

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES



EVALUATION OF THE SECONDARY PREPARATORY SCHOOL PROGRAM AS  
COMPARED TO FRESHMAN PROGRAM. THE CASE OF ADDIS ABABA UNIVERSITY  
AND ADDIS ABABA SECONDARY PREPARATORY SCHOOLS.

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A THESIS SUBMITTED TO THE SCHOOLS OF GRADUATE STUDIES OF ADDIS  
ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER  
OF ARTS IN CURRICULUM AND INSTRUCTION

BY  
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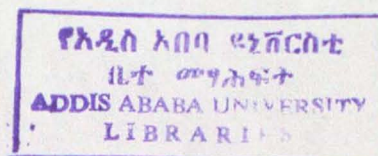


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### **Abstract**

*This study evaluated the extent to which whether the preparatory school program might substitute the freshman program or not. It also explored significant differences between the preparatory program and the fresh man program in putting into effect the objectives of the program.*

*The study designed in line of evaluation research through which descriptive survey research methods is employed; to this end discrepancy evaluation model was used. Data is collected from six faculties of AAU and four secondary preparatory schools. The samples were selected randomly and based on its availability. Accordingly 327 preparatory origin university students, 34 university instructors, 183 preparatory school students, 67 preparatory school teachers, and one official from ministry of education (a total of 616(94.7% of the intended) respondents were involved in the study. In addition, 400 students GPA were used for their academic performance analysis. Appropriate statistical tools like percentage; one sampled t-test and ANOVA are used to determine the significance difference between the preparatory school program and fresh man program. Besides, these statistical results are fleshed by qualitative discussion of the data obtained through interview, direct observation and open-ended items provided in line with the questionnaire.*

*The result of the study indicated that the freshman program students' academic performance is significantly different from the preparatory program ones. Moreover, the university teachers those who were giving the freshman program are by far better than the preparatory school teachers. The over all performance of teachers in both schools with mean values (4.04 and 3.98) for university and preparatory school teachers respectively show a significant difference and ensured as the formers one are by far better than their counter parts. Besides, the facilities and services put at the disposal of the students and in turn for the success of the program are significantly different. The mean values (2.10 and 1.96) for university and preparatory indicates a significant difference between these two schools. The F-value (5.20) ensures its significant difference at  $P < 0.05$  critical value, even, in preparatory schools the available facilities and services are not handled properly and used effectively as opposed to its counter part.*

*As a result of the above three issues the preparation of the students in preparatory schools were and/or are not significant. The result of the self- perceived competence is above the test value, however, the response of the university teachers (rated below the test value), preparatory school directors and teachers also share the response of university teachers. Even the students them selves at times describe their preparation, as it was inadequate because of the absence of competent teachers and lack of facilities and services put at their disposal.*

*In conclusion, the preparation that students have made in preparatory schools is not up to the freshman does and as a result it is difficult to say the preparatory school program could substitute the fresh man program. Thus, it is possible to recommend that the competency level of teachers in preparatory school program should be enhanced; schools must be enriched with the required facilities and services; and must develop the habit of carrying out practical activities. Last but not least, creating awareness among students to be competent enough and successful in their future career is a must.*

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## *Abbreviations*

<i>AA</i>	<i>Addis Ababa</i>
<i>AAU</i>	<i>Addis Ababa University</i>
<i>ANOVA</i>	<i>Analysis Of Variance</i>
<i>AWTI</i>	<i>Arbaminch Water Technology Institute</i>
<i>EGSLCE</i>	<i>Ethiopian General School Leaving Exam</i>
<i>EJ</i>	<i>Educational Journal</i>
<i>ESDP</i>	<i>Educational Sector Development Program</i>
<i>ESLCE</i>	<i>Ethiopian School Leaving Certificate Examination</i>
<i>ETP</i>	<i>Education and Training Policy</i>
<i>GPA</i>	<i>Grade Point Average</i>
<i>ICDR</i>	<i>Institute of Curriculum Development and Research</i>
<i>MOE</i>	<i>Ministry Of Education</i>
<i>P</i>	<i>Level of Significance</i>
<i>SD</i>	<i>Standard Deviation</i>
<i>SS</i>	<i>secondary school</i>
<i>TGE</i>	<i>Transitional Government of Ethiopia</i>
<i>TV</i>	<i>Test Value</i>

# CHAPTER ONE

## INTRODUCTION



### 1.1 BACKGROUND

The Government of Ethiopia has given high priority to the education sector starting from 1994. It pursued a policy of regional decentralization and regions are pursuing regional development goals based on the identified priorities. The Government has also developed Education and Training policy (1994) and Education Sector Strategy as well as Education sector Development Program (1997). Accordingly, the respective governments were forwarding their policies. The recent one among the lists is the New Education and Training Policy (ETP), which had devised strategy adaptable to the needs of the country. Moreover, the Policy, its strategy and the Education Sector Development Program (ESDP) are all anticipated towards re-addressing the problems of access, quality and relevance with which education in Ethiopia can be expanded.

The essential element of Education and Training Policy is to fundamentally restructuring and overhauling the system. The aim is to expand education in a form, which is directly relevant to the present and future requirements of the economy. For this, Weiss says that "conditions change and the program changes"(1972). This means that changes are ever lasting based on the economic, political and social changes of a society. In the same way, Ogunniyi (1986) denoted that there is nothing wrong in substituting one program for another but an uncontrolled passion to accept any thing regarded as 'new' before its relevance is determined unjustifiable. Therefore to ensure the educational policy relevance, evaluating the education system in general and secondary preparatory school program in particular is inevitable.

Accordingly, new curriculum have been developed that can address the needs of the community and empower students to create their own means of employment. The curriculum has considered the socio-economic situation of the country and envisages complying with international standards. As a result, encouraging progress is being observed since then in education at all levels (the Education and Training Policy and its implementation, 2002).

These standards formulated are the basis for evaluation. It is, therefore, essential that these standards can be clear and precise so that one is able to tell whether or not it has been achieved at the end of the program. It should also be valid and feasible or achievable within the limits and constraints in which the program operates.

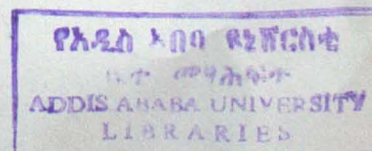
With this view, the Education and Training Policy of Ethiopia (TGE, 1994) evaluated the previous government education system and changed the educational policy of the country in general and the school structure system in particular. As indicated in TGE (1994) the secondary preparatory school program is one part of the structure aiming at "--- enable students to choose subjects or areas of training, which will prepare them adequately for higher education and for the world of work--" by substituting the university fresh man program. This program has undergone curricular changes since the 1994 Education and Training Policy (ETP) proclamation. The secondary school has two sub cycles-grades 9 and 10; and grades 11 and 12. The former one is the general secondary education and the latter sub cycle is specialized secondary education. The second cycle secondary school has two strands-academic education and technical-vocational training. The academic strand prepares students for tertiary level. It accommodates the freshmen program, which was offered in university. Students who successfully pass the ESGSCE and are interested in continuing further education join the academic strand (ETP1987EC). This program has been put in to effect since 1994EC.

In other sense, though the change or substitution of one program by another is advisable, the problem is how much the clients cope up with the change with the necessary input (Factors militating against successful implementation of a new program) like qualified personnel (teachers), appropriate facilities and services for the program and attitudes of the clients towards the program.

There seems to be a general consensus among theorists in psychology and education that a child's academic achievement is not a simple function of his/her innate ability. Surrounding factors also play important roles in the child's scholastic performance. In particular, exposure to different types of stimuli may produce different levels of academic achievement. Among these variables which influence or which are at least related to academic achievement of children and adolescents, much attention seems to be given to teachers competence and the facilities and services put at the disposal of the students (e.g., Baumrind & Black, 1967; Dornbusch et al., 1987; Lamborn et al., 1991)

It has been stated the recruitment, training professional competency, and poor working conditions of teachers have contributed a lot to the crisis of educational system in Ethiopia (TGE, 1994). It is obvious that improving the quality of teachers is a pre-requisite to the improvement of the standard of education and above all to the realization of the new curriculum in line with the educational objectives set out in the Education and Training Policy. However, several research findings pointed out that teachers in secondary schools are not competent enough and they also employ the traditional teaching learning system as well (AWTI, 1995; ICDR, 1994). But now there is a process of changing this old tradition of teaching.

Teacher incompetence is not only attributed to teachers and to their teaching learning system teachers employ, but also the facilities and services put at the disposal of the students plays a great role to employ modern teaching learning process and to



enhance students' academic achievement. Regarding this, it is a belief of Ministry of Education (MOE) to supply and to monitor the use of educational facilities, technology, organization and management so as to strengthen the teaching-learning process and in turn, leading to the expansion of education. Moreover, MOE reported that, regardless of their quality, it could be concluded from the figures (Annual Statistical Abstract, 1993) that the facilities available in the schools are not sufficient to conduct the teaching learning process in all schools in general and secondary preparatory schools in particular.

Secondary preparatory school program is new for our country though many countries with different names and structural difference have practiced it. For instance in America: pre-college, preparation for college, pre-university; in England: O-level, the 11 plus (11+), in Zimbabwe: "O" level and "A" level programs are some of the names used for secondary preparatory program. In general, if all are examined critically they have some how similar intention that is to prepare some academically gifted students to make them ready for university study.

Therefore, from the names of the school structures itself, one can infer that the purpose of this schools is to select and prepare some academically gifted students to join university for professional courses. The selection is made according to their academic performance of the students, which is obtained from national exams of the respective countries described hereof.

Although these academically gifted students are selected to be trained for the next program, they may encounter different problems or factors that affect their learning or academic performance in addition to the variables mentioned hereof. For example, Renner, Bibens and Shepherd, (1972) say that various factors can complicate the learning situation in the classroom, for example environmental conditions affect students at all levels and in all types of schools.

Moreover, Bent and Kronenberg (1966) reveal that “Some of the major difficulties encountered by colleges and secondary schools in securing greater articulation are: lack of cooperation, attitudes, lack of well organized guidance, lack of good instruction and others (P.159).

Amare and Temechegn (2002) strongly recommended that“--- the Ethiopia education curriculum need more assessment and replication of results---“ (p.97). The new policy, which has been implemented in general and the secondary preparatory school in particular, therefore, requires continuous evaluation. The assessment is essential to investigate whether it has met its objectives or not and to identify problems of its implementations. Identifying its problems will be of assistance to switch to different options that can help to promote the effective materialization of the program.

Although it seems early, it is important to evaluate the nature of preparatory school program, which is given in second cycle secondary school such as teachers competence, methods of teaching, the attainment of the required knowledge by students (students performance), the learning teaching process, facilities and services put at the disposal of the students, and other aspects as well. The comparative studies of the performances of students who are taking preparatory courses in secondary schools and the freshmen students in higher institution has a paramount importance for program implementers to take various measures.

As far as this study is concerned, it would not be an easy task to bring together all the factors that might create discrepancy between the freshman program and the secondary preparatory school program in Addis Ababa secondary schools in preparing students for university learning in AAU in a single study like this one. Instead, this paper attempts to investigate the extent to which whether the secondary preparatory school program can substitute the university freshman program in preparing students for university learning.

## 1.2 STATEMENT OF THE PROBLEM

According to the World Declaration on Education (WECA-1990), education is a fundamental right for all people throughout the world. It was stated that every person, child, youth and adult should be able to benefit from educational opportunity designed to meet the needs of his /her basic learning needs. Accordingly, Ethiopia has committed herself to provide basic and higher education (to some extent) as well to all sectors of the population.

It is true that Ethiopia is one of the least developed countries in the world and the state of higher education seemed very unsatisfactory since it has been introduced for the first few decades. However, in 1977 the revolutionary regime issued proclamation No.109, which created the commission for higher education and higher education expanded modestly in the period after 1975(EIR, 1975:2). For instance, the College of Agriculture at Alemaya, which was part of AAU, was granted independent university status in 1985.

