions. The second set was for teacher educators. It consists of forty three questions. The first part of this set contains fifteen questions that deal with personal data. The second part has twenty-

five questions that involve rating scales. The third part contains three open-ended questions. The third set of the questionnaire was for managers. This set contains thirty-three questions. Thirteen of the first part deals with personal background. The second part contains fifteen rating scale questions. Part three of this part has three open-ended questions.

The fourth set was for education officials/experts. Its first part contains five questions that deal with personal data. The second part of this set contains five closed-ended questions. Part three has twelve questions eight of which are rating scale. The fourth part contains three open-ended questions. All questionnaire items for the student teachers were prepared in Afan Oromo so that the respondents could understand the message and forward adequate information. In addition structured interview was conducted with the head and team leaders of quality assurance department of the Regional Education Bureau. The interview contains four questions. Field observation was also done in five of the institutions with attention to classroom and playground situations.

Regarding secondary sources, Guideline for Accreditation Procedure and Standards of Teacher Education and Technical and Vocational Education and Training in Oromia (OREB, 1998 E.C.) Student Teachers Selection Guideline (OREB, 1997E.C.) and Teacher Education System Overhaul (MoE, 2003) were considered.

1.6.5. Pilot-Testing

The draft questionnaire guides were distributed to Harrambe and Oromia Private Teacher Education Institutions in Adama, heads of Zone Education Offices and experts of Regional Education Bureau that were not included in the study sampling. The pilot population included four managing body members (the Deans, Registrars), 12 teacher educators, 40 student teachers (28 male and 12 females) from the two Private Teacher Education Institutions, five Zone Education Office heads and four experts from the Regional Education Bureau. Based on feedbacks obtained from respondents two redundant items were omitted from the set filled by student teachers. Four personal data related questions were added to the sets for teacher educators and managers. Three questions were modified from those filled by education officials and ambiguous ideas were made clear. Finally with comments from my thesis advisor a complete set of questionnaire was made ready for use.

1.6.6. Data Analysis

After the sets of questionnaires were collected from the respondents checking was done and five respondents were rejected from student teachers for not indicating sex. Responses were tallied for

each questionnaire item discarding vague responses. Then tabulation of clearly responded questionnaires was done. Information obtained through interview and document assessing was materialized in the analysis and interpretation of data. Finally statistical analysis was carried out with the help of statistical tools t-test, X^2 , percentage and mean depending on their necessity.

1.6.7. Limitation of the study

Shortage of literature specific to the topic is a limitation to the further enrichment of this research work.

1.6.8. Organization of the Study

This paper is organized in four chapters. Chapter one consists of the background, statement of the problem, objective of the study, application of the study, delimitation, limitation, methodology and procedure, and definition of operational terms.

The second chapter is a review of related literature, which contains role of a teacher in the education process, need for teacher education, objectives of teacher education, factors affecting quality of teacher education, arguable issues with expansion of private educational institutions and review of related studies. Chapter three deals with analysis and interpretation of data and the fourth chapter consists of summary of findings, conclusion and recommendations. Relevant appendices are also annexed at the end of the paper.

1.6.9. Operational Definition

Teacher Education: refers to the practice of education aimed at shaping the student teachers' action and equipping them with necessary basic skills to be used in classroom learning-teaching process.

Student Teacher: A person under going basic training for professional teaching in schools

First cycle primary school: refers to school teaching grades (1-4)

Private Educational Institution: An educational Institution financed and managed by private investor/group of investors

Teacher Educator: An instructional leader who prepares teachers for professional teaching in regular first cycle primary schools.

Quality: Level of excellence in educational performances evaluated against pre set criteria and standards.

Equity: Involves judgment about appropriateness or fairness of the provision of educational opportunities

Assessment: refers to judgment about whether the education being provided can meet pre set standards.

Access: The extent to which the right of entry to a specified level of education is maintained

Factor: refers to an issue/s that influence performances in teacher education

Chapter II

2. Review of Related Literature

2.1 Quality Education

Quality education at every level is an absolute necessity (Mitra, 1998: 663). However, literature on the quality of education often put particular emphasis on primary education. Lockheed and Versepoor (1991) and Fransua (2001) contend that quality primary education is a pre-requisite for developing the human resource base required to meet the changing technical demand of the twenty-first century. According to them quality education must start at the primary level, where children develop their basic attitude and approaches to learning. World Bank (1990) also spells out that quality primary education is a rock base necessity for development, productivity and poverty alleviation.

Now day's changes are at faster rates than ever before and every aspect of human endeavor is brought under the influence of these un inevitable paces of changes. This forces nations to be keen to ensure that their citizens gain the knowledge and skills appropriate to a changing world. This in turn moves countries to join the race for the expansion and development of good quality education (Rajput, 1996).

As to what quality is meant in education, different people take different views. However as indicated by Asseffa (2002:29-30) the common views of quality in education given by educators and policy makers include:

Quality as reputation - the existence in the minds of most people folklore about which are the best educational institutions in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs.

Quality as a process - reflects not only inputs or results, but also the nature of the intra institutional interaction of students, faculty, and others; the whole institutional environments.

Quality as resource and inputs - fiscal resources, number and qualification of teachers, student quality, size of pedagogical materials and curriculum, extent of facilities and overall prestige.

Quality as content - reflects the particular bias of a community, an institution or a country toward a body of knowledge, skills or information.

Quality as output or outcomes - achievement in knowledge, skills, entrance rations to next level of education, income, & occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skills, attitudes & values relevant to the country's needs.

Quality as value added - A measure of change-how the students have changed because of the learning program, the culture, and the norms of the institution; how the institution helps students to achieve their potential or enlarge human capacities.

Public debates on quality of education are usually heard concentrating around students' achievements. But the concept is complex that takes in to account factors such as provision of teachers, school buildings, curriculum, books and process of teaching. Teachers however occupy a crucial position in determining quality of education. In line with this, Rajput (1996:140) states that quality of education basically depends upon the quality of teachers the system produces.

2.2 Teachers' Position in Determining Quality of Education

Saiyidain (1962) cited in Rajput (1996:140) emphasizes the importance of the teacher in education as,

The more I see of educational work-good work or bad-work, the more emphatically I feel that the quality of a teacher in an education system is a more important factor than all the other educational factors put together-syllabus, text books, equipment and buildings. If we cannot secure a teaching personnel that is keen and intelligent and has sense of duty and integrity no educational scheme can have the slightest chance of success.

This is quite revealing that the teacher is the engine in the process of any educational endeavor. A well-facilitated building cannot impart knowledge and skill without a teacher. A quality curriculum also cannot be meaningful without a qualified teacher with good commitment to implement it. Generally all material inputs of education can play their educating role meaningfully only when there is a teacher to put them into action. Therefore, whatever the situation of school or the educational institute may be the quality of education it provides is greatly determined by the quality of its educating staff.

No matter what appears in the official course of study, it is the teacher who sets the daily tasks for the pupils, or who helps them to develop a planned work. It is the teacher who sanctions or condemns students' habits and attitudes. If education is ever to have an influence in shaping

character or giving insight into life the teacher will be the great agent who will carryout this influence (Miyan, 1996:142).

With the present rapid development and explosion of knowledge and technology along with explosion in population the role of teachers becomes more challenging and complex. In these circumstances the teacher has to make use of mass media. He has to handle children who are well informed on one side and those who are not informed at all on the other. He should be able to develop qualities of democratic citizenship, tolerance and concerns for others, cooperation, sense of responsibility and commitment to social justice in students (Miyan, 1996). Miyan further notes that today's teacher is seen not only as a transmitter of knowledge and understanding, but also as an individual who imparts certain skills and develops other capacities in pupils to enable them to think for themselves, to decide and act for themselves.

The 2000 UNESCO document states that teachers are essential players in promoting quality education, whether in schools or in a more flexible community-based programs; they are advocates for and catalysts of change. This document underlines that no educational reform is likely to succeed without the active participation and ownership of teachers.

Scientific and technological developments have resulted in serious apprehensions that machines may replace men and women in modern sectors including education. The availability of films and tape recorders along with the programmed instructions in education and the development of computer aided learning may lead many people in the education sector to think about the possibility that teachers may be replaced by machines. Despite of, such scientific and technological developments the teacher is never indispensable (Rajput, 1996). He argues that with scientific and technological development computers can help more; other techniques and technologies can also help. Many changes could be taking place including facilities such as tele-conferencing, televiewing and mobile telephones. These facilities and techniques may change the role of teachers. They may change the degree of delivery by the teacher. However, none of these would be able to replace the teacher.

It is true that technologies do not and cannot have their own philosophy to be put into practice. They cannot create educational ideas of their own and cannot make curriculum. They only display what is created, arranged and adjusted by the teacher. The teacher, however, creates educational ideas of his own as he is endowed with the gift of creativity. The teacher is, therefore, the truly indispensable element in the educational processes.

Although the teacher's role is determined by the nature of society itself and development in technology, Dean (1983) in Cohen, Manion and Morrison (1996:143-44) observes that roles of teachers in primary schools include;

1. Manager: the teacher is there to manage the total learning environment
2. Observer: the teacher's effectiveness depends on an ability to scrutinize closely the children's actions, reactions and interventions.
3. Diagnostician: as an integral part of observing, diagnosing involves identifying the strengths and weaknesses of each child and devising programs accordingly.
4. Educator: this involves deciding on aims and objectives, the nature and content of the curriculum and the learning program
5. Organizer: this contains organizing the learning program once its nature has been specified.
6. Decision-maker: choosing appropriate teaching materials, deciding on topics and projects, and individual programs.
7. Presenter: this involves the teacher as expositor, narrator, questioner, explainer and instigator of discussions.
8. Communicator: it is implied in the role of the presenter. It also involves talking to other members of staff
9. Facilitator: an important aspect of the teacher's work, acting as a mediator between the child or the class and the problem in hand.
10. Motivator: arousing and sustaining interest
11. Counselor: in this role the teacher advises on a whole range of problems and issues- educational, personal, social and emotional
12. Evaluator: a crucial professional aspect of the teacher's job. This involves evaluating, assessing and recording children's ability, achievement and progress.

Miyan (1996) in Rajput (1996:142) on his part lists the role of a teacher in view of the Asia and Pacific regions as:

1. Ensuring students' physical well-being
2. Promoting skills and competency in literacy & numeracy, sensitivity to the environment and harmony between schools and its community
3. Helping the growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional growth

4. Transmitting the culture and knowledge to help students become aware of the world community
5. Nourishing creative and critical abilities
6. Encouraging adaptability in a dynamic and ever changing society
7. Helping each individual achieve full self actualization and become a fully functional member of society
8. Providing the students and the community with an admirable role model of professional teacher and be accountable to the community and the parents.

The Ministry of Education (2002:41-42) indicates that roles of teachers in Ethiopia include:

1. Shaping the students in accordance with ideals set forth in the constitution
2. Linking the teaching learning purpose with objectives of education and training policy and producing responsible citizens endowed with democratic out look and whose production and research potential is developed.
3. Actively participating in various school committees and strengthening educational endeavors.
4. Participating in meetings to facilitate the learning teaching objectives.
5. Using and encouraging others to use laboratories, workshops and other available teaching facilities to ensure quality education
6. Covering the yearly portion as scheduled.
7. Conducting continuous assessments; keeping records and initiating students for better achievements.
8. Linking the lesson with the community's development vision.
9. Conducing research
10. Evaluating and commenting on curriculum.
10. Participating in activities aimed at generating school revenue
11. Participating in professional trainings and developing his teaching ability.
12. Remedying learning problems of female students and other needy students
13. Motivating students to use libraries through home made activities and exercises and
14. Performing other duties given by the principal

To perform effectively the kind of roles just listed, the teacher need to possess an impressive body of knowledge and considerable ranges of skills. Dean, Pollard and Tann in (Cohen, Manion and

Morrison, 1996:144) have identified the following as examples of the knowledge and skills the teacher is expected to have:

1. Self-knowledge: This entails an awareness of ones strengths and weaknesses. It is a particularly valuable kind of knowledge to possess when working in the primary school where teachers are expected to teach many things.
2. Open-mindedness: Being willing to reflect upon ourselves and to challenge our assumptions, prejudices and ideologies as well as those of others
3. A personal philosophy: This can take quite a practical form. Those who have a clear idea of their destination are more likely to arrive there.
4. A child development: A good grounding in the theories of child development is essential. This includes theories on intellectual, physical, emotional and social development, as well as theories on individual differences.
5. How children learn: The key concept and topics here are motivation, theories of learning, the use of rewards and punishments, and the relation between language and experience.
6. Subject knowledge: Subject knowledge is very strongly associated with high standards of student achievements. It is a critical factor at any point in the teaching process i.e., in planning, assessing and diagnosing, task setting, questioning, explaining and giving feedback.
7. Group behavior: As teaching is concerned with handling groups, some awareness of group dynamics is helpful.

To sum up, it is clear that the teacher is the key to the whole educational process and improving quality of education is impossible without improving the quality of the teachers that provide the education.

2.3 Teacher Education

According to Birara (2000) teacher education is a practice of education aimed at shaping the student teachers' action and equipping them with necessary basic skills to be put in to use when assigned to the world of teaching. UNESCO (1992) also observes that teacher education is equipping the student teachers with relevant knowledge, skills and techniques to make them become effective and efficient managers of education through pre-service and in-service programs. It is the process that promotes determination and clear visualization of the qualities essential for success in teaching Rajput (1996).