Other diploma-granting independent colleges trained middle level manpower in several fields. These included the College of Teacher Education, the Junior College of Commerce, and the Municipal Technical College, all in Addis Ababa. There were also others, altogether, approximately twelve colleges or universities in the country in the early 1990s, with intense competition among students for admission. As a result, enrollment in higher education grew from 4500 in 1970 to more than 18400 in 1985/86, of whom nearly 11 percent were women. But enrollment was very low, considering the size of the population. Space limitations at the colleges and universities caused the government to raise admission standards (ibid).

ESLCE was the sole criteria for admission for the last so many decades. Accordingly (Fantu, Zelalem, Belay; 1996) noted that it is almost half a century since the

Ethiopian School Leaving Certificate Examination (ESLCE) has been put for use as a sole criterion for admission into institutions of higher learning in Ethiopia. The problems associated with ESLCE and other problems forced the current government of Ethiopia to propose and implement a new education and training policy to improve the low quality of education given in the country and the low enrollment rate of students to higher institutions in general and the secondary schools in particular (TGE, 1994). The secondary preparatory school is one of the school structures, which is designed to prepare students for university learning by accommodating the university fresh man program, which had been offered for half a century. But as of 1994 this duty was devolved to secondary preparatory school to undertake the preparation of the students for university learning.

As the program is relatively new, certain setbacks could be expected to take place in promoting it. And, even many teachers, students and some education officials are often heard complaining certain difficulties they have encountered in their attempt to implement the program.

The main purpose of this research, therefore, is examining the existing problems being encountered by the secondary preparatory school students in preparing themselves to attend university learning. To do that, the research will attempt and identify prominent factors that affect the students' preparation. The study further investigates how those factors affect the effective academic preparation of the students. In short, the purpose is to investigate the effectiveness of the secondary preparatory and freshman programs in preparing students.

### **1.3 PURPOSE OF THE STUDY**

Despite the tremendous effort made in the past few years in increasing access to secondary education in general and secondary preparatory schools in particular in the country, greater challenges lay ahead to achieve the goal of secondary education. In

some schools and rural areas a multitude of factors are affecting the quality of education.

Thus, the main purpose of this research is to examine how much the secondary preparatory school students are preparing themselves to attend university learning. It is also aimed at identifying teachers competence, facilities and services put at the disposal of the students, students' academic performance in university, and other related problems entangled with their preparation.

In the course of the study, the following basic questions will be addressed as a guide for treating the problem:

- ❖ How much teacher's /Instructor's qualification or competence influence the students learning (preparation)?
- ❖ How much students are prepared to resume professional course studies in universities?
- ❖ Do the secondary preparatory school /university/ facilities and services absence or presence influences the students learning (preparation)?
- ❖ What are the problems of secondary preparatory program as compared to the freshmen program and to forward recommendations that are important for the betterment of the program?

#### **1.4 SIGNIFICANCE OF THE STUDY**

As far as the secondary preparatory school is concerned, it is a recent and even a new program to our country. Therefore, this study might help the students significantly, since they could differentiate and understand the factors that influence their academic preparation; and they could also cope up with the factors that make successful in university.

Furthermore, the results of the study would be an input for Curriculum designers, school administrators, teachers and implementers as a whole to cooperate and mobilize their material, financial and spiritual resources for the success of the student in particular and for the success of the program in general. Besides, the study would become a springboard to other researchers to further investigate the factors that influence the preparation of the secondary preparatory school students for university learning. Ultimately these actions also benefit the learners and the country educational industry at large.

### **1.5 DELIMITATION OF THE STUDY**

According to Weiss (1972) any evaluation program may cover the nation, a region, state, city, neighborhood, or be limited to one specific site (a classroom). As to the strategic plan of the Transitional Government of Ethiopia (TGE, 1994), secondary education would be of four years duration consisting of two years of general secondary education, first cycle, completed at grade ten; and two years of secondary school, second cycle, completed at grade twelve and Technical and Vocational Education Training (TVET). Accordingly, General Certificate Exam and Aptitude Test are given at grade ten and twelve respectively.

Those students who may get the minimum requirement for grade ten General Certificate Exam (of course it may vary from region to region) join the preparatory school and dwell with more of academic subjects that prepares them for university learning. With this definition the study is delimited to involve secondary preparatory schools of AA and in Addis Ababa University to identify the drawbacks and strengths of the secondary preparatory school students that they encounter during and after the preparation to judge their preparation as compared to the freshman.

Furthermore the reason the study delimited to secondary preparatory origin university students is that in the first place, preparatory origin university students have full exposure about secondary school (what is good and/or bad) and some how little exposure about university (at least for a semester). The study also includes university instructors (those who teach preparatory origin students) to compare the academic performance of freshman origin university students and preparatory origin university students, though both groups have passed through different contexts.

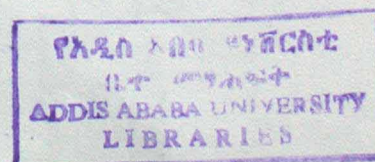
The variables addressed in this study out of the many aspects of a program are:

- teachers competence
- facilities and services put at the disposal of the students and
- students degree of preparation (based on the academic achievement of students performance in second year first semester result)
- overall activity of the program based on the above variables

## 1.6 LIMITATION OF THE STUDY

The secondary preparatory program is new for our country though it has been practiced in many countries. So that it is important to evaluate about the performance of the program in general and the students in particular. However, one of the shortcomings of the study is the sample size, which is too small to represent the country as a whole because of time constraint. The other drawback of the study is the unwillingness of some university teachers to give information inspite of few good cooperators.

The other shortcoming in conducting this study was in comparing the academic performance of students because of many uncontrolled variables. This was due to various reasons; first, their preparation was in different institutions. Second, after completing the preparation, they were treated separately as a result they have taken different exams and graded differently. Third, maturity of students in analyzing



concepts (in each subject in the respective years) is another and unable to get equal exposure about university teaching learning system. These and other things limit the researcher not to make parallel comparison. This is to say the difference that might exist in academic achievement of these groups is not only because of the preparation they have made in schools and universities. Instead the difference might be attributed to various variables indicated hereof. It becomes very complicated and deserves independent investigation, even not to standardize the row scores for each course. However, to give some insight to the readers of this paper the researcher limited himself to deal with their first semester GPA's, taking in to account the exams prepared for both groups would measure what was intended to measure in spite of the difference that might exist during the preparation and administration of the exam.

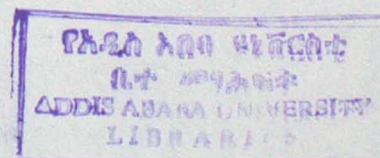
### **1.7 OPERATIONAL DEFINITIONS.**

#### **Secondary preparatory school program (school based preparation):**

According to New Education and Training Policy of Ethiopia (1994) secondary preparatory school program is any activity carried by the academic strand second cycle of secondary Education, that is, first and second year preparatory program.

#### **University freshman program (university based preparation):**

It is a program that includes the activities of students carried out in the first year of university learning. To join this program student need to take the Ethiopian school-leaving certificate Examination after the secondary school at grade twelve. However, this system is being phased out and it is being replaced by secondary preparatory school program. In short, it refers the program that has been offered in the early 1990's.



## **Program Evaluation**

"Evaluation" is defined in Webster's Third New International Dictionary as "the act or result of evaluating, i.e. of examining and judging the worth, quality significance, amount, degree or condition of something" (1977, 148). The most obvious reason for evaluating something or someone is to estimate worth, quality, importance, relevance, performance, etc with a view to pricing, rating, correcting, improving or changing. With this definition program evaluation refers evaluating the secondary preparatory school program worth, quality, relevance, performance etc as compared to the university fresh man program.

## **Academic achievement**

Refers to performance on classroom test, as indicated by the scores on a subject area offered at university level. In this study, the terms "school performance," "school marks," "academic achievement," and "academic performance" are used interchangeably.

## **Preparatory origin university students**

Preparatory origin university students are university students those who have completed their preparation in secondary preparatory school to resume professional studies in universities. In other word students those who have completed school based preparation to attend a three or a four-year university study.

## **Freshman origin university students**

These are students who have attended a one-year university based preparation to resume professional studies in university.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 THE CONCEPT OF PROGRAM EVALUATION

According to Carter, to effectively conduct program evaluation, you should first have programs (1998), thus, to Weiss, a program is defined as the activity of an institution (for profit or non profit) that can last a few hours, days or weeks, a specified number of months or years or go on indefinitely (1972). The institutions may be either educational or non-educational. In this case the institutions are educational which offer educational training programs for students. These are freshman and secondary preparatory programs that prepare students for university professional studies. In other word, these programs are the subjects for evaluation.

So what is evaluation? Many scholars define evaluation indifferent ways. The well-known definition originated by Ralph Tyler perceives evaluation as "The process of determining to what extent the educational objectives are actually being realized"(1950:69). Another widely accepted definition of evaluation has been that of providing information for decision-making suggested by various leading evaluators such as Cronbach (1963 and Stufflebeam et al. (1971). In recent years considerable consensus has been reached among evaluators regarding the definition of evaluation as the assessment of merit or worth of a program (Eisner, 1979; Glass1969; House, 1980). In general, we are all the time coming across new and challenging situations, which compel us to take decisions. The thought process that leads to decision taking is what evaluation is all about. And considering how frequently we have to make decisions in a day, month or year, it is indeed time to say "To be is to evaluate"

So, still, what is program evaluation? Program evaluation is carefully collecting data or information about a program or some aspect of a program in order to make the required decisions about the program. Note that the concept of program evaluation

can include a wide variety of methods to gather information and to evaluate many aspects of programs both in non-profit or for-profit organizations. To address the aspects of the programs, different author proposed different models of evaluation (Carter, 1998; Weiss 1972; Boulmetis & Phyllis, 2000). These models give emphasis commonly on the *inputs, process, outputs* and *outcomes* of a program.

In the same way, Ogunniyi (1986) also proposed that in order to determine whether any program has or has not been successfully implemented; certain salient questions must be posed and answered. These questions include the following, among others:

- ❖ Is the content of the program of desirable quality?
- ❖ Is there a positive relationship between actual learning outcomes and intended learning outcomes achieved?
- ❖ Are unintended learning outcomes identified and corrections made for them?
- ❖ Is the content relevant to the needs of the students?
- ❖ Does the implemented program continue to be effective?
- ❖ Are the materials available locally or obtainable from other areas with relative ease and convenience and at a reasonable cost?

Thus, while evaluating a program one can raise as many questions as possible to address the problem surrounding the program. As a result, to evaluate the secondary preparatory school program as compared with the freshman program, it is possible to pose as many questions as possible to ensure the success of the program.

## 2.2 APPROACHES TO PROGRAM EVALUATION

When does one evaluate? In curriculum design, a distinction is usually made between *formative evaluation*, which takes place during the development and implementation of the curriculum for purpose of modifying it as it is being developed and *summative*

*evaluation*, which takes place after the curriculum has been implemented. We can think of evaluation as an ongoing part of the entire process. Thus evaluation can occur in the planning and implementation stages of a program. However, Scriven (1967) was the first to suggest the distinction between '*formative evaluation*' and '*summative evaluation*,' referring to two major roles or functions of evaluation, although he was not the first to realize the importance of such a distinction. In its *formative* function evaluation is used for the improvement and development of an ongoing activity (or program, person, product, etc.). In its *summative* function evaluation is used for accountability, certification, or selection.

So that, with this concept, both approaches can be applicable to determine the success of the secondary preparatory school program in comparison with the freshman program. Because, on one hand, there are groups of those who already passed through the program and reached university, for them a *summative evaluation* can be employed. On the other hand, educational programs are ongoing programs or they are everlasting as long as a society exists. Therefore, to update the effectiveness of a program with the existing situation, it is necessary to evaluate a program *continually* to modify, adopt or adapt the changing situation.

### 2.3 THE DISCREPANCY EVALUATION MODEL

In evaluation research one could find multiple models in line with the intent of the evaluation research and the program to be evaluated. The discrepancy evaluation model is one of the models, which was developed by Malcolm Provus in 1971. It is used in a situation where there is an understanding that a program does not exist in a vacuum, but instead within a complex organizational structure. The model helps to make decisions based on the difference between preset standards and what actually exists. Thus, this model enabled the researcher to examine and describe the two programs so as to show where the discrepancy lies.

The model assumes that the aim is not to prove cause-and effect relationships but to understand the evidence well enough to make reasonable assumptions about cause and effect. In other words, there is more interest in why something might have occurred rather than the fact that it did occur. A program is examined through its developmental stages with the understanding that each of the stages (which Provus defines as design, installation, process, product and cost benefit analysis) includes a set of standards of performance. With this view, the secondary preparatory program is a program designed in a way to substitute the freshman program in order to work with the same standard. Thus, the intent of this evaluation model is to examine the current program how much it is working in line with the standard set so as to show where the discrepancy fall.

#### **2.4 THE PREVIOUS (OLD) EDUCATION SYSTEM OF OUR COUNTRY**

Retrogressions or progression of the development of Ethiopian educational system was intertwined with the nature of the governance of the alternating Ethiopian ruling circles, the evolutionary development of the socio-economic structure as well as with the external interaction and influence of the country had or under went in the long dark past.

Basically according to MOE, the development of Ethiopian educational system was deeply noted in religious education of which the two mainstreams were Christianity and Islam. However, external contact of the country in the different domains has a direct bearing upon the traditional education offered in churches and mosques (1996).

It was after the Second World War that the system of modern education began to develop in this country under the leadership of Emperor HaileSelassie-I. The main concentration in the first phases (1940-1950) of development was on the production of teachers and various personnel for the state machinery mainly done with British

assistance. In the second phase of development began with American assistance. The primary, Junior and senior secondary structure was adapted in 1962(MOE, 1996).

Similarly, MOE noted that, after the 1974 take over by the military regime, the education system was in confusion and suffered a set back because of a long-drawn out war and undemocratic governance of the junta. An attempt was made to establish a socialist education system curriculum was developed and textbooks prepared to this effect. Various proposals were made to change the structure of the education system but to no avail, Most of the regular budget (ca 56.8%) was allocated to the military (Ketmihirt Alem 1994:48) as cited in MOE (1996) and other related activities at the expense of education and other social development issues and endeavors. Teachers and students attention were directed to political and propaganda activates. However, starting from the May 1991 revolution on wards education is undergoing a new change through the formulation of a democratic oriented policy.

#### **2.4.1 STUDENTS ADMISSION TO UNIVERSITIES**

It is almost half a century since the Ethiopian School-Leaving Certificate Examination (ESLCE) has been put for use as a sole criterion for student admission in to institutions of higher learning in Ethiopia. It was invoked in 1959, which remained operational up to 1994(MOE 1996). In due course, quite many investigations have been conducted to find out the extent to which this instrument has served its intended purpose. Survey of available literatures, however is more indicative of the ESLCE'S research generative capability than suggesting some appropriate evidence as regards its predictive value (Bhalla and Belay, 1991) as cited in Fantu, Zelalem and Belay (1996).

In the same vain, Girma (1997) stated that a substantial number of research works have been done on the nature of the Ethiopian School Leaving Certificate Examination. Problems like its purpose, reliability and validity have been raised as

areas of investigation in the past. However, the attempt to use feedback obtained from research works done so far to improve the instructional process in various secondary school curricula has remained negligible. The trend seems to focus on mere administering and scoring of the examination rather than interpreting using scores derived from it meaningfully.

Actually, the intention here is not to examine the drawbacks and/or the strength of it, but in our country education system students who completed secondary school at grade twelve sat for ESLCE to join universities and colleges. Of course, all those who sat for ESLCE are not allowed to join, even those who successfully passed the exam were not enrolled due to space limitation and enrolling capacity of higher institutions.

#### **2.4.2 FRESHMAN PROGRAM**

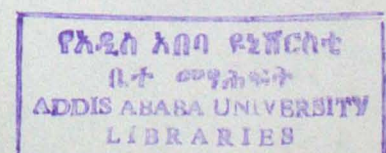
Senior secondary students those who scored the minimum ESLCE result, which was set inline with the space limitations would join university. Then, in first Year University program students took different courses in two semesters that prepares them to join different department according to their ability and interest after completing freshman or first year university program. In this regard, when they first come to university, students are often faced with completely different style of learning as well as having to deal with a different environment and making new friends.

To cope up with this problem, orientation is an event, which consists of academic and social activities to help first-year students settle into university life and celebrate the commencement of the academic years. Students who get involved in the program are often step ahead of those who don't, because they start the year knowing people, understanding how the system works and knowing their way around campus (Monash University, 2003).

There are also activities designed to introduce them to the various student support services, because university learning is a new experience for most students. That is why many students need some assistance with skills in lecture note -taking, essay writing, time management and exam preparation or with their general study skills.

Again, publications from Monash University depict many first-year students take advantage of mentoring programs available in some faculties and departments. These involve meeting regularly with later-year students or staff members to talk about their experiences during first year. Students need to find out from their faculty when they enroll what schemes are available (2003). In sum, according to Arikewuyo (1999) reviewed... at the university level, authorities were expected to provide the ranges of services for the comfort of students. Such services are also necessary for the academic up lift of students: Some of these services include feeding and catering, medical and health, works and transport, guidance and counseling, postal, library, academic affairs, student affairs bursary, sports and recreation, accommodation, consultancy ventures to mention a few. In deed, according to Mosses (1977) as cited in Arikewayo (1999), these services are necessary to support the core business of the university, namely teaching and research and should form a very large part of the university's budget.

If so, why freshman program was introduced to our country, the freshman program was introduced to compensate the academic weakness that the students lack due to shortage of qualified teachers in secondary schools. This was truly reported during Ethiopia hosted the United Nations-Sponsored Conference of African States on the development of Education, in may1961. Among other things, the conference highlighted Ethiopia's educational deficiencies. The Ethiopian education system, especial in primary and secondary education, was ranked the bottom among African nations. There were school and teacher shortages, high dropout rates, and low overall attendance rates. This embarrassed the MOE, as a result developed a new education



policy, which was in effect until 1974. In this policy there were a four year senior secondary schools that prepare students for higher education in Ethiopia or abroad\*. Thus, because of the above constraints, in order students get some adjustment for professional studies they were expected to take some preparatory courses in university.

## **2.5 THE CURRENT (NEW) EDUCATIONAL SYSTEM OF ETHIOPIA**

After the defeat of the military regime in 1991 by the EPRDF forces, Ethiopia has begun a new chapter in its history. The rights of nations, nationalities and peoples to self determination, to the extent of referendum, (Negarit Gazeta, July 1991 No. 1 Art II) as cited in MOE 1996, has been recognized secession with the promulgation of the new constitution, Ethiopia has now become a federal Democratic Republic.

In this regard since 1994 far-reaching changes have been made in the national education system and its practice. The change ranges from issuance of new education and training policy down to developing and implementing curriculum materials (TGE, 1994).

Among these are establishing a decentralized democratic system, using nationality languages in the respective regions, Zones and "Woredas" as state working languages and media of instruction and issuing a comprehensive education and training policy. The use of nationality languages as media of instruction is of particular significance as an expression of democratic right for cultural development and improvement of the teaching learning process.

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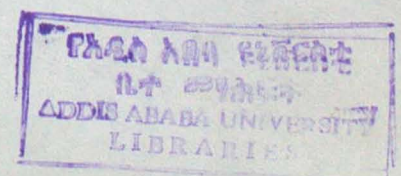
\*file://A:\allRefer Reference-Ethiopia-Education During Imperial Rule EthiopianInformationResource.htm

As it is stipulated in the new Education and Training policy, the system shall be democratic, decentralized professional, coordinated, efficient and effective in its input and out put process.

The policy encompasses overall and specific objectives, implementation strategies including formal and non-formal education from kindergarten to higher education. The components would be (Since 1995):

- a kindergarten system for children aged 4 - 6 years
- a primary education from grade 1 - 8 subdivided in to two cycles of basic (1-4) and general (5-8) education
- a general secondary education from 9-10
- a preparatory senior secondary education of two years (11-12)
- higher education of 2-3 years for diploma, 4-5 years for under graduate and an additional 1-3 years of post graduate
- a system of vocational and technical training in parallel with the academic education is coordinated and inter linked with it.
- a special education system and distance learning in collaboration and coordination with the rest of the education system.

Among the components, the secondary preparatory school, which is of two years time, is one, which was designed to prepare students for university. Accordingly, the "Education and Training Policy" formulated to disseminate a new education system rooted in the overall economic, social and political development of the country to address the long overdue needs of the society. Moreover, there are several reasons, which necessitate the design of the new program. The first crucial reason is the change in the concerned field of knowledge itself. The second reason is the change in the institutions of the society-its cultural, political, economical and scientific realities.



A third reason concerns of the needs of the learner themselves. There is also a need for students to be aware of broad issues like global interdependence, economic and industrial understanding, population and environment, civic and human rights (Amare, 2000). It is thus believed that these are some of the major reasons that necessitated careful look at designing a new education system in general and preparatory school program in particular.

It further emphasizes the development of problem- solving capacity and culture in the content of education, curriculum, structure and approach focusing on the acquisition of scientific knowledge and practicum.

Along with this, it directs that there be appropriate nexus between education, training research and development through coordinated participation among the relevant organizations.

### **2.5.1 STUDENTS ADMISSION TO PREPARATORY SCHOOL PROGRAM**

Secondary education is a special phase and part of the total process involved in education. Bossing (1955, 189) defined secondary education as "the education provided by schools for the purpose of guiding and promoting the development of individuals to whom on one hand, the elementary school no longer constitute the satisfactory environment and who on the other hand--- are not ready for specialized work of professional schools or the upper division of liberal art college".

Thus to make ready for professionalism---- students with high scores (in secondary school certificate exam) continue on to secondary school (preparatory schools), which qualifies them to attend universities later. Those with low scores are directed to technical secondary schools. For that matter, from the day preparatory schools came in to being in 1880's in England many countries adapted to their

education system (Crow, Ritchie and Crow 1961). In this regard America, Egypt, Zimbabwe, Kenya, and Tanzania just to name few of them.

Accordingly, if students need to attend the preparatory school programs that help them later to join university program must sit for school leaving certificate exam. For example in England pupils normally attend a four year course leading to the school leaving certificate- those who continued in to the 5<sup>th</sup> year could sit for General certificate of education (GCE)\*. In Zimbabwe the English "0" level examination serves as a gateway for many students who cannot proceed with out it despite their other exam scores to inter into "A" level program. In Egypt students following the eight-year basic education (Basic Education Completion Certificate) have the choice of entering a general secondary school (academic option).

### **2.5.2 SECONDARY PREPARATORY SCHOOL PROGRAM AND JOINING UNIVERSITY**

After students are screened out to attend preparatory program, they will take different courses that prepares them for the university study. For instance, in Zimbabwe, at the advanced 'A' level, students usually choose between science, commercial and art subjects to study for forms V and VI, with a few very gifted students at elite schools opting for four subjects. In general those who attend preparatory program take academic subjects. In this regard, Conant (1959) stated that----- the central High School in Philadelphia, which is usually spoken of as an "academic" is a good example for the secondary preparatory schools to give much emphasis for academic subjects. Moreover, King (1965) stresses about effective pre-university academic preparation in the secondary schools in order a three or four year university to be affordable.

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\* file /A:\ Education in England-wikipedia.htm.

In the same token, in Ethiopia according to TGE 1994, a preparatory school means the second cycle of secondary education, i.e., grade 11 and 12. In this grade students learn academic subjects that prepare them for university study and few of them are selected who score the minimum points (which would be settled by regional educational bureau) in Ethiopian school leaving certificate.

Actually, the hard fact is that few students are recruited to attend these program particularly high academic achievers from the total population of the general secondary schools. Although it is believed that all children have the right to an appropriate education only those students with that particular academic ability pass the exams.

Even those who attend pre-university program do not join universities directly. Instead, they again sit for college or university entrance exam. With this regard Bent and Kronenberg (1961) contended that most colleges were giving subject matter examinations to all candidates for entrance. To fulfill this objective the College Entrance Examination Board conducts examinations and sends the results to any college to which the student desires entrance, for instance, in America Scholastic Aptitude Test (SAT) or American college Test (ACT) have been used (Astin, 1985). But in Ethiopia the case is quite different from those previously described. It is almost half a century since the Ethiopian School Leaving Certificate Examination (ESLCE) has been put for use as a sole criterion for student admission in to institutions of higher learning in Ethiopia (Fantu, Zelalem and Belay 1996). As a result, a substantial number of research works have been done on the nature of the ESLCE, However, the attempt to use feedback obtained from research works done so far to improve the instructional process in various secondary school curricular has remained negligible (Girma, 1997). Taking into account this and other shortcomings of the admission criteria TGE proposed and established a new system of admission in

the new policy, i.e. University entrance examination that has been put in to practice as of 1995 E.C.