It also helps to transfer and develop skills that enable the student teachers to become effective and efficient in teaching. To this end Rajput (1996:144) recommends that the student teachers develop:

- 1 Skills in identifying, selecting and organizing learning experience
- 2 Skills in conducting arts and recreational activities.
- 3 Understanding of major learning principles
- 4 Understanding of the roles of the school and the teacher in the changing society.
- 5 Theoretical and practical knowledge about child education and integrated teaching

Development of these skills and understandings necessitates effective teacher education program. It is also true that to effectively and efficiently discharge the varied and complex functions of education the teacher's own perspectives and abilities must be developed through teacher education program.

Better educated /trained teaching force is an important factor for educational quality and efficiency (UNESCO, 2001:19). Lockheed and verspoor (1991) also confirm that the professional education of teachers has a positive influence on the quality of their performances and consequently on achievements of their students.

From these it should be noted that, if teachers are to perform well in teaching, there should be teacher education programs to equip them with sufficient pedagogical skills.

2.4. Factors that Affect Quality of Teacher Education

Although there exist differences in what value is laden to quality and the measures that will lead to that value; researchers have developed parameters called "indicators" to describe the quality of educational system (Adane and Dawit, 2002). Quality of teacher education can also be relatively described with the help of these indicators. However, they differ on what indicators to use in describing the quality of an education system a number of researchers consider the following ones important in establishing the quality of teacher education programs.

2.4.1. Management

The general purpose of educational management is to bring about changes in the behavior of the teacher, and learner in a manner conforming to the expectation of the society. It involves creation of safe and inspiring learning/training environment that requires cooperation and involvement of teachers, pupils, parents and the larger society. It is, therefore, a team effort aimed at facilitating the

learning-teaching process related to improvement of the overall competence and development of appropriate knowledge, skills and attitudes (UNESCO, 1992).

Studies establish that educational organizations require unique management. Graff and Street (1957), Campbell, et. al (1962), Bush, et. al (1980) in Ayalew (1991) have clearly demonstrated the unique character of educational management. Kimbrough and Nunnery (1976:24) in Ayalew (ibid) also argue that effectiveness in the education sector requires a thorough feeling for and knowledge of institutionalized education. They further contend that experience in the educational process is important to the prospective educational administrator.

Management of an education system requires well-experienced and trained managers in the field to carryout their managerial responsibilities successfully. Lack of training in educational management skills has been largely responsible for a great deal of inefficiency and ineffectiveness observed in the performance of many education systems in Africa (UNESCO, 1992). According to this UNESCO document to effectively and efficiently discharge responsibility each segment of an education system requires a manager who possesses relevant skills attained through formal training that can be beefed up with experience in the services. Heads of training institutions, field education administrators, supervisors and planning units in the ministry or bureau of education are among educational managers whose combined efforts and skills can shape and sustain quality of education.

The responsibility of making any institute of elementary teacher education a dynamic vibrant institution to actualize its given objectives rests largely on the shoulder of its head (Rajput, 1996). He further adds that in order for an institution to be able to make its vital contribution in achieving the goals set, its head has to have a clear perception about the tasks he/she undertakes.

Accordingly the head of a teacher education institution is expected to have various professional abilities and skills to enable him/her to properly discharge his/her responsibilities. In Rajput's (1996) opinion among others the head of teacher education institution must possess qualities of an academic leader, efficient manager and proficient educator. Lack of or inadequacy of any of these elements would not make a complete head. Teacher education institution managers, therefore, should be trained managers in the field to bring positive difference in the development of the sector.

2.4.2. Teacher Educator

Quality of educational output is the function of both process and input. However the effectiveness of both is determined by the competence and commitment of the teacher educators. Teacher educators are at the very core of educational development. They are the spearhead of educational initiatives and innovations. Their role and responsibility in the development of teaching learning in schools is crucial. In line with this, Rajput (1996) states that excellence in any learning center- a primary school, a teacher education institution or institution of higher learning- is directly linked to the commitment, willingness and professional preparedness of the teacher. Monroe (1950:1424) also stresses that the effectiveness of any educational institute depends upon their adequate staffing by competent educators. The qualification of educators thus has a profound influence on effectiveness of teacher education program.

Subject matter knowledge: As a person responsible to plan, guide and evaluate learning the first and most notable role performed by an educator is that of instructional expert (MOE, 1999). Teaching is a profession that demands expert knowledge in the subject area one teaches. In line with this, Adane and Dawit (2002) stress that competence and expertise of teacher educators is an essential factor contributing to the quality of teacher education. HMI (1978) in Cohen, Manion and Morrison (1996) clearly spelt out that the quality of teaching in a subject is closely related to the teacher's subject knowledge. Subject knowledge is a critical factor at every point in the teaching process; in planning, assessing and diagnosing, task setting, questioning, explaining and giving feedback (Alexander et al. in Cohen, Manion and Morrison, 1996). Dennis and Tom (1996) also argue that it is essential to strengthen educators' knowledge in the fundamentals of their subjects to broaden educators' knowledge base and to promote higher level of thinking within their subject areas. They further warned that unless this area is addressed then other developments will be built upon a shaky foundation and the quality of teacher education is unlikely to improve.

Experience: Practical experience of the educator in school teaching is essential to make the education relevant to the situation for which the student teachers are being prepared. To ensure that each teacher educator has the opportunity to become familiar with school situations each teacher educator in teacher education institution should be attached to a specified school. By visiting the school, working with teachers, teaching in classes, attending cluster meetings and so forth they will come to understand more about the nature of schools and school teachings (MOE, 2003). The 1992 UNESCO document also states that effective management of education requires educators with

thorough understanding of educational management, planning process, developing educational materials, developing educational strategies and the ability to manage and evaluate education programs. These qualities are attainable more through practical experiences. Therefore, to effectively educate student teachers including knowledge from practical experiences the educator himself must be well experienced. Emphasizing this Duff (1988) in Befekadu (2002) indicates that instructors in teacher education institutions should be currently practicing classroom teachers, have close link with learners and problems facing teachers, and first-hand experience with the latest instructional materials.

Professional Knowledge: Teacher educators must be professionally knowledgeable in integration of subject matter and essential teaching skills, able to model active learning in their classrooms (MOE, 2002).

Rajput (1996), and Candle and Grieve (2004) argue that equipping student teachers with basic skills is a priority in teacher education programs. Teacher educators, therefore, must be well qualified and skilled not only in a mastery of subject matter knowledge but also in how to educate their student teachers effectively. Adane and Dawit (2002) Observe that quality teacher education is one whose teacher educators use methods that are based on pedagogical principles and educational science so that their teacher education students can model them in their classroom situations. Morrison (1986) in Cohen, Manion and Morrison (1996) stresses that, as a curriculum leader an educator should possess professional and pedagogical knowledge. To this effect, Rosemary (1988) in Befekadu (2002) argues that the selection, preparation and induction of teacher educators should have a well-considered approach.

Workload: Studies establish that educators' workload affects the quality of teacher education. Under loaded circumstances teacher educators /trainers/ can never be high-quality professionals nor can training institutions be good enough to model a sense of community and civic spirit (MOE, 2002:11).

A study conducted on teachers' workload by RCE in 1974 also clearly depicts its negative consequence on educational goals. The study shows that if a teacher has too much work to do in a day, (such as planning, teaching, conducting assessment, marking, etc.,) he will eventually fail to discharge his responsibilities effectively. It further indicates that faced with these demanding

responsibilities, the normal teacher reduces his job to that of helping the students pass the examination as a one clear concrete measure of his success.

This shows that success in education is equated with helping the student merely pass the examination, which is a serious distortion of the proper process and goal of teaching and learning.

2.4.3. Student Teacher Recruitment

Recruitment is a planned program for discovering potentially desirable and interested candidates for pre-service teacher education (Monroe, 1950). He also notes that the social importance of teachers justifies selecting a person, who would be best qualified for entrance into the profession, as well as excluding those who are believed to be unfit for the profession. Teaching is not an all-comer job. Usually only individuals who possess the relevant qualification and have interest to impart the appropriate concepts, skills and values are adjusted to be selected as teachers (Yalokuw, 2002).

Researchers agree that academic preparation is one of the key factors in qualifying a person for teaching profession. However, World Bank (1990:20) witnesses that in most developing countries prospective primary teachers have inadequate academic preparation and represent the least able of their classmates. Adane and Dawit (2002) also observe that recruiting least able candidates from the group failed by national measures is a problem for the education system. Such recruitment has a danger in that it results in recruiting student teachers that lack the intellectual and academic background to acquire adequate pedagogical skills (World Bank, 1990).

Of course one cannot expect quality output without quality input. Thus, student teacher recruitment must be based on pre-set and dependable criteria. In this regard the Education and Training Policy (TGE, 1994) directs that student teacher's ability, diligence, professional interest and physical and mental fitness for the profession must be given emphasis.

Professional interest of the student teachers is an important aspect that should be given due attention. Practice shows that lack of interest by the student teachers sooner or later results in their abandonment of the profession or negligence of shouldering professional responsibility JICA (2004). Alemayehu (1998) also notes that someone who joins the profession without good will cannot make adequate effort to improve the quality of teaching.

Improvement in teacher education thus must start at the outset, with initial recruitment because quality control is more meaningful if applied at the entry point. Therefore, clearly defined and more imaginative strategies must be put in place to identify, attract, educate and retain good teachers. These strategies should address the new role of teachers in preparing students for an emerging knowledge-based technology driven economy (Rajput, 1996).

2.4.4. Practicum

Practicum is part of student teachers' professional education that involves the student teachers in trying to teach pupils (Dunkin, 1987). It is an essential component of teacher education program that helps in developing professional competencies and skills in teachers. According to Rajput (1996) it is an important ingredient that must be given first priority in any teacher education program. Candle and Grieve (2004) also stress that skill development is among professional knowledge that the newly qualified primary teachers must carry with them in to their teaching lives.

Teachers need skills. They must be able to determine objectives to lecture, to lead discussions, to ask questions, to devise assignments and home works, to manage classrooms, to develop assignments, and interpret the results of these assignments (Cummings and McGinn, 1997). They also contend that skill training should precede education for understanding; for just as experiences and observations provide the basis for theory development, skills provide the basis for understanding. Practicum provides student teachers with an invaluable opportunity to develop skills in teaching. It also serves as an outlet to demonstrate theoretical exposures into practical experience.

Generally, the best way to learn how to teach is to go and teach in schools and practicum is the right opportunity to serve this purpose. Student teachers are taught how to plan lessons and when they develop sufficient knowledge and skill in planning lessons they are sent to practicing schools and made to participate in all the activities undertaken in the school. Its success therefore requires establishing strong partnership between Teacher Education Institutes and surrounding schools.

Practicum lesson is carried out under the close supervision of well-experienced and knowledgeable teacher educators from the teacher education institutions. Supervision is important in practicum. Rajput (1996:154) notes the importance of supervision in practicum as follows.

- 1 Give the student teachers proper guidance for good teaching
- 2 Locate either weakness and assist them in improving teaching
- 3 Develop techniques and methods of teaching

- 4 See whether they adopt the method taught to them in the teacher education institution
5. Helps them to solve their difficulties in maintaining control of the class.

Over all the purpose of supervision in practicum is to evaluate the performance of the student teachers in the classroom situation and help them improve their teaching by offering suggestions. Dunkin (1997:68) stresses the importance of supervision in practicum as "... if, as research indicates, practicum is a single most powerful intervention in teachers professional preparation, then the supervision of the teacher is the single most powerful process in such intervention."

Successful practicum further demands active involvement of the teacher educators, the schoolteachers and the student teachers themselves. In line with this, MOE (2003:46) states that continual support and guidance offered to each student teacher by a tutor from the teacher education institution and a teacher from the partner schools is an essential element of effective practicum program. This MOE document also lists duties and responsibilities of those participants as follows

a). The tutor

- 1 Prepare student teachers for actual school experience
- 2 Monitor, evaluate and practically support the student teachers through out the course.
- 3 Assess student teacher's performance according to the agreement for the cycle
- 4 Give oral feedback and written feedback with in a day of observation

b). Teacher assigned from the partner school

- 1 Monitor, evaluate and practically support the student teachers through out the program
- 2 Assess student teacher's performance according to the agreement for the cycle
- 3 Give oral feed back and written feed backed within a day of observation.
- 4 Encourage student teachers to become actively involved in their lessons

c). Student teachers

- 1 Become actively involved in the lessons where appropriate
- 2 Internalize constructive criticism and feedback and use this to develop their teaching
- 3 Attend all actual school experience lessons
- 4 Participate fully in the school activities
- 5 Reflect on her/his experience.

Practicum also increases effectiveness of the student teacher by giving

1. An early opportunity to observe the school environment such as behavior of students, students' capacity and receptivity
2. The chance to explore teaching method practices through direct-experience of school teaching
3. The opportunity to reflect on their experiences, on their own, with their peers, and with teachers in the school and from their educational institution.

Practicum is thus a master class for teaching profession without which no teacher education effort can be complete.

2.4.5. Materials and Facilities

Effective teacher education is impossible without adequate and appropriate material and facility. Practice shows that building with appropriate classrooms, organized and well equipped library, pedagogical center, administration service rooms, staff room, toilet rooms, lounge, text books, reference books, etc. are all essential for the efficiency of teacher education programs. The absence or inadequacy of any of these essential facilities and materials undoubtedly reduces the effectiveness of the program. Getachew (2004) notes that facilities may either limit or help to develop a training program, depending upon their adequacy.