## **2.6 HOW MUCH TEACHER COMPETENCE AFFECTS THE STUDENTS LEARNING**

Pre-university or preparatory school program is an important component of the secondary school program, which is designed to help students navigate the university-application process, gain admission to the university of their choice, and enhance their performance once enrolled in university.

In order to enhance their performance both in preparatory program and university, they deserve a well qualified or competent teacher with the many assets required to enhance learning. In this regard, Koppich (2002) stressed that premium pay is necessary to attract and keep highly qualified teachers for most troubled schools. In the same vain, Darling - Hammond (1977) as cited in UNCEF (2002) noted that the highest quality teachers, those most capable of helping their students learn, must have deep mastery of both their subject matter and pedagogy. From these quotes one can learn the importance of qualification (the quality the program deserve), teacher for a certain program to make the clients of the program successful. That is why, Education in England explained--- lack of qualified teachers must be seen as one cause for its lack of success. Therefore, a qualified teacher is required to run a program, but it is not the only one. With this Symonds (1954) contends that qualification or training is not so much important in determining the quality of teaching. On the other hand, opposed to this view, UNESCO (1966) has stressed that "advance in education depends largely on the qualification and ability of teaching staff---" though it is not sufficient. The qualification and ability or competency of teaching staff to enhance students learning is a must. But what is a competent teacher.

Researchers, who must rely on measurable outcomes, tend to define effective teachers as those whose students show statistically significant gains on reading and mathematics achievement test. The researchers then identify teaching behaviors correlated with these gains. In this regard, UNCEF (2002) noted that quality education puts students at the center of the process; and students' achievement must be the schools first priority. Therefore, to increase the students achievement, teachers must be competent enough in all aspects of teaching learning process: professional learning, school efficiency, professional development, student centered learning, feedback mechanisms, teachers beliefs that all students can learn, teachers working conditions just to state few of them.

For instance whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. But teaching styles in many places, however, remain traditional, teacher center and fairly rigid or even authoritarian (Carron and Chau, 1996). Moreover, good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allows them to gauge individual student learning and adapt activities according to student needs.

Thus, teachers must understand the need and interest of the youth in school, and help them to develop the desirable attitudes toward schoolwork as well as toward the other life activities. Teacher's emotional stability, talent and willingness to help students, enable pupils to progress in their learning (Beaumont 1949, Crow 1961). Similarly the school program has to contain subjects, which crate interests and worthy of study. The different aspects of students' attitude must be taken in to account in the planning and organizing of a school program.

In sum, this is to show the importance of qualified or competent teachers to run a program in order to make the users more successful and to enhance learning. All schools regardless of its type and size require a competent teacher. Here preparatory

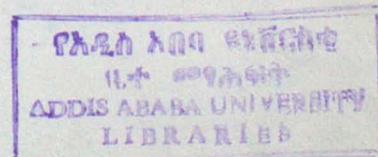
school program is one part of the school program and require a well-qualified and competent teachers to make the program successful. However, as to the ESDP II, the major bottleneck for secondary education remains the availability of qualified teachers. Out of the total number 14029 or 36.9% of the teachers teaching in secondary schools in 2000/2001 had a first degree or above. This is a decline of nearly 4 % from what it was in 1996/97. Availability of qualified teachers for secondary schools is even more acute in some of the regions (2002/03).

Thus, with this acute constraint, that the senior secondary academic strand have been implemented. Moreover, teachers in preparatory secondary schools were observed giving notes and explanation, which do not enhance students' participation and do not promote active learning (ICDR, June 1995). Therefore, these and other competence constraints have adverse impact on the quality of education.

## **2.7 THE EFFECT OF FACILITIES AND SERVICES IN THE IMPLEMENTATION OF PREPARATORY PROGRAM**

In order to be implemented a program should be designed in such a way that under favorable conditions certain intended learning out comes will emerge. Out of the favorable conditions teaching material is one factor. In other word, school facilities are militating factor against successful implementation of any program. Meaning, it is one thing to design a program, it is quite a different matter to make it work. To make it work availability of materials (School facilities, laboratories, libraries, classroom, sport fields, entertainment areas guidance and counseling and so on) are necessary conditions.

Kinder (1959) denotes that teaching materials are devices, which can be used to make learning experience more concrete, more realistic and more dynamic. Hence, teaching materials are self-supporting materials, which present a body of information in instruction. Therefore, they are more than aids to teaching and learning.



Wittich and Schuler (1967) argue that properly utilized teaching materials have the potential to produce the best learning because they bear qualities predominantly influencing the sense of sight through which most human learning is believed to take place, moreover, teaching materials are taken as one of the means for minimizing the decline of students attention and interest often encountered due to the "chalk and talk" type of teaching (Callahan and Clark, 1988).

According to the New Education and Training of policy of Ethiopia (TGE, 1994), "---to promote the quality, relevance and expansion of education due attention would be given to the supply, distribution and utilization of educational materials, educational technology and facilities". This indicates that the policy has given due attention to the importance of teaching materials as a component part of the effort towards up-grading the quality of education. However, as shown in Education Statistics –Annual Abstract (1991E.C.), the average numbers of sections in secondary schools (nation wide) are 7.374 and the average pupil –section ratio is 71. If a region wants to order equipment for a group work of ten students in a group, it will need 7 quantities of an item for a section. If there are in average 18 sections in a school then the number of quantity will be 126, which is beyond the economic capacity of a region or the country as stated in ESDP II (2002/03-2004/05). This shows that fulfilling the facility and services needed for all schools in general and preparatory schools in particular is difficult. This tends to inforce schools to work below their capacity and in turn hinders the academic achievement of students. Moreover, schools are forced to perform below its standard and unable to achieve its objective, As a result teachers refrain themselves not to teach to the level what is expected of them and in turn students will be harmed from the process.

In the same way, students need to be provided with some recreational facilities, which according to Bucher (1985) should contribute to the satisfaction of basic human needs for self-expression, promotion of total health-physical, emotional,



mental and social, provide an antidote to the strains and tensions of life, provide an avenue for abundant personal and family living and development of citizenship.

### **2.7.1 LIBRARIES**

The vast diversity of school facilities in the developing world concerns many who believe that technology and students' development of technology-related skills will be crucial factors in the 21<sup>st</sup> century knowledge-based global economy (Denny, 2000). Thus, the presence and heterogeneous uses of technology in schools are one manifestation of how school organizations become more diversified to meet the needs, interests, experiences and realities of individuals and groups, i.e., how schools can become more student-centered.

Accordingly, MOE (1993) reported that school facilities have impact on access, quality, efficiency and equity. The school facilities are tools to attract students in general and girls in particular. These include availability of shift system, water, latrines, clinics, libraries, laboratories and pedagogical center and the like. These facilities reported in terms of figure, how much the proportion is as compared from the total schools, however, the report concluded that, regardless of their quality, it can be concluded from the figures that the facilities available in the schools are not sufficient to conduct the teaching learning process (P 65 - 66).

For instance, a study made by AWTI, 2003, concluded that the library size is small to accommodate the whole students of the school and there is no pocket system to check out books, the service is limited in most high schools. The other bottleneck in the library usage is the allotted time of the service; in most cases it gives service during school time. However, the library, according to Salisu (1989), provides a positive and progressive program, which integrates library resources with classroom activities there by adding to the educational opportunities of every learner (student). The library also provides library resources to support the curriculum.

### 2.7.2 LABORATORIES

A laboratory is a workroom used for experimental study. Hence, it leans heavily on the idea not only of use but also of experimental use. We try things out and see how they work. To Dale (1963), the word laboratory carries with it various suggestions. Students who experiment may find answers to their own questions. They study with a purpose. They avoid the cut-and-dried approach to learning; for them learning is not some thing bottled up in subjects which are memorized in routine, piecemeal fashion. However, a study made by ICDR regarding grade 9 and 10 to improve science subjects (physics, chemistry and biology) on twenty-one general secondary schools from AA, Amhara, Oromiya and SNNPR indicate inadequacy of lab equipments. The data is collected from directors, teachers and observation of laboratories, based on that the following conclusions were reached:

- ❖ Students text content is not arranged in its level of difficulty
- ❖ Languages used in these texts are difficult and doesn't go hand in hand with mathematics subjects
- ❖ The impossibility of giving practical lesson.
- ❖ Text distribution is not one to one.
- ❖ The concept of the text is difficult.
- ❖ The course content is too vast to be covered in the academic calendar year --- are some of the results obtained from this study (June, 1995).

This indicate that students in general secondary schools have these much constraint, so how they can overcome the second cycle secondary school which deserves more practical works that prepares them for university. This problem may be encountered by preparatory schools because the majority of preparatory schools are found with general secondary schools and share the same laboratory rooms. If so it is easy to conform that secondary preparatory school students also face the same problem that was faced by general secondary school students.

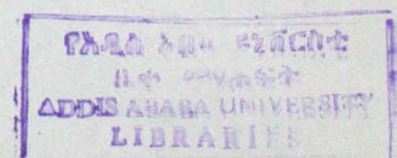
### 2.7.3 GUIDANCE AND COUNSELING

Guidance and counseling is also one part of the services students would be provided, according to Soetan (1988), Guidance & counseling should be geared towards the production of self actualized young women and men, who understand themselves and their capabilities and whose education would direct them towards a meaningful and effective existence not only in their immediate environment, but also in the country as a whole.

Counseling provides students with professional and psychological confidentiality and is offered for academic, personal relationship problems, and issues like stress management, motivation, self-esteem, time management, exam skills, relaxation and communication.

Despite the importance of counseling, to the contrary a study made by Zeleke (2000) concerning major problems of counseling in Ethiopian high school reveals that counselors are inadequate. Moreover, the same person reviewed that --- unlike the attitude and behavior of school principals, attitudes of teachers do not seem to be uniform (Seleshi, 1996). Some have positive attitudes toward counseling and they also appreciate the activities of the counselor. This group teacher tends to work together with the school counselor. Many teachers, however, do not recognize the importance of counseling at all. Even, this person summarized as students, teachers and principals do not appear to be fully aware of the values of counseling.

Again, Seleshi (2000) stated 'Because of the shortage of trained personnel; the education bureau could not assign counselors for all schools'. This is particularly true of schools in remote areas of the country. From the researcher experience, teachers and directors in such schools select those teachers whose teaching load is relatively small would be selected and assigned. But the fact that these teachers have not participated at least in workshops and/or seminars pertaining to counseling which can



give them some insight in to their roles and/or activities as counselors makes the services they provide questionable. This does not, however, mean that these teachers should not assist students at all. Rather it means that the teachers need to have at least some knowledge regarding counseling. Thus, guidance and counseling plays undeniable role for the success of students in general and preparatory schools in particular.

## **2.8 THE IMPACT OF MEDIUM OF INSTRUCTION ON PREPARATORY STUDENTS**

Now a day, English is the only language that links the worlds together. It is the medium in which political, social, cultural and technological information has been disseminating all over the world; because of this learning English becomes the essential duty for people of the world.

Due to the above reason the English language has long established its usefulness in Ethiopia as a foreign second language both as a medium of instruction at secondary and tertiary levels of modern education and as a language of international communication for example, as an official language of diplomacy, international organizations international contacts and/or transactions in some national organization.

Moreover, in Ethiopia, English plays a great role in teaching and learning process at secondary and tertiary level of education. It is a subject as well as a medium of instruction in secondary schools and colleges in the country. This condition makes the students success especially in colleges dependent on their level of proficiency in English (Tadesse, 2001).

Thus, with the objective of developing students' level of proficiency, college English I and II are being given for fresh man students in the colleges and universities found in the country. In spite of this, the study made by the same person pointed out



that most of the fresh man students lack the necessary ability in speaking and listening. Obviously, this situation has a direct impact on students' academic works. With this view, it is easy to infer the language fluency of secondary school students. Regarding this a study made by Surafel (2002) concerning "the effects of 'new' English language teaching methodology in the secondary schools (grade 9 - 12) which is prepared by MOE/ICDR jointly reveals that "--- concerns have also been expressed over the back ground knowledge of the students to be in adequate to express their views and to understand (oral) instructions and explanations in English at their present grade levels". Thus, the teachers believe that this in turn lessens the learners' motivation and interest to participate in the teaching learning process".

Besides, there is some dissatisfaction with the present quality of education in general and the quality of English in particular (Tewolde, 1988, Dejene 1990) not with standing the increasing demand for English. Although documented evidence is hard to come by, "some people believe that the general decline in the quality of education is attributed directly or indirectly to the unsatisfactory performance of the students in English" (Teshome, 1995) as cited in Teshome, 2001. On the other hand, a study made in AWTI (July 2003) indicate that although the content of English is similar with that of the college, the language ability of preparatory students are dissatisfactory because the study found that a diploma holders who were teaching English language for grade12. This indicates that competent teachers were not assigned for the program. Even the study distinguished other constraint: lack of reference material, unable to employee a communicative learning approach and others. The study concluded that the over all preparatory students' ability is not good enough. This shows that, since English is a medium of instruction for all universities and colleges, students of preparatory will face difficulties of learning in the future. In this sense, it is difficult to say the preparatory program would compete with fresh man program.

In sum, the languages schools (regardless its type and level) use for instruction can have an impact on learning and academic achievement in general. Thus, secondary preparatory school students need to be competent or fluent enough in English language to be successful both in the school and universities from the fact that has been discussed here of

## **2.9 THE EXPERIENCE OF OTHER COUNTRIES**

Although secondary preparatory school is new for our country, different countries have had a long experience regarding this program. Following the experiences of six countries will be described.

### **2.9.1 IRAN**

In Iran, primary school is followed by three years of general education called the Guidance cycle (Dorehe rahnamaii) covering grade six through eight (ages 11 -14). The curriculum for these phases of education emphasizes both theoretical and applied knowledge with the aim of determining whether students will pursue academic or technical (vocational studies). Students who successfully pass a regional examination conducted at the end of this cycle are awarded a certificate of General Education (General certificate of Guidance education). Those who receive appropriate grades on the exam can then continue their education in either the academic or technical vocational tracks.

The general academic track, some times called the "theoretical branch" consists of two stages lasting a total of three years. The first two years of this track cover a general curriculum and the final year allows students to specialize in one of four areas: literature and arts, natural sciences, Physics and Mathematics or social sciences and economics. At the end of this cycle, students take national examinations conducted by the ministry of Education. Successful candidates are awarded the

Diploma- Motevaseteh (National High school diploma), which provides access to the pre- University year or employment. This phase of education lasts for one year (completion of 24 semester credits) leading to the artifact of completion Diploma.

Students who complete the pre-university cycle are eligible to take the Konkur (University entrance examination) for admission to the first year of under graduate study.

## 2.9.2 ENGLAND

In the 20<sup>th</sup> century Education became a sensitive social economic and political issue in most European countries. England was no exception. In the history of English education the most important piece of legislation or the twentieth century was the Education Act of 1944, also known as the "Butler Act". It replaced all previous regulation and proceeded by different acts such as the Education Reform Act 1986, 1988, 2000 and the like.

England, similar with other countries has its own educational structure and purpose; pre-university (A- Level) program is one\*. After four years of secondary schools at about the age of 16, pupils sit the General Certificate Secondary Education (GCSE) examination. This is taken in a wide range of subjects according to the pupils' ability usually four to eight or even as many as ten subjects. Two years later the students sit another examination called the General Certificate of Education (GCE) (A-Level) again based on a selection of subjects chosen by each candidate (usually three to five and including a science subject and an arts subject). Access to universities is based on the number of examinations taken and the grades achieved.

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\*England- wikipedia htm

The exact requirements are fixed by the individual universities and vary according to the type of degree course you want to follow.

### **2.9.3 EGYPT**

Admission to universities is extremely competitive and is based on a student's score in the General High Education certificate or the Technical High Education certificate.

In other words, only general secondary school graduates (academic option) may be admitted to university after obtaining their General Secondary Education Certificate (GSEC) or an advanced technical diploma with scores above 75%, however, since 1991 some graduates from technical schools have been allowed to join higher education.

Moreover, in Egypt university admittance is dependent upon the results of secondary school certificate exam that is the most important and is taken in the last two years of secondary schooling. Students study eight different courses each year. The exam is administered nation wide and based on this course work- a student should obtain at least 94% in the science branch to get into medical school, and 91% in the mathematics branch to get into engineering. Female students in Egypt get better grades and achieve more success than males, as well as occupy most of the top ranks in all the general exams in all stages of education.

### **2.9.4 TANZANIA**

To be admitted in to the university students have to complete the full course of four years of high education and hold the Certificate of Secondary Education (CSE) or Equivalent with five credits in approved subjects and the Advanced Certificate of School Education (ACSE) or equivalent which is awarded after six years of high

education with passes in at least two principle subjects (Telfer, 1993: 13) According to Telfer admission is selective and thus only those who perform very well in the examination are admitted. In addition to their merit, students also need character references and the recommendation of the local branch of the ruling party and the head of their high school.

The second type of admission method is the mature age entry system. Applicants who are at least of twenty-five years of age are admitted if they pass the special entry examination even if they do not complete the ACSE or equivalent. These persons have to submit recommendation letters from the branch ruling party too.

### **2.9.5 NIGERIA**

Nigeria is a federal republic consisting of thirty states with more than 250 distinct ethnic groups (Dorwood 1993: 1). It has three official languages (Hawsa, Ibo and Yoroba) but English is the language of instruction in the higher education institution.

According to the Nigerian education system, completion of twelve years of schooling leads to the WAEC General Certificate of Education, which is now replaced by the Nigerian High School certificate (NSSC). Students who complete senior high school are eligible to apply for entrance to any higher education institution.

Since 1978 all admissions to first-degree courses at Nigerian Universities have been organized through the joint admissions and matriculation board. Students have to have Senior School Certificate (SSC) to sit for the competitive Universities Matriculation Examination (UME) in order to gain admission in the field of their choice.

## 2.9.6 ZIMBABWE

To join the university program, school leavers have to complete six years of high education and hold the Cambridge Overseas School Certificate (COSC) or General certificate of Education- ordinary level (GSE O- level) with passes in five subjects and Cambridge Overseas Higher School Certificate (COHSC) or General Certificate of Education- Advanced Level (GCE-A-Level) with passes in two subjects (Edwards, 1993: 11) candidates have to pass English Language at O-Level to all programs. The admission to the universities is highly competitive, so that candidates generally require high A- level grades.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 THE RESEARCH METHODOLOGY**

The aim of this study is to examine what the secondary preparatory school academic program look likes as compared with the university freshman program and identifying the major challenges that preparatory students are encountering. It also goes to suggest some possible means that can be used to increase the academic performance of preparatory students. To this end, a descriptive survey research design methodology was employed with the assumption that it could help to identify the major challenges. Thus, this approach enabled the researcher to examine the prevailing constraints that need to be tackled so as to enhance the academic performance of preparatory students.

#### **3.2 SOURCES OF DATA**

Both primary and secondary data were used for the study. Primary source of data were obtained from university instructors, preparatory school teachers and preparatory school students through questionnaires. Moreover, data from one MOE official and preparatory school directors were obtained through interview. These sources helped the researcher to acquire first hand information.

Secondary data were obtained through document analysis. For this purpose synthesized information was obtained from Addis Ababa University registrar office.

#### **3.3 SAMPLE POPULATION AND SAMPLING TECHNIQUES**

##### **3.3.1 SAMPLE POPULATIONS**

The sample of the study covered six faculties out of the eleven faculties of Addis Ababa University. They are Education, Business, Science, Technology, Medical and

Faculty of Language Studies. This comprised 54.5 percent of the total faculties operating in the University. With respect to schools, four of them were taken out of 10 preparatory schools in the city. This comprised 40% of the total schools operating in the city. Regarding preparatory origin university student respondents, 527 were taken from the total population of 3178 students, 327 for filling the questionnaires and 200 for document analysis. Out of this figure 50% of them were females. This comprised 20.3% of the total preparatory origin university students. Again, 200-second year university students from 1737 freshman program students for document analysis, out of this 30% of them were females. This also comprised 10% percent of the total freshman origin second year students. Moreover, one MOE official, 34 university teachers, 4 preparatory school directors and 67 preparatory teachers were involved in the study.

### **3.3.2 SAMPLING TECHNIQUES**

Application of sampling technique found to be imperative due to the excessively large number of the study groups. Accordingly, random sampling was employed to select faculties and schools. Consideration was also made to keep a reasonable balance between natural and social science students.

Simple random sampling and availability sampling techniques were used to select teachers and students. Availability sampling was employed, since students were available during the collection of the data to fill the questionnaires. Preparatory origin university students were taken as a sample purposely assuming that they have better exposure about the issues of both programs. Second year freshman origin university students also have been considered as a sample to compare their academic performance with preparatory origin university students. For this too random sampling was employed. Moreover, an official from MOE was selected purposely as a sample. Directors from preparatory schools and teachers, both from university (those

who were teaching preparatory origin university students) and preparatory schools, were also selected using availability sampling.

**Table 1** *Number of schools, an official, teachers and students*

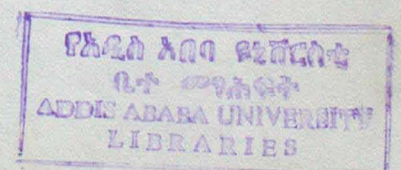
No	Name of schools /facilities/ offices.	No of students	No of teachers	No of directors	No of official	Total
1	Education faculty	26	9	-	-	35
2	Business faculty	51	5	-	-	56
3	Science faculty	88	7	-	-	95
4	Technology faculty	37	4	-	-	41
5	Medical faculty	39	4	-	-	43
6	Faculty of language studies	84	5	-	-	89
7	Medhaniyalan secondary school	47	16	1	-	64
8	Dej / wondiyrad SS	38	12	1	-	51
9	Bole SS	43	20	1	-	64
10	Abiyot kirs SS	57	19	1	-	77
11	Ministry of education	-	-	-	1	1
	Total	510	101	4	1	616

*Remark: SS - Secondary Schools*

### 3.4 INSTRUMENTS AND PROCEDURES OF DATA COLLECTION

#### 3.4.1 INSTRUMENTS

Data that have quantitative and qualitative value were gathered through instruments that were developed and constructed by the researcher and adopted instruments that were developed by other educators as well. Before developing the instruments relevant and related literature on the education of university or school based preparation were thoroughly examined, selected and reviewed. Based on information obtained from literature and considering the nationality of the problem, four different sets of questionnaires (having the same intent) for university teachers, preparatory teachers, preparatory origin university students and preparatory students were



designed. Open-ended questions were also forwarded demanding the respondents to write variables and possible suggestions, which they think should be included.

Interview guides were also prepared to obtain additional information from MOE official and preparatory school directors. The researcher employed an interview to get relevant information regarding the preparatory program from the expert. This interview was conducted at the end of the study, because in the course of the study different problems have been investigated. Based on the problems investigated items were formulated to know how much these problems are recognized by policy makers so as to strengthen the findings of the study. Observation guides were prepared to enrich the information gathered through interview from directors.

Interview, questionnaires and observation items were prepared first in English. However, interview guidelines for MOE official and preparatory school directors were translated to Amharic by the help of English language postgraduate student (Endalew, first year graduate student) for its ease of administration. In the first part of the questionnaire, items were prepared in the form of rating scale.

In order to ensure the appropriateness of the items, a pilot study was carried out in Kotebe College of Teacher Education and Dej/ Wondyirad secondary school comprising a total of 60 (sixty) students. Out of this 40 of them are college students and the rest were from the indicated secondary school above. Dej / Wondyirad Secondary School was also used for the actual study. This may create a practice effect on the respondents but the researcher carefully excluded these groups to avoid practice effect. All the necessary amendments have been made inline with the feedback obtained from the respondents.