Effectiveness of a teacher education institution is highly influenced by its level of facility and services. Physical facilities like classrooms, libraries, workshops and sport fields should be available and organized to accomplish and promote effective teaching learning process (UNESCO, 1992). According to OREB (1997E.C.10-11) the minimum required facilities to run an ordinary teacher education program includes:

- Classrooms with enough window openings to let in adequate light and air, adequate furniture and area of 1.2sq.meter/user.
- Library with accommodation capacity of at least 25% of the students and up to-date textbooks, reference books, supplementary reading materials, furniture and good light condition.

Pedagogical center of 45 students accommodation capacity with 0.80sq.meter/user, adequate furniture, hand tools and all necessary raw materials.

2.5. Determinants of Training Needs

Teacher education is a preparation for the world of work. Trained teachers learn more how to be a teacher by living in the world of teaching and by practicing the routines of teaching Birara (2000). Trained teachers cannot keep up what was inflicted up on them in the preparation process unless they are assigned to teach in schools. Prepared teachers must, therefore, be able to put the training they received into practice. They also need to earn for it getting an employment opportunity. Preparation of teachers is, therefore, meaningful only if schools can absorb those prepared teachers. Practice however shows that schools' ability to absorb teachers is mainly determined by competition over available resources among various sectors. Societal needs are immense and resources to satisfy them are always limited. The question of determining needs, therefore, becomes the question of priority. Similarly, teacher preparation needs are also prioritized based on available resources to satisfy various needs of the society.

According to Getachew (2004) training program adoption requires understanding of institutional context. Opening pre-service teacher education programs particularly requires the availability of information related to the needs potential employers have for recruiting trained personnel after their completion of the training program.

Rajput (1996:108) shows that in 1991-92 over production of elementary teachers in India caused significant number of trained teachers to wait for several years to get teaching assignment in primary schools.

With the view that teacher education leads to an employment is widely held, many parents expect their children/daughters to obtain wage and replace their oxen or cows sold to educate them in the institution. Others even hope that a trained child/daughter will soon become responsible for the welfare and school fees of the rest of the children in the family. However it is very probable that this wide spread hope turns to hold true. If the children stay long unemployed, it can cause parents' dissatisfaction; which may lead many parents to refuse their children's schooling. Therefore, it is compulsory to keep the balance between supply and demand information periodically to regulate over production.

2.6. Planning for Teacher Education

Management of an educational institution cannot be left to chance. The management, as long as it knows its task well, has to plan what to do, when to do it and how to do it (Rajput, 1996)

Planning is the formal process of decision-making through which managers make decisions about how organizations can achieve their objectives most effectively within its socio-economic and organizational environment (Rondinelli, Middleton and Verspoor, 1990). According to Derebsa (2002) planning is the necessary pre-requisite for effective implementation of intended actions.

Today, planning particularly strategic planning is used as a basic management tool to position organizations favorably to achieve their goals in a fast-changing environment. Kinard (1988:131) indicates that strategic planning:

- 1 Forces managers to develop their reasoning more carefully
- 2 Requires them to continually assess their surrounding
- 3 Help them establish realistic objectives and keep their objectives in perspective.

Almayehu (2003) also cites that strategic planning is of immense value in that it helps to:

- 1 Stimulate forward thinking and clarifying future direction
- 2 Enable the organizations be prepared for possible fast changing environment
- 3 Prioritize and effectively utilize resources
- 4 Solve major organizational problems
- 5 Build institutional capacity through participation
- 6 Encourage delegation and commitment
- 7 Assist the organization to set standards
- 8 Enable to set more realistic objectives that are demanding
- 9 Provide a road map to show where the organization is going and how to go there

Strategic planning enables institutional managers and stakeholders envision the institution's future and develop procedures and strategies to achieve that future. Night (1993) equates management that has no strategic plan to a house without foundation.

Planning is, therefore, important for efficient administration, organization and coordination. It ensures that an organization achieves its goals provided that the planning is done carefully and objectively.

2.7. Debatable Issues in Private Educational Institutions

Access: - It was noted in chapter one of this paper that allowing private investors to participate in the provision of education and training is compulsory to expand access to education. Basically private educational institutions are expected to develop sustainable and reliable means of access to education. Seifu (2000:14) considers private educational institutions as an alternative way of expanding educational opportunities.

Available literature shows argument for private investment in education on two grounds; excess demand and differentiated demand. The first argument is based on the view that demands for education exists over and above the quantum that the government can provide whereas the second one is based on the view that the quality of education provided in government institutions is inferior to the quality of education provided in private institutions. Both views find the solution in expanding private educational institutions (James, 1997 in Tilak, 1999).

Though private provision of education and training has been in place now for many years in most parts of the world; there is still a strong argument against it. Opponents of private provision of education argue that education:

- 1 Produces externalities;
- 2 Is both a public and a merit good;
- 3 Is a valuable investment that contributes to economic growth,
- 4 Reduces poverty, and improves income distribution,
- 5 Is an instrument for social mobility

Taking these basic points into consideration they conclude that people will not be able to make adequate investment in education on their own; markets will not be able to ensure adequate levels of education for the population. They argue that private education results in suboptimum social investment and causes huge social losses (Tilak, 1999 in Altbach, 1999:132)

Quality: The need for the emergence of private educational institutions in developed countries was to address differentiated needs of social groups (Seifu, 2000:20). This differentiated demand stems from the view that government educational institutions cannot provide satisfactory quality education to their children. In their analysis of the American school population Williams and Carpenter (1991) in Husen and Postle Thwite (1995) found a modest private school achievement

advantages. With regard to developing countries however, the relative effectiveness of the private and public schooling presents a different story. Studies demonstrated that in Thailand and Dominica Republic attending private schools affected students' achievement positively while in Kenya and Tanzania students attending government schools were seen scoring better in achievement tests (Husen and Postle Thwite, 1995). Although, it was attributed to the fact that influential social groups of these countries manage to enroll their children in public schools; James (1991) in Seifu (2000) indicates that in developing countries government educational institutions give better education.

With specific emphasis on self-financing private institutions in Latin America it was observed that rapid growth of private educational institutions (particularly higher education) has resulted in massive erosion in the quality and standards of education. The extended argument in this regard notes ability to pay replaces merit as a criterion in admission. Irrespective of student's academic levels he/she will be admitted provided the requisite fees are paid (Castro and Navarro, 1999). According to Ebrima (2004) private sector-led tertiary educational institutions are mainly moneymaking ventures. He pointed out that in the absence of regulations and monitoring some of them may not be very rigorous about the standards and quality of education they provide.

Equity: In relation to private educational institutions different researchers treat equity differently. In developing countries expansion of private educational institutions is commonly perceived to increase inequality (Seifu, 2000). With particular observation in self-financing colleges (Tilak, 1999: 138-139) writes:

1. Economic inequalities accentuate inequalities in access to education which in turn contributes to inequalities in occupational opportunities, in earnings and in socio-economic spheres as a whole
2. If allowed private colleges will eventually dominate the whole higher education scene such that higher education becomes a luxury good that middle and even upper-middle income class may not be able to afford. This may turn higher education to monopoly of the rich.
3. Under private provision of education even if the total enrolment does not change the composition might change in favor of the well off sections of society. As indicated in Seifu (2000), the fact that students of private primary schools in Addis Ababa were those from financially well off families also justifies this assertion.

Tooley (2001:2) however appears to hold the position that private education sector can maintain

equity in education. He argues that private education institutions being aware of their customers' need arrange programs in a way that

1. The customers can work to support them selves and their family
2. The customers can complete their learning in far less time than in state educational institutions.

Castro and Navarro (1999) also state that in several Latin American countries clientele of non-elite private higher education tends to come from lower socio economic backgrounds than the clienteles of public higher education. Similarly Zewdu (2001) indicates that majority of students of private higher education in Addis Ababa come from lower and upper middle-income group families.

Profit motive: Closely linked to the quality debate is the issue of the profit motive, which allegedly lies behind many of the self-proclaimed educational goals of private tertiary institutions (Castro and Navarro, 1999:61).

With particular reference to self-financing private colleges in India, Tilak (1999) argues that private self-financing institutions have proven to be one of the best ways of making quick profits. He adds self-financing private colleges do not receive financial assistance from the government. Thus they are subject to less rigorous control and enjoy considerable freedom of formulating financial policies- such as generating revenues and allocating spending. He also adds that motive for profit is one of the factors behind expansion of self-financing private colleges. Seyoum (1996) on his part indicates that profit motive was the driving force for the mushrooming of private schools in Addis Ababa in the early sixties.

According to Castro and Navarro (1999) in Chile many private self-financing educational institutions do not re-invest their earnings from tuition fee for further educational development. They have also hinted that the situation was not restricted to Chile only.

2.8. Highlights of Related Studies

Research studies so far conducted on private provision of education in Ethiopia were restricted to private educational institutions in Addis Ababa. The first of these studies was the one conducted by Zaudneh in 1971 entitled as "A look at Private Schools in Addis Ababa ". Zaudneh assessed the general characteristics and operating environment of private primary schools in Addis Ababa. According to the study the private schools were categorized into the reputable and the less privileged ones.

1. The reputable private schools: Education standards in these schools were considerably better than the education standards in government schools. The students attending in these schools were those from the middle group families in the community.
2. The less privileged private schools: Schools in this category had no regular support from the government or other agency. The students attending in these schools were those from parents who either could not contrive to have them admitted to government schools or who did not dispose of enough money to send them to the few reputable private schools available.

The study found out that private schools were rapidly expanding in the city at alarming rate. Factors that contributed for the alarming rate of expansion were indicated to be;

- The gap between the increase in enrollment and the expansion of facilities in government schools.
- Increased awareness among the public of the importance of education
- Cheap labor available by then
- Laissez-faire administrations on part of the Ministry of Education

According to this study most of the schools were characterized with low educational standards, poor administration, poor facilities and services.

A study made by Mulat Demeke (1998) is also a research work related to private provision of education. The purpose of the study was to identify determinants of School enrollment and to assess willingness of parents to pay for private education. The study involved eleven schools four from government, three of public private and four church affiliated schools. The study findings indicate that:

1. Willingness to pay for private education was related to household heads' educational level. That is the more the household head is educated the demand for government schools declines.
2. The choice of school type was related to sex and asset (car, house) ownership of the household head. Accordingly, it is indicated that the proportion of female household head that used to enroll their children in government schools was 62% while that of male household heads was 47%. The proportion of household heads that enrolled their children in church affiliated, public private and government schools was 65.7%, 58.1% and 43.2% of the household heads that own a house respectively. The proportion of household heads that own car was 43.1%, 18.3% and

4.2% for household heads that enrolled their children in church affiliated, public private and government schools respectively.

The study recommends provision of subsidies and other supports from government and NGOs to private educational institutes to make tuition fees affordable to a significant number of the households in the city.

Seifu Gossaye conducted another study on private education in (2000). In his study entitled “Demands and Development Trends of Private Primary Schools in Addis Ababa” Seifu assessed the development trends and operational environment of private primary schools in Addis Ababa. The study was conducted on seven primary schools using descriptive survey method. The purpose of the study was to assess the major constraints limiting the development of private educational ventures.

The study findings included:

1. Parents’ dissatisfaction with quality of education offered in government schools motivated the demand for private schools.
2. Parents who send their children to private schools were those who were financially well off
3. The school fees charged by these private schools were expensive
4. Most of the schools consider parent’s committee as threats rather than opportunity.
5. Regulations of the Ministry of Education on standards of private primary schools was seen restrictive
6. Getting land for school buildings was the major problem encountered by private primary school owners.

The recommendations of the study called for:

1. Reduction in the area of land required for establishing a standardized private primary school to a reasonable and easily accessible size
2. Clarity of regulations regarding power of the parents’ committee and the community in private schools

Zewdu (2001) also did a study on private educational institution: “The emerging private higher education institutions in Addis Ababa.” The study was conducted on three colleges employing descriptive survey method. The study examined key policy issues of private higher education sector in Addis Ababa City Administration Council. The major findings include:

1. Tuition fee is the major financial source of the institutions
2. The institutions get no technical assistance from the Ministry of education.
3. The institutions focus on fields of study with current demands in the job market and require inexpensive investment
4. The regulations and institutional frameworks in place involve different Government offices and are complex.

The study recommended:

1. Legal and institutional frameworks should be improved in order to promote private higher education sector
2. The Addis Ababa city administration should facilitate the allocation of land to private higher education institutions operating in the city
3. MOE should create an over all balance of educational out puts through linkage between the public and private higher education sector.

Kebede Birru conducted the very recent study available on Ethiopian private educational institution in 2002 on "Planning and Managerial problems of Private Colleges in Addis Ababa". The study was intended to investigate the level of clarity of the policies and regulations in facilitating and supporting private colleges. He employed descriptive survey method to carryout the study on seven private colleges in Addis Ababa.

The findings of the study were,

1. The colleges focused on fields that require less investment and short rate of return period.
- 2 The private institutions gave no due attention to research works
3. Planning issues were given less value compared to routine Administrative matters.
4. Inefficient bureaucratic procedure of Addis Ababa city administration in getting land to build the colleges' own campuses

The major recommendations of the study included;

1. The private colleges in Addis Ababa have to conduct continuous research work regarding fields of study they provide
2. The Addis Ababa City Administration Council has to examine its bureaucratic efficiency in allotting land for colleges' campuses building
3. The Ministry of Education, the Addis Ababa City Administration Council and the Research Institute of Addis Ababa University should support the private colleges in planning and managerial problems.

CHAPTER THREE

3. DATA ANALYSES AND INTERPRETATION

3.1 Characteristics of the Study Population

The sample populations were from private teacher education institution, zone education offices and regional education bureau. Accordingly, from the sampled private primary teacher education institution, student teachers, teacher educators and managers (deans and registrars) were considered. From Oromia Education Bureau department heads, team leaders and also heads of zone education offices, supervisors and experts were included in the sample population. In addition to filling the questionnaire the head and team leaders of quality assurance department of Oromia Education Bureau were interviewed to get their views on some issues related to quality of teacher education being provided by private teacher education institutions under consideration.

In addition relevant documents of the Ministry of Education and Oromia Regional Education Bureau were analyzed

A total of five hundred fifty questionnaires to student teachers, thirty nine questionnaires to teacher educators, twelve questionnaires to deans and registrars, twenty six questionnaires to zone education offices heads, department heads, team leaders and experts in the Oromia Education Bureau were distributed. From the distributed questionnaires four hundred fifty seven from student teachers, thirty-three from teacher educators, eleven from deans and registrars and twenty-one from education officials and experts were collected. The return rate of the questionnaires is 83.09% for student teachers, 84.61% for teacher educators, 91.67% for deans and registrars and 80.77% for education officials and experts

The respondents' sex mix for the study group is 73.45% male and 26.55% female for student teachers, 96.97% male and 3.03% female for teacher educators and 100% male for managers and education officials/experts.

Table 1: Sampling of student teachers population by their Teacher Education Institute.

No	Institute's Name	Intended figure	Actual Figure			
			Male	Female	Total	%
1	Western University College (Gimbi)	100	71	23	94	94
2	Micky Leland College (Gimbi)	100	64	18	82	82
3	Ask TEC (Nekemte)	100	50	31	81	81
4	Dandi Boru College (Nekemte)	100	61	22	83	83
5	Dire Hayyu College (Metu)	80	51	17	68	85
6	Linkage TEC (Nekemte)	70	35	9	44	62.86
	Total	550	332	120	452	82.2

Table 1 shows student teachers considered in the sample study from each teacher education institution. Although the selection was done randomly, the table indicates that the respondents' sex mix is 332 and 120 for male and female respectively. This implies that females share only 21.82% of the respondents.

Table 2. Total Enrolment in Sample Teacher Education Institutions

No	Name of the Institution	Student Teachers		
		Male	Female	Total
1	ASK (Nekemte)	897	303	1200
2	Dandi boru (Nekemte)	625	193	818
3	Dire-Hayu (Matu)	353	103	456
4	Linkage (Nekemte)	396	96	492
5	Mickey Leland (Gimbi)	486	85	571
6	Western University (Gimbi)	613	122	735
--	Total	3370	902	4272

Source OREB (Quality assurance Department)

Table 2 reveals that the student teachers' population is 3370 male and 902 female for the six teacher education institutions considered. The table also depicts that females share only 21.02% of the student teachers' population for the six institutions.

Table 3: Student teacher respondents' background information

No	Item		Respondents	
			Number	%
1	Sex	Male	332	60.36
		Female	120	21.82
		Non-Respondent.	98	17.82
		Total	550	100
2	Age Range	17-20	262	57.96
		21-25	165	36.51
		26-30	25	5.53
		Total	452	100
3	Family's Residential area	Urban	88	19.4
		Rural	364	80.53
		Total	452	100
4	Family's Occupation	Farming	369	81.64
		Business	40	8.85
		Employee	43	9.51
		Total	452	100

As indicated in Table 3, the majority (57.96%) and 36.51% of the sampled student teachers are in the age range 17-20 and 21-25 respectively while the remaining (5.53%) lie in the age range 26-30. This shows that the vast majority of the respondent student teachers are youngsters.

The sample student teachers are also indicated to be from both urban and rural families. However, the great majority (80.53%) of the respondents are from rural families. More over, 81.64% of the respondent student teachers belong to farmer parents.

Table 4: Sampling of teacher educators by their institutions

No	Name of the Institution	Teacher Educators			Intended Respondents	Actual Respondents		
		M	F	T		M	F	T
1	Western University	14	-	14	6	6	-	6
2	Micky Leland	9	-	9	6	5	-	5
3	ASK	32	1	33	8	7	-	7
4	Dandi Boru	15	1	16	7	5	-	5
5	Dire Hayu	13	-	13	6	5	-	5
6	Linkage	12	1	13	6	4	1	5
	Total	95	3	98	39	32	1	33

Table 4 shows that the total number of teacher educators in the sampled institution was 98 for the academic year 2005/06. The sampling included 33.67% of the available teacher educators in the private primary teacher education institutes under consideration. The analysis also depicts that females make up only 3.06% of the teacher educators in the sampled institutions. This implies that the teacher educators' population of the considered private teacher education institutions is highly male dominated.

Table5: Background information of teacher education institute managers and education officials / experts

No	Issue		Teacher Educators		Deans and Registrars		Officials / Experts		Total	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	Sex	a. Male	32	82	11	91.7	21	80.77	64	83.12
		b. Female	1	2.56	-	-	-	-	1	1.30
		c.Missing	6	15.38	1	8.3	5	19.23	12	15.58
		Total	39	100	12	100	26	100	77	100
2	Age Range	21-30	20	63.64	8	72.73	-	-	28	47.75
		31-40	9	27.27	2	18.18	6	28.57	17	26.56
		41-50	2	6.06	1	9.09	11	52.38	14	21.88
		Above 50	1	3.03	-	-	4	19.05	5	7.81
		Total	33	100	11	100	21	100	64	100
3	Educational Level	TTI	-	-	-	-	-	-	-	-
		Diploma	-	-	-	-	5	23.80	5	7.69
		1 st Degree	33	100	11	100	14	66.70	58	89.23
		2 nd Degree	-	-	-	-	2	9.50	2	3.08
		Total	33	100	11	100	21	100	65	100
4	Experience	Below 2 Years	7	21.21	-	-	-	-	7	10.76
		2-4 Years	19	57.58	6	54.55	-	-	25	38.46
		5-7 Years	-	-	2	18.18	-	-	2	3.08
		8-10 Years	4	12.12	-	-	-	-	4	6.15
		11-13 Years	-	-	-	-	-	-	-	-
		14-16 Years	2	6.06	2	18.18	1	4.76	5	7.69
		Above 17 years	1	3.03	1	9.09	20	95.24	22	33.85
		Total	33	100	11	100	21	100	65	100

f = Frequency

Table 5 shows that the majority (63.64%) of the teacher educators and (72.73%) of the institution managers is in the age range 21-30 while 27.27% of the teacher educators and 18.18% of the managers are in the age range 31-40. For education officials and experts, however, the majority (52.38%) lies in the age range 41-50. The table also depicts that 100% of the teacher educators and managers are all first-degree holders, which is the minimum level of education required for the position. Regarding education officials and experts 23.8%, 66.7% and 9.5% are with educational level of diploma, first degree and second degree respectively.

Regarding work experience, the vast majority (95.24%) of the education officials/ experts have work experience greater than 17 years. On the other hand 78.79% of the teacher educators and 54.55% of the managers have teaching experience less than 5 years. Further more 36.36% of the sampled teacher educators have teaching experience less than 2 years. This shows that majority of the teacher educators lack adequate experience in the profession.

Table 6: Teacher educators and managers by teaching load, term of employment and training in relation to teacher education

Teaching load	Credit hours per week	Teacher educators		Managers	
		<i>f</i>	%	<i>f</i>	%
	10-14	1	3.03	4	36.36
	15-19	1	3.03	-	-
	20-24	5	15.15	3	27.27
	25-29	10	30.3	3	27.27
	30-34	12	36.36	1	9.09
	Above 34 hours	4	12.12	-	-
Total	-	33	100	11	100
Training related to teacher education	Yes	5	15.15	5	45.45
	No	28	84.85	6	54.55
	Total	33	100	11	100
Term of employment	Full time	26	78.79	11	100
	Part time	7	21.21	-	-
	Total	33	100	100	100

f=Frequency

As shown in table 6, 78.78 % of the teacher educators and 36.36 % of the managers teach for 25 hours and more per week. Further 48.48% of the respondent teacher educators and 9.09% of the

managers teach for 30 hours and more in a week. According to the Accreditation Procedure and Standard Directive for Teacher Education and Technical and Vocational Education and Training (OREB, 1998 E.C.: 16) the normal teaching load for certificate level is 21-25 credit hours per week. Compared with this the analysis shows that about 48.48% of the teacher educators and 36.36% of the managers of private teacher education institutions are overloaded with instructional activities.

In the table, it is indicated that 84.85% of the teacher educators and 54.55% of the managers lack training for their position. The table also depicts that 21.21% of the teacher educators are part timers. From responses to the question whether they were in employment before joining their present institution it was found out that seven of the management members and thirteen of the teacher educators joined their present institutions terminating from older employers for reasons that include low pay rate, job dissatisfaction, suspension and retirement.

3.2 Student Teacher's Readiness

Student teachers' readiness in private teacher education institutions under consideration was analyzed based on professional interest and their performances in the process of education.

Table7. Reason for student teachers joining the teacher education programs

Reason/s	Respondents						Df	Critical value of χ^2	Obtained value of χ^2
	Student teachers		Officials & Experts		Total				
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%			
Professional interest	306	70.02	1	4.76	307	67.03	2	5.99	37.97
Employment opportunity	130	32.75	20	95.24	150	32.75			
Peer influence	1	0.22	-	-	1	0.22			
Total	437	100	21	100	458	100			

f = Frequency, Df=Degree of freedom and level of significance (α) =0.05

As shown in Table 7, the majority (67.03%) of the total respondents and (70.02%) of the involved student teachers and 4.76% of the officials/experts claimed that professional interest was the reason for student teachers' joining the teacher education program. On the other hand, the vast majority

(95.24%) of the officials and experts and a significant number 130 (32.75%) of the student teachers respondents asserted that employment opportunity is the factor that forced the student teachers to join the teacher education program. According to the opinion given by 95.24% of the education officials/ experts and 32.75% of the total respondents, the student teachers joined the program with no interest in the profession. The table indicates that obtained value of χ^2 is larger than the critical value. This implies that statistically there is a significant difference between the two responding groups. As indicated in Table 3, 80.53% of the respondents are rural grown population and they may lack adequate awareness about employment opportunities in modern sectors. Thus, it seems that student teachers' response is less dependable.

Table 8. Student teachers' performance as observed by their teacher educators

No	Performance area	Very poor	Poor	Fair	Good	Very good	Mean
1	Class attendance	2	7	7	11	6	3.26
2	Perform class and home made activities	2	10	8	8	5	3.12
3	Reflecting on their experiences	5	7	10	10	5	2.98

(Use mean value 0.45 – 1.44 = Very poor, 1.45 – 2.44 = Poor, 2.45 – 3.44 = Fair, 3.45-4.44 = Good 4.45 and above = Very good)

Table 8 presents analysis of student teachers' performance from the observation point of their teacher educators. The analysis was done using three Items. As indicated in the table the mean performance of the student teachers ranges between 2.98 and 3.26. The analysis reveals that the majority rated the student teachers' performance fair with respect to each item considered.

3.3 Teacher Educators' Readiness

Quality primary education is a determinant factor for future educational achievements. In recognition of this and the fact that quality primary education depends on the quality of teachers, the Ministry of Education has under taken teacher education system overhaul. In View of the system overhaul, the methodology was designed to be learner centered. Preparing primary school teachers that can effectively implement the curriculum developed on the basis of learner-centered approach

requires teacher educators with sound knowledge in the content of subjects, Pedagogical skills, adequate experience in primary school teaching and basic training in relation to primary teacher education. Readiness on the side of teacher educators was thus analyzed using four major items.

3.3.1 Qualification- qualification of teacher educators is very significant in the preparation of quality teachers for the first cycle primary schools. According to MCLaughlin and O'Donogue (1996) a quality teacher education program is not sufficient on its own for the development of quality teachers. The availability of quality teacher educators is also important. With respect to private teacher education institutions under consideration, however, the analysis depicts that all the sampled teacher educators possess first degree in their subject area, which is the minimal level of education required for the position.

3.3.2 Teaching Experience in School - Teacher educators' experience in teaching has an influential role on the quality of teacher education.

Table 9. Teacher educators' teaching experience at different school levels

No	School level	Teacher Educators		Remark
		Number	%	
1	Primary school	3	9	2 of them taught in primary school 18 years ago
2	Secondary school	21	63.63	
3	Teacher Education Institution only	9	27.27	8 of them are fresh graduates of 2004/05

TEI= Teacher Education Institution

Table 9 indicates that only three of the respondents had experiences in primary schools. Two of them pointed out that they taught in primary schools eighteen years ago which has no relevance with the present primary school curriculum. The one who claimed to have recent participation in primary teaching also had only one-year experience, which is inadequate to be familiar with the curriculum. There are also teacher educators (27.27%) who were directly assigned to educate primary school teachers with no teaching experience at any lower level of schooling. Generally, the analysis indicates that sampled teacher educators lack the necessary experience in primary school teaching.

3.3.3 Training of the Educators- Training of pre-service teacher educators is one of the critical factors in improving the quality of teachers. In this respect, it is depicted in Table 6 that the great

majority (84.85%) of the sampled teacher educators lack training in relation to teacher education.

3.3.4 Teacher Educators' Performance- the entire curriculum of a teacher education program is filtered through the minds and the hearts of its teacher educators (Smyth, 1987:26). Therefore, teacher educators' performance undoubtedly determines the effectiveness of teacher education program.