### 3.4.2 PROCEDURES OF ADMINISTRATION AND DATA COLLECTION

After sample schools for the study were identified, a total of two data collectors were recruited. They were selected because of their familiarity to the faculties of the university and the preparatory schools in the city. A one-day orientation was given for data collectors about their respective duties like the administration of the questionnaires for students. The first collector was assigned for preparatory origin university students in the respective six faculties, and the second for preparatory school students.

After a short visit to each faculties and schools, questionnaires were distributed to the available and selected teachers and students. Data particularly from students were collected on the spot during which the data collectors also gave the necessary clarifications.

The researcher conducted the interview. In this paper the interviewer focused on preparatory school directors and MOE official regarding academic performance of preparatory students, teachers' competence in preparatory schools and the facilities and services put at the disposal of the students for the effectiveness of the students academic performance as well as the program; and the overall effectiveness of the program as compared to the freshman program.

Observation was also made to check whether the oral responses of the directors were reliable or not with what actually exists in the school regarding classrooms situation, laboratories and libraries. For this, a checklist is prepared to know the directors response was reliable or not and it was conducted soon after the interview.

Finally, in line with document analysis the students' academic achievement were taken from AAU registrar office to analyze the academic performance of second year

students those who have come through freshman and preparatory school program in 1996 academic year so as to examine the effectiveness of the two programs.

### **3.5 METHODS OF DATA ANALYSIS**

The data obtained through questionnaire were analyzed quantitatively and qualitatively. Qualitatively such statistical methods as ANOVA, Mean difference and one- sampled t-test were employed. The data obtained using open-ended items; interview and observation were analyzed qualitatively, which was used to strengthen the analyzed result obtained through statistical analysis. Finally, after the data were analyzed by employing appropriate statistical methods, findings were summarized and recommendations were made.

## **CHAPTER FOUR**

### **ANALYSIS AND DISCUSSION OF FINDINGS**

This chapter presents the data obtained through questionnaire, interviews, observation and as well as the documents analyzed regarding students' academic performance, which focus on the first semester result that was obtained after joining the respective department. The questionnaires were distributed to 340 preparatory origin university students, 45 university teachers, 205 preparatory students, and 75 preparatory school teachers. Among the distributed questionnaires, 12.4% (327) of preparatory origin university students, 34 university teachers, 183 preparatory students and 67 preparatory teachers of them returned it. In addition, 4 preparatory school directors and one official from MOE were involved in the interview. Furthermore, the results of 400 2nd year AAU students were also involved in the document analyses for the comparison of the two programs.

The response of teachers, students and educational officials to each of the questions given is analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of data is followed by discussion and interpretation in line with the major research out line. For the sake of convenience, related questions are treated together. The responses of preparatory school directors, teachers, students and education official were used as additional ideas to substantiate the preparatory origin university students and university teachers' responses. As a result, the responses are found to be sufficient to draw inferences for the study.

#### **4.1 CHARACTERISTICS OF RESPONDENTS**

The purpose of this sub topic is to give some basic background information about the target population. The target groups of this study were university teachers, second

year university students who came both from freshman and preparatory programs, preparatory school directors, teachers, students and MOE expert.

**Table 2. Demographic Summaries of Preparatory School Respondents**

No	Kifle ketema	School	No of teacher					No of students		Directors	Teachers years of experience in teaching				Students age				
			M			F		M	F		Below 5	6-10	Above 10	Total	Below 17	18-20	Above 21	Total	
			Dip	Deg	Sec:De	Dip	Deg	Sec:De											
1	Gulele	Medhanialem	2	16	-	-	2	-	35	12	1	3	4	9	16	8	38	1	47
2	Yeka	Dej/Wondirad	2	6	2	-	2	-	27	11	1	1	3	6	12	13	23	2	38
3	Bole	Bole ss	-	14	2	-	3	1	24	17	1	4	5	11	13	26	5	41	
4	kirkos	Abiyot Kirs ss		10	3	-	-	4	26	31	1	5	2	12	30	26	1	57	
		Total		55			12		112	71	4	13	48		64	11	9		

\*2nd degree and Diploma holders are available.

Remark: SS-Secondary Schools, Dip-Diploma, Deg-Degree Holders, Sec.Deg-Second Degree Holders

As shown in the table, if we examine the age of teachers or years of experience in preparatory schools the majorities are old enough relatively speaking as compared to each other. These years of experience may have either positive or a negative impact on teaching experience, for instance, if the teachers update themselves along with their age it has positive effect otherwise---. Out of 67 teachers 82.08 %( 55) of them are males and 17.02% (12) of them are females. In the same way, 19.4 %( 13) of

them have teaching experience below five, 20.8 %( 14) of them have six through ten years of experience and the rest 56.7 %( 38) of them have a teaching experience above ten.

Similarly, if we look at the age of the students in the table the majority are below twenty. This shows that their age is almost similar with the freshman students when they were in grade 11 and 12. This indicates that the preparatory students are carrying a lot task beyond what their counter parts did at this age level.

The majority teachers, except few diploma holders and second-degree holders, are bachelor degree holders where as teachers taken from university are above second-degree holders. Therefore, these and other characteristics indicated in the table might have its own meaning on the finding of the study.

*Table 3. Summary of university faculty respondents*

No	Name of Faculties	No of students filling questionnaires		No of students for doc.analysis	No of instructors	Instructors' years of experience.
		M	F			
1	Education	22	4	48	9	3-23
2	Business	29	22	132	5	
3	Science	66	22	48	7	
4	Technology	20	17	56	4	
5	Medicine	26	13	84	4	
6	Language studies	54	30	32	5	
	Total	217	110	400	34	

If we look at glance the years of services of instructors', they have been teaching freshman program students, during the collection of the data they were teaching preparatory origin university students. So it is easy to infer that they can compare and

contrast what the degree of preparation of preparatory origin university students look like with that of the freshman program.

#### 4.2 FRESHMAN ORIGIN VIS-À-VIS PREPARATORY ORIGIN UNIVERSITY STUDENTS ACADEMIC PERFORMANCE

This part of the paper deals with the analysis of the data obtained from the document as well as the data collected from different respondents regarding the students' academic performance.

##### 4.2.1 STUDENTS ACADEMIC PERFORMANCE BASED ON SECOND YEAR FIRST SEMESTER ACHIEVEMENT RESULT OF THE 1996

*Table 4. T-test of academic performance of freshman-Vs-preparatory students*

Item	Student	N	Min-Max	Mean	S	Mean difference	P	t-value	95% confidence interval
GPA	1.0 Preparatory	200	.60-4.00	2.39	.638	-.247	.000	-4.373	-.358 - .136
	2.0 Freshman	200	1.56-4.00	2.64	.482				

As it can be seen in the table 4 above, the mean of preparatory students' GPA is (2.39) and that of the freshman is (2.64). This implies that there is a significant difference in academic performance of both groups although the exams taken by each group is different. This was taken as a limitation and described under the limitation of the study. The significance level at ( $< .05$ ) ensures 100% for the existence of a difference. Moreover, the table depict that the minimum result attained by preparatory students is (.60), and that of the freshman is (1.56). This also implies the academic performance of preparatory origin students is very less as compared to the freshman, though the aggregate is above the test value. In sum, the table shows there is a difference in the academic performance of both groups, even if this difference might not only be attributed to the program difference in completing their preparation

in university and secondary school. Thus it may also be attributed to the variables described herein and others as indicated in the limitation of the research.

#### 4.2.2 PREPARATORY ORIGIN UNIVERSITY STUDENTS COMPETENCE WHEN VIEWED BY THEMSELVES, TEACHERS AND EDUCATIONAL OFFICIALS

*Table 5. Preparatory origin university students' response regarding their preparation for university learning*

N o	Item	N	Mean	Test t-v	SD	t-Value
1	Basic knowledge for university study	325	3.57	3	0.972	10.505**
2	I was competent enough	317	3.49	3	0.906	9.612**
3	I enjoy studying	318	3.69	3	1.076	11.570**
4	I have skill in lecture note-taking	322	3.38	3	1.052	6.407**
5	I have skill in essay writing	320	3.13	3	1.186	1.980**
6	Managing time properly	322	3.37	3	1.049	6.324**
7	I am active participant in the class room	323	3.92	3	1.072	5.573**
8	Language fluency	314	3.14	3	1.034	2.456**
9	Ability to express ones feeling	323	3.39	3	1.008	6.959**
10	Doing assignments, home works, etc	320	3.98	3	0.989	17.752**
11	Using library resources	324	3.60	3	1.179	9.182**
12	Using counseling service	313	2.62	3	1.296	5.191**
13	I generally know what would be expected of me	317	3.798	3	1.107	12.839**

**\*\*Significant difference.**

If we look at a glance, the mean values of table 5 indicate statistically significant above the test value or above the average except one item. Regarding having basic knowledge for university learning, however, university teachers responded to the opposite as they lack the basic knowledge for the course they were teaching.

Students may enjoy studying their textbooks and exercises books; however, they are poor in manipulating different reference materials presented in course outline. Students seem they have skills in lecture note taking and essay writing; however, what actually observed from their open-ended response was the reverse, i.e., they are unable to find and refer multiple reference materials as opposed to the preparatory schools in which students are solely dependent on subject texts. Moreover, university instructors, regarding skills in lecture note taking and essay writing of the students', rated significantly below the average. That is why students are unable to tolerate long hour lecture discussion and taking notes as described herein. Similarly, their responsiveness and competitions among themselves are rated below the average (table 6). This is because students seem not to have the required basic knowledge from preparatory program.

As opposed to the above results discussed students are capable in managing their time properly and show interest to participate actively in the classroom, which is reliable with the response obtained from teachers and directors.

Regarding language fluency, although the result shows significantly above the average (mean value = 3.14 and  $t=2.456$ ), other analysis result obtained from university teachers reveal opposed to this (table 6). Similarly, a finding obtained by AWTI (1995E.C) indicated that many preparatory language teachers are using traditional way of teaching. This leads students not to have confidence and courage. This could be easily observed from students in that most of them are unable to introduce themselves accurately. For that, it is very interesting to put forward what one preparatory origin university student has said:

*"I know the concept but unable to express it using instructional language, because of this reason I doubt to be successful in the future (Respondent 234, Business Faculty student).*

Students perform their homework, assignments on time but they are unable to get feed back on time. This has a direct impact on students' interest and motivation to accomplish their academic task effectively.

Guidance and counseling plays a great role on students' academic up lift, but the statistical result (mean =2.62 and t= 5.191) indicates statistically significant below the average. This is because either the students are not familiar with it because of lack of its importance or lack of professionals in the schools. However, as opposed to this, university teachers have their own consultation time to give assistance for students to be effective not only in their academic performance but also in their self recognition. That is why Soetan (1988) insisted that guidance and counseling should be geared towards the production of self actualized young women and men who understand themselves and their capabilities and whose education would direct them towards a meaningful and effective existence not only in their immediate environment but also in the country as a whole.

Preparatory school students generally know what is expected of them, but how much they are competent enough to be successful in their future career is a challenge. However, as to this finding the preparation of the students is not competent enough to the required level. Therefore, it is necessary to bring up the students performance by increasing the performance of the program. For that, it appears that (Fortier, et al. 1995) to improve school performance is to increase students' autonomous motivation. This could be done by increasing students' academic competence with encouragement and positive feedback and their academic self- determination by providing choices during learning activities.

**Table 6. One sampled t-test summary of university instructors' response regarding preparatory origin university students over all preparation**

	Activities	N	Test-v	Mean	S	t-value
1	Skills in lecture note taking	34	3	2.38	0.697	-5.167**
2	Skills in essay writing	29	3	2.10	0.557	-8.667**
3	Responsiveness	32	3	3.19	0.896	-8.667**
4	Their competitiveness	28	3	2.61	0.875	-2.375**
5	Basic knowledge concerning the subject you are teaching	34	3	2.29	0.799	-5.152**
6	Language fluency	32	3	1.88	0.609	10.449**
7	Expressing of their feeling	30	3	2.00	0.761	-5.757**
8	Confidence in asking and responding questions	34	3	2.53	1.051	-2.610**
9	Creativeness	29	3	2.03	0.680	-7.641**

\*\* *Significant difference*

Table 6 is concerned about instructors view towards preparatory origin university students regarding the extent of preparation.

In general, the statistical result displayed in the table show that teachers valued below the average regarding students' performance with respect to the issues described in the table. This entails that the students' training/ preparation is not adequate or not to the required level as it is viewed by university teachers.

Furthermore, the open-ended item analysis regarding the students academic performance and the adequacy of training is presented herein to strengthen the above statistical analysis result. For that, one item presented for them in a way, how they should state the academic performance of preparatory students as compared with freshman students. One instructor responded that:

*"Really they are poor; so far they have taken two tests, in both cases only one third of the total number has scored above the average."* He responded again, the department is giving tutorial class for these students by four instructors in addition to the regular allotted time for the course. This shows

*that the student lack basic knowledge and their preparation were incomplete. However, university teachers are positive and will to revise any concept, which was not covered by students during their preparation in preparatory schools (Respondent 09, Feb.2004). Moreover, another instructor responded that students act like a grade seven students in laboratory classrooms and they do not know the concept and laboratory techniques as well. This is true because no practical activity was carried out in preparatory schools due to various reasons mentioned herein (Respondent 02, Feb.2004).*

Accordingly, preparatory school directors responded regarding the EGSECE minimum result students required to secure in order to join the preparatory school program is increasing as of the starting year (1994 E.C). However, the academic performance of the students is to the reverse because of various reasons. First, students consider themselves as they are in the track to join university without any problem, although there is an entrance exam. Even for that students give little attention because they assume to score the minimum result required for entrance is easy. Second, enrollment capacity of universities has been increasing since few years back so that they think that no body stops them from joining university. Third, the subjects that they taught are too many and bulky, that too, make students to loose interest and drop out. Fourth, the contents or concepts are beyond their scope of understanding. Even, sometimes it is beyond the scope of the teachers. These and others personal problems are frustrating students. With this view the competitions among students are minimal. In the same token, preparatory teachers were also asked regarding the students academic performance towards their subject. They responded that, except few students, the performances of the students are below the average. For that, they mentioned many reasons: students are poor in their background, unable to understand the concepts provided, language problem and so on.

To sum up, according to MOE expert and the academic performance result analysis, students have not made the preparation well. This is because students feel they already join university though there is an entrance exam. Even students are to the extent of not attending class regularly. For this, the government has intended to investigate their transcript to assign students in different higher institutions but this is not convincing because the marking style vary from school to school as the expert responded.

### **4.3 TEACHERS' COMPETENCE**

Under this sections regarding teachers' competence for teaching learning process, by preparatory origin university students, preparatory students, directors and MOE official, is analyzed and presented one after the other.

*Table 7. ANOVA summary of preparatory origin university students' response regarding teachers' competence in teaching learning process*

No	Item	School type	Test-v	N	Mean	S.D	F-ratio
1	Clarification of the statement of general objectives of the course	University	3	320	4.26	0.892	6.578*
		Preparatory	3	304	4.07	0.991	*
2	Presentation and clarification of course plan and course outline	University	3	316	4.38	0.902	37.035
		Preparatory	3	276	3.87	1.109	**
3	Presentation of subject matter	University	3	315	4.21	0.899	3.894*
		Preparatory	3	293	4.06	0.993	*
4	Using language of instruction	University	3	318	4.21	1.010	6.402*
		Preparatory	3	286	4.00	1.066	*
5	Meeting classes regularly (non-absenteeism)	University	3	312	4.13	0.986	3.208*
		Preparatory	3	294	3.98	1.097	
6	Ability to encourage student participation in the classroom	University	3	294	3.91	1.112	15.363
		Preparatory	3	303	4.24	0.958	**
7	Coverage of content according to course outline	University	3	293	3.94	1.089	6.051*
		Preparatory	3	236	3.69	1.140	*
8	Use of class period for teaching or discussion of the subject	University	3	309	4.06	1.004	0.538*
		Preparatory	3	287	4.00	1.033	
9	Ability to maintain appropriate discipline in the class	University	3	312	4.19	1.019	1.187*
		Preparatory	3	303	4.12	1.027	

\*\* -Significant difference

\* -Insignificant difference

Table 7 shows the statistical result how much teachers in preparatory schools are competent enough as compared to university teachers to run the preparatory program as viewed by preparatory origin university students.

The table shows that university teachers are significantly different from preparatory school teachers regarding clarification of objectives of the course, presentation and clarification of course plan, and presentation of subject matter during classroom instruction. Obviously, the courses offered and teachers are

different, but the intention behind gathering such data is in order for students to judge the approaches of teaching learning found in both programs.

Moreover, university teachers are statistically significant in covering the content of the course according to the course plan, and providing a list of reference materials for the courses. Even, contrary to this, preparatory school teachers do not provide any course plan for their students; instead both the teachers and the students' stick themselves with texts prepared for that particular course. As stated in the paper done by Arbaminch Water Technology Institute (1995) on the paper regarding the performance of the preparatory school students in SNNPR, students should be exposed to reading different materials and thereby to understand by their own. That helps students to be critical thinkers instead of knowledge absorbent, and thus avoid the entire dependency on teachers.

This is obvious that in university teachers' prepare and provide the course plan with its course objectives and relevant references that help students to enrich themselves in respect to the nature of the course. Besides, using the course plan, as a guide, students can move by themselves without waiting their teacher. This in turn enhances individual learning, develop confidence, and minimize dependence solely on the teachers.

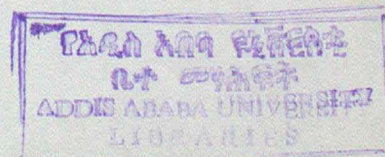
Contents in preparatory program, even in general secondary schools, are bulky and are uncovered in the academic calendar. Thus in turn has a great impact on students not to get the required knowledge from the program to make themselves successful for the next program. As students and directors cited it, the main reasons for leaving the contents are late start of preparatory class, bulkiness of the textbook, load of teachers and teachers' improper usage of their time. Moreover, some courses involve practical activities. However, in all schools, teachers give more weight for theoretical part and neglect practical activities. The reasons mentioned by directors and pointed out by the observation are: students' size to be accommodated in laboratory rooms, absence of

laboratory assistant, laboratory manual, chemical, teaching load of teachers, absence of time for practical activity were few of them.

Regarding the ability to encourage students' participation in the classroom the preparatory teachers are far better as compared to the university teachers. The mean value for preparatory teachers (4.24) as compared to university teachers (3.91) and F-value (15.363) indicate the former is far better. This indicates that enhancing students learning, motivating, respecting and willingness to listen students' problems are important. Beyond these using instructional materials plays a great role to capture their attention and to increase their interest. For that, Callahan and Clark (1988) denoted that teaching materials should be taken as one of the means for minimizing decline of students attention and interest often encountered due to the "Chalk and talk" types of teaching.

According to Tadesse (2001), English plays a great role in teaching learning process at secondary and tertiary level of education. It is a subject as well as medium of instruction in secondary schools and colleges in Ethiopia. This condition makes the students success especially in colleges dependent on their level of proficiency in English, but what actually observed from the table is that university teachers are more significant in using instructional language in the classroom as compared to preparatory teachers. Preparatory teachers, instead, use 'Amharic' for instruction, as students responded. This in turn hinders students to understand the concept and unable to express the concept using the appropriate instructional language.

Meeting class regularly (non absenteeism) is a good quality of teachers. Even using of class period for teaching or discussion of subject and related matters is also an indicator for good teachers. Regarding these, the statistical result indicates that there is no significant difference between these groups. However, the greater mean value of university teachers (4.13 and 4.06), as compared with mean values for preparatory teachers (3.98 and 4.00) indicate that the former is better than the later.



The method of teaching in high school was decided to be student center. However, from the responses of the students and directors it was clear that the method does not show any difference with the 9<sup>th</sup> and 10<sup>th</sup> grade teaching methods. That is why Hammond (1997) highly stressed that the highest quality teachers, those most capable of helping their students learn must have deep mastery of both their subject matter and pedagogy.

**Table 8. ANOVA summary of preparatory origin university students' response regarding teachers' competence in providing services in line with teaching learning process**

No	Item	School type	Test-V	N	Mean	S.D	F-ratio
10	Availability during consultation hours	University	3	306	4.12	0.976	3.321*
		Preparatory	3	283	3.97	1.010	
11	Appropriate use of available and relevant instructional materials	University	3	299	3.96	1.105	10.443**
		Preparatory	3	243	3.65	1.120	
12	Providing feed back on home work tests and /or assignments on time	University	3	288	3.89	1.124	12.868**
		Preparatory	3	305	4.21	0.983	
13	Presence of question in tests, exams or homework that require reasoning	University	3	302	3.91	1.073	0.528*
		Preparatory	3	307	3.97	1.078	
14	Clarification of the methods of assessing students	University	3	301	3.81	1.045	0.008*
		Preparatory	3	294	3.81	1.055	
15	Providing a list of reference materials for the course	University	3	290	4.17	1.026	36.071**
		Preparatory	3	237	3.58	1.203	
16	Respect for students problems	University	3	286	4.02	1.051	0.173*
		Preparatory	3	293	4.06	1.084	
17	Willingness to listen to a students problems	University	3	286	3.83	1.140	6.418**
		Preparatory	3	290	4.07	1.103	
18	Clarity of question in test and /or mid semester exams	University	3	298	3.85	1.051	4.517*
		Preparatory	3	306	4.03	1.035	
19	Overall assessment of instructors/teachers effectiveness	University	3	313	4.04	1.018	0.556*
		Preparatory	3	292	3.98	1.020	

**Key < 0.05 is significant; S.D = standard deviations N = Number of respondents.**

**\*\* -Significant difference**

**\* -Insignificant difference**

Regarding the appropriate use of available and relevant instructional materials the university teachers were by far better than the preparatory teachers. The statistical result (mean =3.96 and 3.65, standard deviation=1.105 and 1.120 and F- value =10.443) ensures the university teachers are significantly different from preparatory teachers. This is because instructional materials are more accessible in university than preparatory schools (for detail information see the analysis given under the sub topic 4-4)

Moreover, Wittich and Schuler (1967) argue that properly utilized teaching materials have the potential to produce the best learning because they bear qualities predominantly influencing the sense of sight through which most human learning is believed to take place.

Besides, (Vallerand, et.al.1993) found that students who had greater motivation showed more positive emotions in the class room, more enjoyment of academic work and more satisfaction with school than those students whose motivational profile was less self- determined.

Guidance and counseling is also one part of the services students would be provided, according to Cater (1998), it provides students with professional and psychological confidentiality. It offered for academic, personal relationship problems, and issues like stress management, motivation, self-esteem, time management, exam skills, relaxation and communication. Although guidance and counseling have this much importance, teachers give little attention. However, the greater mean value (4.12) as compared with lesser mean value (3.97) for university and preparatory school teachers respectively reveal that the former one is a bit better. This is obvious that university teachers have their own consultation time in their office as opposed to their counter parts.

However, Carron and Chau (1996) described that teachers are not only equipped with instructional methods, but also in evaluation and assessment practices that allow them

to gauge individual students learning and adapt activities according to students need. Thus, the statistical results (mean= 3.91 and 3.97) indicate that there is no significant difference in both groups regarding presenting of questions in tests, exams, or home work that require reasoning although the mean values are above the test value. Observation study made in Guinea and India indicated that teachers are poorly trained in evaluation techniques and the reality is far from the continuous evaluation procedures recommended by official programs as described by Carron and Chau (1996). This holds true to the present situation of our country evaluation system, which was recommended by the new educational policy. Opposed to this, the statistical analysis in the table reveals that there is a significant difference between preparatory and university teachers in providing feed back and clarifying items. Here preparatory teachers are far better as compared with their counter parts, although the mean values are above the average.

The statistical result regarding the over all teachers' effectiveness reveals as no significant difference between these groups of teachers, however the analysis result obtained from MOE expert, preparatory school teachers, directors, students and even the open-ended analysis of preparatory origin university students confirmed that the university teachers are by far better than preparatory school teachers to handle effectively the freshman program beyond the preparatory school program, which has been handled by preparatory school teachers as expected due to their high qualification. That is why it was described in educational sector development program as---the major bottleneck for secondary education is the availability of qualified teachers--- (ESDP II, 2002/03).