Table 10. Performances' of Teacher Educators as observed by student teachers and Managers

NO	Factor/s	Student teachers			Teacher educators			Grand Mean	t-Value obtained
		F ₁	M ₁	S ₁ ²	F ₂	M ₂	S ₂ ²		
1	Subject matter knowledge	448	3.83	118.9	11	3.64	0.80	3.82	-0.08
2	Preparation for class instruction	448	4.00	136.08	11	3.09	1.10	4.02	0.26
3	Method of presenting lesson	448	3.95	128.79	11	3.00	1.00	3.93	0.28
4	Class organizing and managing	448	3.12	107.41	11	3.09	1.10	3.12	0.01
5	Competency in advising and helping students	448	2.97	97.16	11	2.82	0.87	2.96	0.05
6	Skill in conducting learning assessments	448	2.94	105.63	11	2.60	0.76	2.93	0.11

f =Frequency, Df = Degree of freedom $N_1+N_2-2=457$ and t -Critical= + 1.96 at $\alpha= 0.05$

(Use Grand mean 0.45-1.44 = Very poor, 1.45-2.44= Poor, 2.45-3.44=Fair, 3.44-4.45=Good and 4.45and above=Very good)

In Table 10, teacher educators' performance was analyzed based on observation of student teachers and institution managers. The analysis depicts that the teacher educators performed well with some of the issues considered. The table shows that the majority of the respondents rated performances of the teacher educators good in subject mater knowledge, method of presenting lessons and preparing for instructional activities. The table also depicts that the respondents rated the teacher educators 'performance in organizing and managing classrooms, advising and helping student teachers and assessing student teachers' learning fair. This can be attributed to the fact that majority of the teacher educators lack experience and training in relation to teacher education.

Statistical computations show that obtained values of t are less than critical values for all the issues under consideration. The t -test indication is thus there is no significant difference between the two means

3.4. Readiness of the Teacher Education Institutions

Readiness on the side of teacher education institutions is analyzed based on student teachers' recruitment, managerial competency, institutional facilities /services, working environment and external relation of the institutions.

3.4.1 Student Teachers' Recruitment- Recruitment of student teachers is to enable attraction of competent candidates in to the teaching profession. Recruiting academically competent student teachers is of great advantage to the teacher education institution. It saves the time to be wasted on developing the academic knowledge base of the candidates. It is also a necessary ground to acquire pedagogical skills easily. In this regard the admission criteria set by Regional Education Bureau includes candidates academic background (academic GPA in EGSECE and that of secondary school transcript (9-10)/ (9-12), entrance examination results, interview and physical fitness. The recruitment criteria indicates that EGSECE, secondary school transcript, entrance examination and the interview contain 20%, 30%, 30% and 10% of the total mark for recruitment respectively (Student teachers selection criteria, 1997E.C.: 4). It explains that the interview is meant to evaluate:

- Candidate's ability of instructional language,
- Candidate's ability in mathematics
- Candidate's general knowledge and
- Interest of the candidate towards teaching profession

The following table analyzes emphasis given to these criteria by the private teacher education institutions.

Table 11. Respondents observation on how the private teacher education institutions value factors used in recruiting student teachers.

NO	Factor/s	Managers			Officials/Experts			Grand Mean	t-Value obtained
		F ₁	M ₁	S ₁ ²	F ₂	M ₂	S ₂ ²		
1	Academic GPA	11	3.00	0.70	21	2.33	4.30	2.48	1.02
2	Entrance Examination	11	2.73	0.88	21	2.38	4.80	2.24	0.50
3	Applicants' attitude towards the profession	11	2.82	0.48	21	2.24	5.50	2.36	1.09
4	Applicants' physical fitness	11	2.82	0.48	21	2.38	3.80	2.45	0.72
5	Applicants' potential to pay	11	3.09	0.97	21	3.18	8.20	3.18	-0.10

f =Frequency, Df= Degree of freedom $N_1+N_2 -2=30$, t-Critical =+2.04 at $\alpha= 0.05$

(Use Grand mean 0.45-1.44 = Very poor, 1.45-2.44= Poor, 2.45-3.44=Fair, 3.45-4.44=Good and 4.45and above=Very good)

Table 11, analyzes emphasis given to some possible factors used in student teachers' recruitment from the observation points of the education officials/experts and managers of private teacher education institutions. From the table, potential to pay is the only factor fairly emphasized by the private teacher education institutions in recruiting student teachers. This implies that other factors were not given the emphasis they merit.

In their interview responses the head and team leaders of quality assurance department of the Regional Education Bureau affirmed that private teacher education institutions do not conduct student teachers recruitment as per the criteria. They justify their view from supervision records that show candidates admitted to the program in different private teacher education institutions with poor academic background.

Statistical computation indicates that the obtained values of t are less than the critical values with respect to each issue considered. This implies that statistically there is no significant difference between the two means for all the factors under consideration.

3.4.2 Managerial Competency- the qualification, experience and training of the managers were analyzed in table 5 and 6 above. Here their competency with respect to managerial knowledge and skills is analyzed using three sub issues.

3.4.2.1 Familiarity of the Managers with Some Basic Management Skill and Knowledge -

Management knowledge and skill are important aspects that should be given emphasis. The following table analyzes this aspect using four items

Table12. Managers' familiarity with management skills and knowledge

No.	Issue/s	Teacher Educators			Officials/Experts			Grand mean	t-value obtained
		f_1	M_1	S_1^2	f_2	M_2	S_2^2		
1	Familiarity with goal of teacher education	32	3.47	3.42	21	2.86	1.49	3.23	0.24
2	Familiarity with their job description	32	3.34	2.13	21	2.80	2.13	3.13	0.90
3	Proficiency in their managerial and administrative duties	32	3.25	2.22	21	2.71	1.30	3.04	1.00
4	Skill in guiding and inspiring staff	32	2.90	2.53	21	2.86	0.79	2.88	0.04

f =Frequency, Df = Degree of freedom ($N_1+N_2-2=51$), t -Critical = +2 at $\alpha = 0.05$

(Use Grand mean 0.45-1.44 = Very poor, 1.45-2.44= Poor, 2.45-3.44=Fair, 3.44-4.45=Good and 4.45and above=Very good)

Table 12, presents the analysis of major management skills that determine effective performance of teacher education institution. With respect to all issues the managers were rated fair by majority of the respondents. The explanation to this is that the managers lack experience and training relevant to their position. The computed statistic indicates that obtained values of t are less than the critical values with respect to every issue under consideration. Therefore, the t -test shows that the mean rating difference is within the range of sampling error.

3.4.2.2 Academic program organization and its administration-This section discusses performances of the managers in relation to organizing and administering the academic program.

Table13. Respondents' observation on academic programming and its administration

No	Issues	Respondents						Grand mean	t-value obtained
		Student Teachers			Teacher educators				
		f_1	M_1	S_1^2	f_2	M_2	S_2^2		
1	Organizing academic programs	448	3.40	64.44	33	3.15	3.15	3.38	0.02
2	Conducting regular class supervision	448	3.93	127.83	33	3.03	3.15	3.87	0.002
3	Arranging practicum programs with partner schools	448	3.50	104.79	33	3.48	2.81	3.49	0.001
4	Assigning practicum supervisors Total	448	3.65	102.64	33	3.42	2.37	3.63	0.01
5	Provision of professional support on practicum lessons	448	2.96	106.67	33	3.75	1.93	3.01	0.04

f =Frequency, Df = Degree of freedom ($N_1+N_2-2 = 479$) and t -Critical = +1.96 at $\alpha = 0.05$

(Use Grand mean 0.45-1.44 = Very poor, 1.45-2.44= Poor, 2.45-3.44=Fair, 3.45-4.44=Good and 4.45and above=Very good)

Table 13 depicts that the majority of the respondents rated managers' performances fair with respect to issues 1 and 5 (grand mean 3.38 and 3.01) respectively. On the other hand, their performance was rated good and very good by respondents with respect to issue number2, 3 and 4.

Professional support to student teachers is critically important to improve their competency in teaching. However the analysis shows that in actual situation this aspect was given low emphasis by private teacher education institutions (grand mean 3.01). The t -test indicates that the mean rating difference is not statistically significant in all the issues under consideration.

In their responses to the question "How often do you conduct practicum lessons?" the majority (62%) of the student teacher respondents pointed out that they conduct once in a semester. 73.3% of the respondents also affirmed that they conduct practicum lessons only in urban schools. Researcher's personal exposure witnesses that in East and West Wollega administrative zones the number of practicum students was beyond the capacity of primary schools around the teacher

education institutions. Generally practicum lessons appear to lack proper arrangement and support to help the student teachers acquire the required skill.

3.4.3 Facilities and Services- Sampled private teacher education institutions are analyzed below on the basis of major facilities and services required to run ordinary teacher education program.

Table 14. Adequacy of classroom facilities and services as observed by respondents

No.	Issues	Rating	Respondents								Df	Critical value of χ^2	Obtained value of χ^2
			Student Teachers		Teacher Educators		Officials & Experts		Total				
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%			
I	Classroom: 1.1 Accommodation (45 students capacity with 1.2sq. m/user)	Very poor	104	23.11	12	36.36	4	19.05	120	23.81	8	15.51	13.6
		Poor	112	24.89	7	21.21	7	33.33	126	25.00			
		Fair	75	16.67	10	30.30	6	28.57	91	18.06			
		Good	134	29.78	3	9.10	3	14.29	140	27.78			
		Very good	25	5.55	1	3.03	1	4.76	27	5.36			
		Total	450	100	33	100	21	100	504	100			
	1.2 Furniture, (comfortable for taking notes and performing group activity)	Very poor	57	12.78	4	12.12	3	14.29	64	12.72	8	15.51	0.29
		Poor	112	24.94	8	24.24	5	23.81	125	24.85			
		Fair	64	14.25	5	15.15	3	14.29	72	12.32			
		Good	131	29.18	9	27.27	6	28.57	146	29.03			
		Very good	85	18.93	7	21.21	4	19.05	96	19.09			
		Total	449	100	33	100	21	100	503	100			
	3.1. Light & ventilation (Enough window openings)	Very poor	138	30.67	9	27.27	5	23.81	152	30.20	8	15.51	0.88
		Poor	117	26.00	10	30.30	7	33.33	134	26.56			
		Fair	101	22.44	7	21.21	6	28.57	114	22.62			
		Good	73	16.22	5	15.15	3	14.29	81	16.07			
		Very good	21	4.67	2	6.06	-	-	23	4.56			
		Total	450	100	33	100	21	100	504	100			

f = Frequency, Df= Degree of freedom and level of significance (α) = 0.05

Table 14 depicts that 48.81% of the respondents rated the class accommodation capacity was poor. The researcher also visited classroom situation in five of the sampled institutions during his travel for data collection. Four of the visited institutions were using rented buildings that were originally built for shop and office purposes while one institute was found using bought building but with similar background. The rooms were narrowing in size and inconvenient for learning and teaching purposes. In recognition of the problem ASK teacher education institute was observed demolishing the existing classrooms to substitute by classrooms of acceptable size.

Classrooms' light and ventilation condition is rated poor by 56.67%, 57.57% and 57.14% of the student teachers, teacher educators and experts' groups respectively. Totally, 56.86% of the

respondents claimed that it was poor and very poor. It seems that for the very reason mentioned above the classrooms lack enough window openings to let in adequate air and light

Regarding classroom furniture, the institutions were rated good and very good by a large portion (48.12%) of the respondents. Table 14 also shows the proportion of respondents that viewed poor condition of furniture is 37.57%. However, the obtained values of χ^2 are less than the critical values with respect to each of the three considered issues. The χ^2 test indication is that statistically there is no significant difference among the respondent groups for all the issues.

Table 15. Libraries of private teacher education institutions from respondents' point of observation

No.	Issues	Rating	Respondent								Df	Critical value of χ^2	Obtained value of χ^2
			Student teachers		Teacher education		Officials/ experts		Total				
			f	%	f	%	f	%	f	%			
2	Library 2.1 Accommo- dation, (at least holds 25% of the student)	Very poor	98	21.83	9	27.27	6	28.57	113	22.46			
		Poor	72	16.03	6	18.18	2	9.52	80	15.90			
		Fair	57	12.69	8	24.2	5	23.81	70	13.92			
		Good	113	25.17	7	21.21	5	23.81	125	24.85			
		Very good	109	24.28	3	9.10	3	14.29	115	22.86			
		Total	449	100	33	100	21	100	503	100	8	15.51	8.41
	2.2 Light and ventilation (window openings to let in enough light and air)	Very poor	41	9.13	6	18.18	2	9.52	49	9.74			
		Poor	76	16.93	6	18.18	5	23.81	87	17.30			
		Fair	76	16.93	8	24.24	5	23.81	89	17.69			
		Good	102	22.71	6	18.18	6	28.57	114	22.66			
		Very good	154	34.30	7	21.21	3	14.29	164	32.60			
		Total	448	100	33	100	21	100	502	100	8	15.51	6.35
	2.3 Organized with up-to date resources	Very poor	110	24.55	9	27.27	5	23.81	124	24.70			
		Poor	133	29.68	7	21.21	4	19.05	144	28.69			
		Fair	98	21.86	8	24.24	5	23.81	111	22.11			
		Good	83	18.53	6	18.18	4	19.05	93	18.52			
		Very good	24	5.36	3	9.10	3	14.28	30	5.98			
		Total	448	100	33	100	21	100	502	100	8	15.51	6.35

f = Frequency, Df= Degree of freedom and level of significance (α) = 0.05

As shown in table 15, the accommodation of libraries of the institutions is rated good and very good by 47.71% of the respondents. On the other hand 36.38% of the respondents claimed that the accommodation capacities of the libraries were poor.

With regard to light and ventilation also Table 15 reveals that 55.26% of the respondents rated it to be good and very good. The table also depicts that 27.04% of respondents rated the condition of light and ventilation was poor.

Regarding organization of the libraries with the necessary furniture, textbooks and reference materials 53.39% of the respondents rated poor and very poor. This problem was widely commented by respondents while listing down the major problems of teacher education institutions. As indicated in Table 15, the obtained values of χ^2 are less than the critical values for each of the considered issues. The χ^2 test for all the issues imply that statistically there is no significant difference among the different respondent groups

Table 16. Pedagogical centers of private teacher education institutions form respondents point of evaluation

No.	Issue	Rating	Respondents								Df	Critical value of χ^2	Obtained value of χ^2
			Student teachers		Teacher educators		Officials/ experts		Total				
			f	%	f	%	f	%	f	%			
3	Pedagogical center: 3.1 Appropriate size (with 0.80sq. m/user)	Very poor	117	26.12	5	15.15	3	14.29	125	25.10	8	15.51	5.94
		Poor	122	27.23	9	27.27	7	38.10	138	27.49			
		Fair	43	9.60	6	18.18	2	4.76	51	9.96			
		Good	99	22.10	7	21.21	6	33.33	112	22.31			
		Very good	67	14.95	6	18.18	3	9.52	76	15.14			
		Total	448	100	33	100	21	100	502	100			
	3.2 Light and ventilation (Electric light and Window openings to let in air and light)	Very poor	90	20.04	8	24.24	6	28.57	104	20.68	8	15.51	8.44
		Poor	141	31.40	6	18.18	4	19.05	151	30.02			
		Fair	72	16.04	8	24.24	4	19.05	84	16.70			
		Good	127	28.29	7	21.21	5	23.81	139	27.63			
		Very good	19	4.25	4	12.12	2	9.52	25	4.97			
		Total	449	100	33	100	21	100	503	100			
	3.3 Its equipment with furniture and materials that help students acquire the required knowledge & skills	Very poor	97	21.65	5	15.15	5	23.81	107	21.31	8	15.51	2.06
		Poor	70	15.63	6	18.18	4	19.05	80	15.94			
		Fair	106	23.66	9	27.27	5	23.81	120	23.90			
		Good	103	22.99	9	27.27	4	19.05	116	23.11			
		Very good	72	16.07	4	12.12	3	14.28	79	15.74			
		Total	448	100	33	100	21	100	502	100			

f = Frequency, Df= Degree of freedom and level of significance (α) = 0.05

Here three items were considered to assess the condition of the pedagogical centers.

Accommodation- Table 16 reveals that 53.35%, 42.42% and 52.39% of the student teachers, teacher educators and education experts respectively rated the accommodation capacity of the pedagogical centers poor. Overall 52.59% of the respondents affirmed that the pedagogical centers were of poor and very poor accommodation capacity. The table also depicts that 37.45% of the respondents rated the accommodation capacity of the centers to be good and very good.

Light and ventilation- Light and ventilation condition of the pedagogical centers were rated good only by 32.60% of the respondents. Table 16 shows that the majority (50.70%) of the respondents observed the condition of the pedagogical centers to be poor and very poor with regard to light and ventilation.

Regarding equipment of the pedagogical centers with furniture and materials that help student teachers to acquire the necessary knowledge and skills, the institutions were rated to be good and very good by 38.85% of the respondents. The proportion of the respondents with the opposite observation was 37.25%. The remaining 23.9% agreed that the centers were fairly equipped. Statistical calculations show that the obtained values of χ^2 are less than the critical values for each of the issues. The test implication is that statistically there is no significant difference among the respondent groups.

Table17. Water, Playground and toilet services as observed by respondents

No.	Issues	Rating	Respondents								Df.	Critical value of χ^2	Obtained value of χ^2
			Student teachers		Teacher educators		Officials/experts		Total				
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%			
4	Other services 4.1 Toilet	Very Poor	60	13.36	6	18.18	4	19.05	70	13.91	8	15.51	5.91
		Poor	82	18.26	8	24.24	6	28.57	96	19.08			
		Fair	120	26.73	5	15.15	4	19.05	129	25.65			
		Good	110	24.50	9	27.27	5	23.81	124	24.65			
		Very Good	77	17.15	5	15.15	2	9.52	84	16.69			
		Total	449	100	33	100	21	100	503	100			
	4.2 Water Supply	Very Poor	71	15.78	5	15.15	3	14.29	79	15.67	8	15.51	7.34
		Poor	66	14.67	6	18.18	3	14.29	75	14.88			
		Fair	88	19.55	9	27.27	7	33.33	104	20.63			
		Good	201	44.67	10	30.30	6	28.57	217	43.06			
		Very Good	24	5.33	3	9.10	2	9.52	29	5.75			
		Total	450	100	33	100	21	100	504	100			
	4.3 Play Ground	Very poor	89	19.78	7	21.21	4	19.05	100	19.84	8	15.51	3.05
		Poor	103	22.89	7	21.21	6	28.57	116	23.00			
		Fair	116	25.78	6	18.18	6	28.57	128	25.40			
		Good	102	22.67	8	24.24	3	14.29	113	22.42			
		Very good	40	8.89	5	15.15	2	9.52	47	9.32			
		Total	450	100	33	100	21	100	504	100			

f =Frequency, Df= Degree of freedom and level of significance (α)= 0.05

Table 17 reveals that a good portion (41.34%) of the respondents rated the toilet facility to be good and very good. There were also 25.65% who rated the toilet facility to be fair. On the contrary 32.99% of them rated that the facility was poor.

Water supply: In this regard 48.81% of the respondents, (50% of the student teachers, 39.4% of the teacher educators and 38.09% of the officials and experts) agreed the extent of the water supply in private teacher education institutions to be appropriate. But the majority (51.19%) of the total respondents claimed that the supply was poor and very poor.

Playground: Here a significant proportion (42.84%) of the respondents pointed out that the institutions do not have appropriate playgrounds. On the other hand 25.40% and 31.74% of the respondents rated the existing playground to be fair and appropriate respectively. Document analysis further reveals that two of the sampled institutions in West Wollega Zone, (Western University College and Mickey Leland teachers college) do not have play ground at all. Table 17 also depicts that the obtained values of χ^2 are less than the critical values. The χ^2 -test result is thus statistically

there is no significant difference among the groups with respect to all the services considered.

3.4.4. Working Environment

Table18. Working environment of the teacher education institutions from teacher educators' point of observation

No	Issues	Very poor		Poor		Fair		Good		Very good		Mean
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1	Pay rate	5	15.15	7	18.18	3	9.10	10	30.3	9	27.3	3.36
2	Team spirit	4	12.12	6	24.24	3	9.10	10	30.3	8	24.24	3.30
3	Academic freedom	7	21.21	11	33.33	4	12.12	7	18.18	5	15.15	2.73

f = Frequency

(Use mean value rating 0.45-1.44 = Very poor, 1.45-2.44 = Poor, 2.45-3.44= Fair, 3.45-4.44 = Good and 4.45 and above = Very good).

In Table 18 three items were used to analyze working environment of the teacher education institutions as perceived by the teacher educators. The majority of the respondents rated each item to be fair (mean 2.73, 3.30 and 3.36). The teacher educators were also asked if "they were satisfied with their job" and 51.2% of them responded yes. 47.4% of the remaining, however, responded no. They indicated that the pay rate does not match their workload.

3.4.5 External Relation of the Institutions

The external relationship of sampled private teacher education institutions is analyzed below using three items.

Table 19. External relations of private teacher education institutions as observed by respondents

Issue/s	Rating	Teacher educators		Officials & experts		Total		Df	Critical value of χ^2	Obtained value of χ^2
		f	%	f	%	f	%			
Level of linkage with surrounding primary schools	Very poor	4	12.12	3	14.29	7	12.96	4	9.49	2.43
	Poor	7	21.21	5	23.61	12	22.22			
	Uncertain	3	9.10	3	14.29	6	11.11			
	Good	16	48.48	7	33.33	23	42.59			
	Very good	3	9.10	3	14.29	6	11.11			
	Total	33	100	21	100	54	100			
Level of coordination with OREB and its sub-offices	Very poor	1	3.03	2	9.52	3	5.56	4	9.49	3.64
	Poor	15	45.46	6	28.57	21	38.89			
	Uncertain	7	21.21	6	28.57	13	24.07			
	Good	3	9.10	4	19.05	7	12.96			
	Very good	7	21.21	3	14.29	10	18.52			
	Total	33	100	21	100	54	100			
Partnership relation with government teacher education colleges	Very poor	2	6.06	3	14.29	5	9.26	4	9.49	2.90
	Poor	12	36.36	6	28.57	18	33.33			
	Uncertain	10	30.30	5	23.80	15	27.78			
	Good	6	18.18	4	19.05	10	18.52			
	Very good	3	9.10	3	14.29	6	11.11			
	Total	33	100	21	100	54	100			

f =Frequency, Df= Degree of freedom and level of significance (α) = 0.05

Table 19 analyzes the relationship established between private teacher education institutions and their major stakeholders. The table shows that the majority (53.70%) of the respondents rated the existence of good linkage with the surrounding primary schools. However, 45.18% of the respondents pointed out that the level of linkage is rather poor.

The level of coordination between the private teacher education institutions and the Oromia education bureau is rated good only by 31.48% of the respondents. Table 19 also depicts that 44.5% of the respondents indicated the level of co-ordination to be poor. In their responses to the question posed to them as "List the major problems of the private teacher education institutions in your zone/region" Zone Education Offices heads and experts seriously blamed the private teacher education institutions for lack of coordination with their offices. While responding to the question "

whether they make activity reports to the education bureau/offices", 81.8% of the managers also responded that they do not make activity report to education bureau/offices.

In creating partnership with government teacher education institutes, the institutions were rated to be good by 29.63% of the respondents. 42.59% of the respondents affirmed that the partnership of the private teacher education institution was poor. The analysis shows that the external relationship of the private teacher education institutions is unsatisfactory to attract adequate involvement of the stakeholders. The statistic computations here also show that obtained values of χ^2 are less than the critical values with respect to each issue. The χ^2 test implication is thus statistically there is no significant difference between the respondent groups with respect to all issues considered.

3.5. Problems of Private Teacher Education Institutions

Respondents were asked to list down major institutional and managerial problems of the private teacher education institutions.

- High rate of teacher educators' turn over
- Inadequate teaching materials and institutional facilities
- Institution owners' low concern for quality of education
- High profit orientation of the institution owners were the major problems commonly mentioned by the different groups of respondents.

In their interview responses the head and the team leaders of quality assurance department of Oromia education bureau have indicated that although, they have shared government's burden of preparing primary school teachers, the private teacher education institutions are less concerned for quality of education. According to these interviewees, teacher educators' attrition rate is very high in the private teacher education institutions resulting from dissatisfaction with the pay rate. They attribute this to the owners' high concern for maximum profit with little consideration for the quality of education provided by the institution.

3.6 Commitment of the Oromia Education Bureau

Commitment of the Oromia regional education bureau and its sub-offices is analyzed below based on four basic items.

Table 20. Responsiveness of OREB and its sub offices as observed by respondents

No	Issues	Rating	Teacher educators		Managers		Total		Df	Critical value of χ^2	Obtained value of χ^2
			f	%	f	%	f	%			
1	Sets and distributes standard and guide lines	Very poor	2	6.25	-	-	2	4.65	4	9.49	3.18
		Poor	3	9.38	2	18.18	5	11.63			
		Uncertain	9	28.13	4	36.36	13	30.23			
		Good	13	40.62	4	36.36	17	39.53			
		Very good	5	15.62	1	9.10	6	13.95			
		Total	32	100	11	100	43	100			
2	Conducts timely supervision	Very poor	2	6.06	1	9.10	3	6.82	4	9.48	2.23
		Poor	3	9.10	3	27.27	6	13.64			
		Uncertain	11	33.33	2	18.18	13	29.55			
		Good	13	48.48	5	45.45	18	40.91			
		Very good	3	9.10	-	-	3	6.82			
		Total	33	100	11	100	44	100			
3	Genuinely takes measures in case of deviations from the standards	Very poor	4	12.5	2	18.18	6	13.95	4	9.48	0.47
		Poor	2	6.25	1	9.10	3	6.98			
		Uncertain	8	25	2	18.18	10	23.26			
		Good	15	46.88	5	45.45	20	46.51			
		Very good	3	9.38	1	9.10	4	9.30			
		Total	32	100	11	100	43	100			
4	Encourages orderly development of private teacher education institutions	Very poor	3	9.38	1	9.10	4	9.30	4	9.48	3.83
		Poor	3	9.38	3	27.27	6	13.95			
		Uncertain	10	31.25	1	9.10	11	25.58			
		Good	13	40.62	4	36.36	17	39.53			
		Very good	3	9.38	2	18.18	5	11.63			
		Total	32	100	11	100	43	100			

Df= Degree of freedom and level of significance (α) = 0.05

Table 20 shows that 53.48% of the respondents (56.29% of teacher educators and 45.46% of the institution managers) agreed that the regional education bureau's performance was good in setting and distributing standards and guidelines. On the other hand, 16.28 % of the respondents rated that bureau's effort was poor in this regard. In their response to the question "Please write additional comments /ideas regarding problems of private teacher education institutions" a significant number of managers seriously complained that the bureau was late in setting and distributing standards.

Regarding timely supervision the education bureau was rated good and very good by 47.73% of the respondents. It was also rated poor by 20.46% of the respondents. 29.55% of respondents were unable to rate the bureau's performance neither good nor poor. In responding to the question "How often do they supervise the private teacher education institutions in their region/zone" the majority

(82%) of the officials/ experts pointed out that they supervise the institutions only once in a year. In the interview conducted with the head and team leaders of the quality assurance department of the Oromia Regional Education Bureau, it was revealed that from trends until June, 2006 the private teacher education institutions were supervised only when they request for pre-accreditation/ accreditation.

This indicates that there was no planned activity supervision by the bureau prior to June 2006. Respondents were asked to list down their recommendations for securing competent private teacher education in their zone/region. 53.2% of the respondents recommended that closer supervision and regulatory measures are of urgent necessity.

As to taking genuine measures, the bureau was rated good and very good by the majority (55.81%) of the respondents (56.26% of the teacher educators and 54.55% of the managers). On the contrary, 20.93% of the respondents indicated that the bureau was not genuine in taking corrective measures. They indicated that the bureau was institution biased.

In encouraging orderly development of the institutions the bureau was rated good and very good by 51.16% and poor by 23.25% of the respondents. There were also 25.5% of the respondents with neutral observation. Interview responses of the quality assurance department head and team leaders indicate that the bureau encourages private teacher education institutes by facilitating means of getting teaching modules, involving owners and managers in work-shops organized by the bureau and writing supporting letters to import educational materials and equipment duty free. Since the listed means of encouragement are mainly dealt with by the owners /managers the teacher educators may lack adequate information about it. With respect to all issues under consideration the obtained values of χ^2 are less than the critical values. The χ^2 test implication is, therefore, statistically there is no significant difference between the respondent groups with respect to each issue under consideration.

In their responses to the question posed to them as "Do you plan expansion of private teacher education institutions in your region/zone?" 76.2% of the education officials and experts affirmed that they do not plan. Effective organization and planned supervision usually lacks due attention with unplanned activities. Thus, it seems that low coordination and loose supervision is inevitable on the side of education bureau.

Chapter IV

4. Summary, Conclusion and Recommendation

4.1 Summary

The study attempted to assess quality of teacher education provided by private primary teacher education institutions operating in western Oromia based on readiness of student teachers, teacher educators and the teacher education institution. Commitment of the Regional Education Bureau and its sub-offices was also generally assessed considering some key intervention areas. Data collected in relation to the four basic questions through different instruments and approaches including field observation and document analysis were analyzed. The major findings of the study are summarized against each basic question as follows

1. Findings related to input mix used in delivery of quality teacher education

- a. The teacher educators of private teacher education institutions were reported to be competent in subject matter knowledge, methodology and preparing for instructional activities.
- b. Libraries of private teacher education institutions were reported to be with adequate window openings to let in air and light.
- c. All the respondent teacher educators are shouldering the responsibility of preparing teachers for the level of schooling (first cycle primary) in which they have no relevant experience themselves.
- d. The majority (84.85%) of teacher educators and (54.55%) of managers in the sampled private primary teacher education institutions have no any sort of training in how to develop primary school teachers and how to manage educational institutions respectively.
- e. The large proportion (83.3%) of the private primary teacher education institutions considered in the study use rented buildings that were originally built for none instructional purposes. As a result:
 - Classrooms are poor in their accommodation capacity and they also lack adequate window openings to let in light and air.

- f. Libraries lack good accommodation capacity and are poorly organized with furniture, textbooks, reference books and other relevant reading materials.
- g. The pedagogical centers are not adequately organized with the necessary equipment and furniture to serve the purpose of acquiring knowledge and skills.
- h. The private teacher education institutions are poor in toilet, water and playground services.
- i. The student teachers' and teacher educators' population in the private first cycle primary teacher education institutions is highly male dominated.

2. Findings related to organization and administration of education programs;

- a. Education programs lack proper organization
- b. Practicum lessons are given low attention right from its program arrangement with partner schools to the actual provision of professional support in classroom situation.

3. Findings related to education bureau's participation include:

- a. The Oromia Education Bureau was reported to be genuine enough in tacking corrective measures
- b. The education bureau fails to plan expansion of private first cycle primary teacher education institutions in line with the regional demand for teachers.
- c. There is no closer and systematized supervision of the institutions by the education bureau
- d. The Regional Education Bureau's and its sub-offices' participation in student teachers recruitment is inadequate

4. Findings related to issues and factors that need to be considered to ensure quality teacher education are:

- a. The private primary teacher education institutions lack strong partnership with government teacher education institutions.
- b. The institutions lack strong coordination with the Regional Education Bureau and its sub-offices.
- c. Teacher educators lack the necessary skill in organizing and managing classrooms and conducting learning assessments.

- d. 48.48% of the teacher educators and 36.36% of the institution managers are highly overloaded with instructional activities and have little or no time to make effective lesson preparation as well as to do other consultancy and managerial duties.
- e. 23.8% of respondents from education experts lack the necessary qualification to effectively supervise and to support the private teacher education institutions professionally.
- f. 32.75% of the student teachers joined the teacher education program with no interest in the profession.
- g. Working environments of the private teacher education institutions are not attractive enough for effective learning-teaching process
- h. Academic competence and attitudes of candidates were not given emphasis they merit in student teacher recruitment.

4.2 Conclusion

1. The effectiveness of any teacher education institution depends on the quantity and quality of its human and material organization. As cited in the findings of this study, private teacher education institutions in Western Oromia are poor in their organization of the required human and material resources. The teacher educators and the managers lack both experience and training relevant to their position. The institutions do not have strong coordination and partnership with their major stakeholders. The working environment of the institution was also found to be not attractive. Therefore, it can be concluded that these institutions seem to be inadequate to preparing first cycle primary school teachers with the required qualification.
2. Education bureau's effort is vital in securing production of quality primary school teachers. Setting guidelines and standards for primary teacher education program, closely and systematically supervising proper implementation of standards and academic programs, establishing coordinated working system among the institutions as well as between the institutions and zone/Wordea offices and promoting planned development of teacher education institutions are among the prime roles of the bureau. However, the study revealed that attempts made in this regard were very low. It was also found out that the bureau's participation in student teachers' recruitment was unsatisfactory. Thus it can be concluded that efforts made by the regional education bureau and its sub-offices were not sufficient enough to secure provision of quality teacher education in the private teacher education institutions.

4.3 Recommendation

1. To make their institutions competent and enable them to effectively discharge their responsibility of producing qualified first cycle primary school teachers the owners should,
 - 1.1. make necessary investment to have their own campuses with suitable classrooms, libraries and pedagogical centers with all the necessary equipment, materials and services.
 - 1.2. give due attention to the candidates' academic competence and attitude towards the teaching profession when recruiting student teachers.
 - 1.3. establish a strong partnership with the government teacher education institutions to exploit their experience in how to develop 1st cycle primary school teachers
 - 1.4. organize on-job training to develop their teacher educators' skills and keep up them up-to-date,
 - 1.5. give emphasis to their experiences in primary school teaching when recruiting teacher educators,
 - 1.7. create a means to make up for the ratio of female student teachers in private teacher education institutions. (For instance arranging scholarship for competent and professionally interested female candidates who could not afford to pay is one possibility)
 - 1.7. Make up the managers' ability of organizing education programs effectively through training.
 - 1.8. Improve professional support to student teachers during practicum lessons. (For instance continuous supervision in classroom situations and feedback after every practicum session).
2. Timely and committed intervention of Oromia Education Bureau is compulsory to ensure preparation of qualified first-cycle primary school teachers in private teacher education institutions. Therefore, the Regional Education Bureau is recommended to:
 - 2.1. Make active participation in recruiting student teachers by the private teacher education institutions as per the policy guideline.
 - 2.2. Although individual investors are expected to plan their activities in line with market demand; education cannot be left to market. Thus plan expansion of primary teacher education institutions in line with the absorbing potential of the region and organize their development accordingly.

- 2.3 Take leading responsibility in regulating and ensuring assignment of qualified and experienced teacher educators in private teacher education institutions.
- 2.4 Organize workshops and seminars that help professional development for teacher educators and managers in cooperation with the owners of the institutions.
- 2.5 Strengthen professional support to the private teacher education institutions through closely and systematically conducted supervision.
- 2.6 Staff Zone Education Offices with better-qualified supervisors in order to enable them to conduct closer supervision and carryout effective regulatory activities.
- 2.7 Conduct comprehensive (that encloses the whole region) research study on whether the private primary teacher education institutions can shoulder the responsibility of preparing first cycle primary school teachers that can effectively serve the attainment of UPE in the region.

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Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

**A Questionnaire to be filled by Teacher Educators of Private Teacher Education
Institutions**

The objective of this questionnaire is to get first hand information on private first cycle Teacher Education Institutions in western Oromia. The information obtained from respondents will enable the researcher to identify problems that affect provision of quality teacher education and then come up with possible solutions. The purpose of the study is purely academic and it affects your personality/organization in no way. To this end your honest and frank responses to the questionnaire items greatly determines the success of the study. Lastly, the researcher would like to assure you that all responses would be kept confidential.

Thank you for your cooperation

General direction:

1. No need of writing your name
2. Please answer the questions by marking (x) or writing on the space provided as the case may be
3. Please make explanations very brief when it is necessary

Part one

1. Personal data

1.1. Sex: M ☐ F ☐

1.2. Age range: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐
46-50 ☐ Above 50 ☐

1.3. Educational qualification _____

1.4. Field of qualification _____

1.5. Years of service as:

a) Primary School teacher _____

b) Secondary school teacher _____

c) Teacher educator _____

d) Other _____

Total service years _____

1.6. Weekly work load at present

a) In this institution _____

b) In other institution _____

Total workload at present _____

1.7. Your term of employment in this institution is

a) Part time _____ b) Full time _____

1.8. Were you in employment somewhere else before joining this Institution? a) Yes _
_____ b) No _____

1.9 If your answer to question 1.8 is yes, please mention the
institution/employer. _____

1.10 Are you still dealing with your former institute/employer?

a) Yes _____ b) No _____

1.11 If your answer to question 1.10 above is No, please mention your reasons for
terminating the relation.

1.12 Did you attend any training /workshop related to teacher education?

a) Yes _____ b) No _____

1.13 If your answer to question No.1.12 above is yes, please specify the topic and the
duration.

1.14 Are you satisfied with your present job?

a) Yes _____ b) No _____

1.15 If your answer to question number 1.14 above is no,

Please state why. _____

Part Two

2.1. In the table below issues related to academic Programs and its administration are listed.
Please rate the performance of your institution's managers as, 1=very poor 2= poor 3=Fair
4=Good 5= Very good.

No	Issues	Rating scale				
		1	2	3	4	5
2.1.1	Organizing general academic program					
2.1.2	Conducting regular class supervision					
2.1.3	Arranging convenient Practicum programs with partner schools					
2.1.4	Assigning supervisors for practicum lessons					
2.1.5	Provision of professional support on practicum lessons					

2.3. Some of the basic knowledge/skills that determine effective performance of a teacher education institution's managers are listed below. Please rate the performance of your institution's managers against each issue as, 1=Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good.

No.	Issues	Rating scale				
		1	2	3	4	5
2.3.1	Familiarity with the goal of teacher education					
2.3.2	Familiarity with their job description					
2.3.3	Proficiency in performing their managerial and administrative duties					
2.3.4	Skill in inspiring and guiding staff					

2.4. Please rate the working environment of your institution with respect to issue listed in the table below as, 1= Very poor 2= Poor 3= Fair 4= Good 5= Very good

No	Issues	Rating scale				
		1	2	3	4	5
2.4.1	Pay rate					
2.4.2	Team spirit					
2.4.3	Academic freedom					

2.5. Some of the basic facilities/services required to establish an initial primary teacher education institution are given below. Please rate the level of facilities/services of your teacher education

institution as, 1= Very poor 2= Poor 3= Fair 4= Good 5= Very good based on indicated standards.

No.	Facilities	Rating scale				
		1	2	3	4	5
2.5.1	Classroom					
	2.5.1.1 Accommodation (45 students capacity with 1.2 sq m/user)					
	2.5.1.2 Furniture (adequate and comfortable for performing group activities)					
	2.5.1.3 Light and ventilation (enough window openings to let in light and air)					
2.5.2	Library:					
	2.5.2.1 Accommodation (holds 25% of students at least)					
	2.5.2.2 Light and ventilation (window openings to let in enough light and air)					
	2.5.2.3 Organized with up-to date resources (furniture, text books, reference books and other relevant reading materials)					
2.5.3	Pedagogical center					
	2.5.3.1 Appropriate size (at least 45 students with 0.80 sq. m/user)					
	2.5.3.2 Its organization with the necessary furniture and materials that help student teachers acquire the required knowledge and skill					
	2.5.3.3 Light and ventilation (window openings to let in air and light)					

2.6. Please rate the adequacy of the services listed in the table below as, 1= Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good

No.	Services	Rating scale				
		1	2	3	4	5
2.6.1	Toilet: separated for boys and girls					
2.6.2	Water supply					

2.6.3	Play ground					
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2.7. Please rate the regional education bureau's responsiveness as, 1= Very poor, 2=Poor, 3= uncertain, 4=Good, 5= Very good against issues listed in the table below.

No.	Issues	Rating scale				
		1	2	3	4	5
2.7.1	Sets and distributes standards and guidelines in time					
2.7.2	Conducts timely supervision and provides professional support					
2.7.3	Reasonably takes measures incase of deviations from the standards					
2.7.4	Encourages planned development of the institutions					

2.8. Please rate your student teachers' performances against each issue listed in the table below as, 1= Very poor, 2= Poor, 3= Fair, 4= Good, 5=Very good.

No.	Issues	Rating scale				
		1	2	3	4	5
2.8.1	Class attendance					
2.8.2	Performing class and home made activities					
2.8.3	Reflecting on their experiences					

Part Three

3.1. Please identify and list major institutional and managerial problems of your teacher education institution/s

3.2. What measures do you recommend for securing competent private teacher education institutions in the zones/region.

3.3. Please list down any additional comments or ideas you have related to the Private Teacher Education Institutions.

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

A Questionnaire to be filled by managers of Private Teacher Education Institutions

The objective of this questionnaire is to get first hand information on private first cycle Teacher Education Institutions in western Oromia. The information obtained from respondents will enable the researcher to identify problems that affect provision of quality teacher education and then come up with possible solutions. The purpose of the study is purely academic and it affects your personality/organization in no way. To this end your honest and frank responses to the questionnaire items greatly determines the success of the study. Lastly, the researcher would like to assure you that all responses would be kept confidential.

Thank you for your cooperation

General direction:

1. No need of writing your name
2. Please answer the questions by marking (x) or writing on the space provided as the case may be
3. Please make explanations very brief when it is necessary

Part One

1. Personal data

1.1. Sex: M ☐ F ☐

1.2 Age range: 21-25 ☐ 26-30 ☐ 31-35 ☐

36-40 ☐ 41-45 ☐ 46-50 ☐ Above 50 ☐

1.3 Educational level _____

1.4 Field of qualification _____

1.5 Years of service as

a. A teacher _____

b. A school director _____

c. A teacher educator _____

d. Teacher education institute _____

i. Head _____

ii. Deputy head _____

iii. Please specify other, if any _____

Total service years _____

1.6. Weekly load in this institution, as a trainer _____

1.7. What is your term of employment in this institution?

a. Part time _____ b) full time _____

1.8. Were you in employment before joining your present employer? a) Yes _____

b) No _____

1.9. If your answer to question No. 1.8 above is yes,

please mention the employer. _____

1.10. Are you still dealing with your old employer?

a) Yes _____ b) No _____

1.11. If your answer to question 1.10 above is No, please

mention your reason to terminate the job

a) Retirement _____

b) Dissatisfaction with the pay rate _____

c) Dissatisfaction with the job _____

d) Other (please specify) _____

1.12. Did you attend any sort of training in educational

management? a. yes _____ b. No _____

1.13. If your answer to question number 1.12 above is

Yes, please specify the topic and the duration.

1.14. Do you make activity report to education bureau?

a) Yes _____ b) No _____

1.15. If your answer to Question No. 1.14 above is yes,

How often do you make the report?

a) Quarterly _____ b. Every semester _____

c. Annually _____ d. Other (please specify)_____

Part Two

2.1. Please rate emphasis given to the issues listed below by your institution in student teacher recruitment as, 1= No importance 2= Less important 3= Uncertain 4= important 5= Very important

No	Issues	Rating scale				
		1	2	3	4	5
2.1.1	Academic GPA of the applicant					
2.1.2	Entrance Examination mark					
2.1.3	Applicant's attitude towards teaching profession					
2.1.4	Physical fitness of the applicant					
2.1.5	Potential to pay the tuition fee					

2.2. In the table below some areas of knowledge and skill required to provide effective teacher education are listed. Please rate your teacher educators' performance against each issues as, 1= very poor, 2= poor, 3= Uncertain, 4= good, 5= very good

No	Issues	Rating scale				
		1	2	3	4	5
2.2.1	Subject matter knowledge					
2.2.2	Skill in planning lesson					
2.2.3	Skill in learner-centered instructional approach					
2.2.4	Class organizing and managing skill					
2.2.5	Competency in advising & helping student teachers					
2.2.6	Skill in assessing students' learning					

2.3 The table below lists basic issues that require education bureau's intervention. Please rate the performance of Oromia Regional Education Bureau and its sub-offices against each issue as, 1= Very poor, 2= Poor, 3= Uncertain, 4= Good, 5= Very good

No	Issues	Rating scale				
		1	2	3	4	5
2.3.1	Setting & distributing standards and guide lines					
2.3.2	Conducting timely supervision and provision of professional support					
2.3.3	Genuinely taking corrective measures in case of deviations from standards					
2.3.4	Maintaining planned development of the institutions					

Part Three

3.1 Please list down major institutional and managerial problems of your private teacher education institution _____

3.2 Please list measures your recommendation for securing competent private teacher education institution in the region.

3.3 Please write down any additional idea/comment you have regarding problems of private teacher education institutes in Oromia.

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

A Questionnaire to be filled by officials and experts of Regional Education Bureau and its subordinate Offices

The objective of this questionnaire is to get first hand information on private first cycle Teacher Education Institutions in western Oromia. The information obtained from respondents will enable the researcher to identify problems that affect provision of quality teacher education and then come up with possible solutions. The purpose of the study is purely academic and it affects your personality/organization in no way. To this end your honest and frank responses to the questionnaire items greatly determines the success of the study. Lastly, the researcher would like to assure you that all responses would be kept confidential.

Thank you for your cooperation

General direction:

1. No need of writing your name
2. Please answer the questions by marking (x) or writing on the space provided as the case may be
3. Please make explanations very brief when it is necessary

Part One

1. Personal data

1.1. Sex : M ☐ F ☐

1.2. Age 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐
46-50 ☐ Above50 ☐

1.3. Educational qualification _____

1.4. Field of qualification _____

1.5. Years of service as;

- a. a teacher _____
- b. a school director _____
- c. An expert _____
- d. Supervisor _____
- e. Office _____
- f. Dept. head _____
- Total service years _____

Part Two

2.1. Do you plan expansion of private teacher education institutions in your region/zone? a) Yes

__ b) No _____

2.2. If your answer to question No.2.1 above is yes, is the expansion rate in agreement with your plan?

a) Yes _____ b) No _____

2.3 Do you take part in student teachers' recruitment by private teacher education institutions?

a) Yes _____ b) No _____

2.4 If your answer to question No.2.3 above is yes, what is your role in the recruitment process?

- a) Preparing guideline _____
- b) Preparing the entrance examination _____
- c) Supervising the examination process _____
- d) Other (please specify, if any) _____

2.5 In your opinion what is the reason for student teachers' joining the teacher education program?

- a) Interest for teaching profession _____
- b) Simply for job opportunity _____
- c) Peer influence _____
- d) Other (please specify, if any) _____

Part Three

3.1 Do you closely supervise private teacher education institutes in your zone/region?

a) Yes _____ b) No _____

3.2 If your answer to question No 3.1 above is yes, how often do you supervise private primary teacher education institutions in your zone/region?

- a) Every month _____ b) Every semester _____
 c) Once in a year _____ d) not at all _____
 e. Other (specify, if any) _____

3.3 What impact/s do you expect the present expansion pattern of private teacher education institutions will have on provision of quality primary education in the region?

- a) Positive _____ b) Negative _____ c) No impact _____

3.4 If your response to question No. 3.3 above is negative, please state your reason/s.

3.5. Please rate the performance of private teacher education institutions in your zone/region against each item listed in the table below as, 1= very poor, 2= poor, 3= Fair, 4= good, 5= very good

NO	Function	Issues	Rating scale				
			1	2	3	4	5
3.5.1	Management	a. Familiarity with over all goal of primary teacher education					
		b. Familiarity with their job description					
		c. Proficiency in their administrative and managerial duties					
3.5.2	Institutional facility	• Classrooms					
		a. Accommodation, (45 students capacity with 1.2sq.m/user)					
		b. Condition of its furniture (adequacy & convenient for group activities)					
		c. Condition of light and ventilation (enough window openings to let in air and light)					
		• Library					
		a. Accommodation, (at least 25% of students capacity)					
		b. Light and ventilation,(enough window opening for aeration and light)					
		c. Its organization with up-to date resources (furniture, reference books, text books & other reading materials)					

		• Pedagogical center					
		a. Accommodation, (0.80sq.m/user capacity)					
		b. Its equipment with materials that would help students acquire the required knowledge and skills					
		c. Light & ventilation (window openings to let air and light)					
		3.4. Other facilities					
		a. Water supply					
		b. Play ground					
		c. Separate toilet for boys and girls					
3.5.3	External relation	a. Level of linkage with surrounding primary schools					
		b. Level of coordination with regional education bureau & its sub-offices					
		c. Level of partnership with surrounding government teacher education institutions					

3.6. Some possible factors used in student teacher recruitment are listed in the table below. Please rate the emphasis given by private teacher education institutions in recruiting student teachers as, 1= No importance, 2= Less importance, 3= uncertain, 4= Important, 5= Very important

No	Issues	Rating scale				
		1	2	3	4	5
3.6.1	Academic GPA of the applicant					
3.6.2	Entrance Examination mark					
3.6.3	Applicant's attitude towards teaching profession					
3.6.4	Physical fitness of the applicant					
3.6.5	Potential to pay the tuition fee					

Part Four

4.1. Please list down the major institutional and managerial problems of private primary teacher education institution in your zone/region.

- 4.2 Please list down your recommendations for securing competent private teacher education institutions in the zone/region _____

- 4.3 Please list down any other idea/ comment you have regarding private teacher education institutions in your zone/region.

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

A Questionnaire to be filled by student teachers of Private Teacher Education Institutions

The objective of this questionnaire is to get first hand information on private first cycle Teacher Education Institutions in western Oromia. The information obtained from respondents will enable the researcher to identify problems that affect provision of quality teacher education and then come up with possible solutions. The purpose of the study is purely academic and it affects your personality/organization in no way. To this end your honest and frank responses to the questionnaire items greatly determines the success of the study. Lastly, the researcher would like to assure you that all responses would be kept confidential.

Thank you for your cooperation

General direction:

1. No need of writing your name
2. Please answer the questions by marking (x) or writing on the space provided as the case may be
3. Please make explanations very brief when it is necessary

Part One

1. Personal data

- 1.1. Sex M F
- 1.2. Age range: a. 17-20 b. 21-25
c. 26-30
- 1.3. Where do your parents reside?
a. In urban area b. In rural area

- 1.4. What is your parent's occupation?

a. Farming b. Trading Employee
d. Other (specify, if any) _____

1.5. Which of the following is the main reason for your joining the teaching profession? a) Interest for the profession _____ b) Employment opportunity _____ c). Lack of other option _____ d) Other (specify, if any) _____

1.6. Where did you conduct practicum?

a. In urban schools b. In rural schools c. in both

1.7. How often do you go to partner schools for practicum lessons through out the course period?

a) Once _____ b) Twice _____ c) Three times _____ d) Four times _____ e) Other (specify, if any) _____

Part Two

2.1. Please rate your teacher education institution against each of the issues listed in the table below as, 1=Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good

No	Issues	Rating scale				
		1	2	3	4	5
2.1.1	Classroom,					
	a. Accommodation,(at least 45 students capacity with 1.2 sq.m./user					
	b. Furniture, (adequate and comfortable for group work)					
	c. Light & ventilation condition (enough window openings to let in air & light)					
2.1.2	Library,					
	a. Accommodation (holds 25% of the students at least)					

	b. Light and ventilation (enough window openings to let in adequate air & light)					
	c. Organized with up-to date resources (furniture text books, reference books & other reading materials)					
2.1.3	Pedagogical center, a. Good accommodation capacity with 0.80 sq. m. /user.					
	b. Light & ventilation condition (Window openings for adequate aeration and light)					
	c. Its equipment with furniture and materials that help students acquire the required knowledge & skill					
2.1.4	Services, a. Toilet services (separate for girls, boys and staff)					
	b. Water (regular and adequate supply)					
	c. Playground					

2.2 Please rate the performance of your educators against each of the issues

listed in the table below as,

1= Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good

No	Issues	Rating scale				
		1	2	3	4	5
2.2.1	Subject matter knowledge					
2.2.2	Skill in planning lessons					
2.2.3	Skill in learner centered approach					
2.2.4	Skill in organizing and managing class					
2.2.5	Competency in advising and helping student teachers					
2.2.6	Skill in assessing students' learning					

2.3 Please rate the performance of your institution's managers against issues listed with respect to academic programming & its administration in the table below using rating scales 1= Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good

No	Issues	Rating scale				
		1	2	3	4	5
2.3.1	Organizing general academic program					
2.3.2	Conducting regular class supervision					
2.3.3	Arranging convenient Practicum programs with partner schools					
2.3.4	Assigning supervisors for practicum lessons					
2.3.5	Provision of adequate professional support on practicum lessons					

Part Three

3.1. Please list major institutional and managerial problems of your teacher education institution. _____

3.2. What solutions do you recommend for problems raised in question number 3.1 above

3.3. Please list down any other ideas or comments you have about your private teacher education institution.

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Interview guide for Quality Assurance Department head and team leaders in Oromia
Regional education Bureau

1. How do you see the contribution of private first cycle primary teacher education institutions in the region's educational development endeavor?
2. What incentives and supports do the private teacher education institutions get from the Regional education Bureau?
3. How do you monitor the quality of teacher education these institutions provide?
4. Do the private teacher education institutions recruit student teachers as per the criteria of the Regional Education Bureau?

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all Sources of materials used for this thesis have been dully acknowledge.

Name Hunduma Lemuu

Signature 

Date of Submission Feb 5/2007

This thesis has been submitted for examination with my approval as a university advisor.

Name Dr. Yalew Ingidayehu

Signature 

Date of approval 5/8/2007