Therefore, as to UNESCO (2000) to increase students achievement teachers must be competent enough in all aspects of teaching learning process, professional learning, feedback mechanisms, teachers beliefs that all students can learn, and teachers working conditions just to state few of them.

#### 4.4 FACILITIES AND SERVICES PUT AT THE DISPOSAL OF STUDENTS

Under this section the data obtained through questionnaires, interviews and observations were analyzed and presented regarding facilities and services put at the disposal of the students for the success of their academic performance.

**Table 9. Preparatory origin university students' response regarding facilities put at their disposal**

No	Item	School	N	Mean	TV	S	f ratio
1	Classroom situations	University	321	2.44	2	0.731	10.906
		Preparatory	325	2.25	2	0.683	**
2	Availability of library	University	319	2.37	2	0.862	19.715
		Preparatory	316	2.07	2	0.843	**
3	Relevant texts in library	University	315	2.18	2	0.938	17.721
		Preparatory	317	1.88	2	0.857	**
4	Library attractiveness	University	306	2.36	2	0.846	58.700
		Preparatory	314	1.81	2	0.929	**
5	Laboratory for science subjects	University	254	2.25	2	0.989	78.774
		Preparatory	262	1.42	2	1.124	**
6	Resource centers for social science subjects	University	280	2.00	2	0.998	23.274
		Preparatory	291	1.59	2	0.993	**
7	Sporting facilities	University	308	1.65	2	1.104	10.611
		Preparatory	313	1,92	2	0.964	**
8	Availability of subject text books	University	320	1.77	2	1.079	41.588
		Preparatory	316	2.25	2	0.791	**

\*\*-- Significant difference

Kinder (1959) denotes teaching materials are devices, which can be used to make learning experience more concrete, more realistic and more dynamic. Hence,

teaching materials are self-supporting materials, which present a body of information in instruction. For instance, the library according to Salisu (1989) provides a positive and progressive program, which integrates library resources with classroom activities thereby adding to the educational opportunities of every learner (student). The library also provides resources to support the curriculum.

However, the facts obtained in this study as shown in the table contradict the above theory. Table 9 shows that there are significant differences between the two schools in terms of availability of library, presence of reference materials, libraries attractiveness, to initiate students reading and the availability of texts.

As can be observed from table 9 there are a significant difference between the university and preparatory schools regarding classroom situation for teaching learning process too. The greater mean value obtained for university classroom (2.44) as compared with its counter part, which is (2.25) and F (10.96) reveals that university classroom situations are by far better than the preparatory schools as expected since they offer high profile training.

Even libraries in preparatory schools were not designed to accommodate the number of student in their respective schools and were not furnished with relevant reference materials as opposed to university libraries. They are many in number, have relevant reference materials, and are attractive for students. One thing that students responded regarding the availability of subject textbooks is that preparatory schools are far better than universities. This indicates that students stick themselves only with subject texts. Meaning, they are not equipped with multiple references for the courses they were registered.

The most important condition to conduct practical classes is to hold experiments in laboratories and to take practical activities in resource centers, which are very essential to materialize the theory in to practices. However, what actually observed in

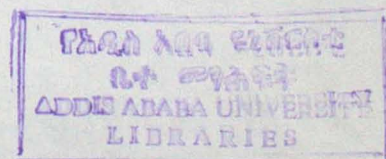


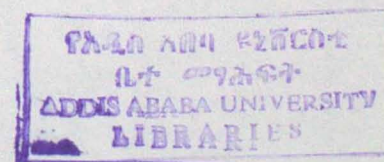
table 9 is that there are significant differences in university and preparatory schools regarding laboratory facilities for science subjects and resource centers for social science subjects.

**Table-10. ANOVA summary result of preparatory origin university students regarding their appreciation to school services put at their disposal**

N o	Item	School type	N	Mean	Test-v	S	f ratio
9	Students interaction (peer support)	University	307	1.89	2	0.055	13.420*
		Preparatory	311	2.14	2	0.043	*
10	Students competitiveness	University	307	2.41	2	0.776	9.175**
		Preparatory	307	2.24	2	0.599	
11	Time scarcity (Time management)	University	315	2.26	2	0.915	9.161**
		Preparatory	315	2.06	2	0.733	
12	Teachers/Instructor's cooperation	University	309	2.11	2	0.909	4.933**
		Preparatory	309	2.26	2	0.750	
13	Family support	University	317	1.76	2	1.131	57.601*
		Preparatory	314	2.37	2	0.866	*
14	Administrators cooperation	University	313	1.84	2	0.991	3.104**
		Preparatory	307	1.97	2	0.843	
15	Counseling services	University	313	1.71	2	1.003	7.708*
		Preparatory	312	1.93	2	0.920	
16	Orientation about (study skill, lecture note taking, etc.	University	320	1.96	2	1.042	1.160*
		Preparatory	312	2.04	2	0.868	
17	Over all assessment of facilities and services	University	320	2.10	2	0.828	5.200**
		Preparatory	313	1.96	2	0.767	

\*\*-- Significant difference

\*- Insignificant difference



Here the result of preparatory origin university students regarding their appreciation to school services put at their disposal will be discussed and presented. From the out set, library service is very limited in most secondary schools, since the library size is small to accommodate the whole students of the school and there is no pocket system to check out books. The other bottleneck in preparatory schools in the library usage is the allotted time of services; in most cases it gives services during the daytime as opposed to universities. Since students occupied by classes' during the daytime, they are unable to use the library effectively.

Laboratory facilities are more equipped in university than preparatory schools. However, in preparatory schools lack of equipments and other facilities make schools unable to carry out experiments. For that a study made by Arbaminch Water Technology Institute (1995E.C) ensured that because of the aforementioned constraints no practical activities were carried out. The data in table 10 also shows, there is statistically significant difference at  $P < 0.05$  critical value between the two groups of schools with regard to the role of the schools in creating good atmosphere for students interaction (peer support). The F-value (13.420) indicates that students' interactions are more encouraged in preparatory schools than university. To the contrary table 10 indicates that there is statistically significant difference between the two groups of schools regarding competition among students. The greater value of mean (2.41) for university students as opposed to the low value of mean (2.24) for the preparatory schools and F-value (9.175) indicate that there is highly significant difference between the two groups of schools. The result significantly ensures that the courses offered at university level forces students to compete highly one another. In short, the subject matters are more challenging in university than preparatory schools. Moreover, the analysis result obtained from preparatory school directors reveal that because of the pre-set of the minimum result required for university entrance influenced many students not to be competent enough and loose interest. This in turn

prevail students in preparatory schools not to manage and use their time effectively as compared with students in university.

Table 10 shows administrators and teachers in preparatory schools are significantly cooperative than the university counter parts. As to the students university teachers were not willing to listen their problems. To the contrary, students get family support when they were in preparatory schools than university. This holds true because of the size of the schools, students, teachers and administrators are intimate enough. Students, too, because of leaving with their family while they were in preparatory schools they could get every support from their family in contrast with while they were in university.

Regarding orientation about study skills, lecture note taking, assertiveness, and the like are more significant in university than preparatory schools as shown in the table. Over all assessment of facilities and services in both schools show a significant difference, although the mean values are above the average. Besides, preparatory school students also reported as if facilities and services put at their disposal were satisfactory, as it is explained in table 11.

**Table11. Summaries of preparatory school students' response regarding the secondary preparatory school program facilities and services**

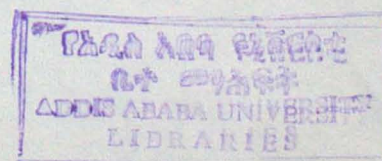
No	Item	Responses	N	Percentage
1	Availability text books	Yes	138	75.4 %
		No	45	24.6%
2	Availability of library in your school	Yes	182	99.5%
		No	1	0.5%
3	Availability of relevant reference materials in your library	Yes	134	73.2%
		No	49	26.8%
4	Availability of consultation service in your school	Yes	35	19.1%
		Sometimes	109	59.65%
		No	39	21.3%

Concerning access for textbooks (138) 75.4% of them responded that they get from school and libraries. The rest (45) 24.6% of them obtain through different means's. To mention few of them: borrowing from friends, private library, buying and the like. This shows that texts are not sufficiently available to all students equally. This in turn brings an impact on students learning with out whose learning is impossible; up on which, students are not equipped in using reference material.

Regarding the availability of library almost all respondents replied that their school have library. One can infer from this that the availability of materials seem sufficient for the program by their understanding, which is contradictory with the response of directors, teacher's and preparatory origin university students. It is insignificant for them as compared with the freshman program with excess reference materials for the program and its insignificance with the intention of the preparatory school program.

As indicated in the table, only (35) 19.1% of the respondents get guidance and counseling properly, while (109) 56.6% of them get this service occasionally and (39) 21.3% of them do not get the service at all. As we all know this service has a great importance for the students to tackle both their academic and social problem as well that has an imposition on their academic performance. In this regard, the result shows little attention is given for this service. From the sample school professionals are giving this service, where as most of the time subject teachers have little contribution, which is totally contradictory with university teachers who have their own consultation time to give support for students both on subject area and personal problems.

In general, although the statistical analysis reveal that the students valued the facilities and services above the average, schools share common constraints that greatly hinder the discharge of the goal of preparatory program in spite of the large disparities among schools in organization, capacities, and facilities. The major



constraints are the inadequacy of facilities and capacities such as laboratory facilities, textbooks, drawing rooms and equipments.

To sum up, regarding the facilities and services, although it varies from school to school and from class to class, preparatory teachers, students, directors and MOE expert also share a common feeling with preparatory origin university students. The facilities are poorly equipped to run the program sufficiently and effectively. The observation made in line with the interview regarding libraries, laboratories and other facilities put at the disposal of the students were also confirmed, as it is not sufficient for the program. Regarding this it is very important to quote what one teacher said to strengthen it:

*"Even though the teachers as well as the students are devoting towards the effective accomplishment of the program, almost I can say there are no facilities, which can help us to make the program effective----- (Respondent 45, a Chemistry teacher at Abiyot Kirs S.S.)"*

#### **4.5 ANALYSIS RESULT REGARDING THE PROGRAMS**

The over all preparatory school program activities will be analyzed under this part. In other word, this section will deal with the secondary preparatory Schools program capacity to prepare students as freshman program was doing.

For the program, MOE expert responded that, although the curriculum is similar with the freshman, because of various reasons explained hereof it is hard to reach to it. For that, the government intended to up date teachers competence and revising the curriculum.

In the same way, based on the academic performance of the students, again university teachers were asked to infer the status of preparatory school program as compared

with the freshman program. Some of them responded that preparatory schools program is extremely different and inadequate as compared with its counter part (Respondents 22&31, Feb. 2004). For that, instructors recommended the following:

- *It should be preferable to give some additional courses in university before joining departments.*
- *Teachers in preparatory schools need to be competent*
- *Creating good environment to enhance students learning*

Practically, instructors are doing a lot to up lift the students understanding regarding the subject matter that they are teaching although it creates a burden on them to go back and revise what they have lost in preparatory schools as opposed to the intention of the program. Thus, the training or preparation the students have made was below the required level.

A question was presented for the directors as the program was new and so that what problem they have encountered during implementation. Although, the content and the context are different to run the program, there was no updating course given for the teachers. Moreover, the concepts are bulky, challenging, and difficult for students and for teachers as well to some extent.

In the same token, teachers are asked to compare the freshman program and the secondary preparatory school. They stated so many things. The contents to be taught are similar but the teaching learning process is totally different. Most of the students' do not take themselves as freshman students and they are not doing to the required level. However, the freshman students can learn not only from classroom interaction but also from the university environments, from their senior, and up dated references.

On the other hand, some preparatory teachers say these two programs are incomparable, because to them these two programs are different in their structure and

the way they are administered though they have the same intent. In addition, they are incomparable because the facilities and services put at the disposal of the students by far better in university. The competence of teachers by no means comparable, the access to obtain reference materials is satisfactory in university than in preparatory, and the type of exams prepared in preparatory are not challenging as in university.

Some teachers said it would be better than one-year freshman program, if all the necessary facilities and conditions met. These again show that facilities and conditions are not fulfilled because they said " *if*". So, with these conditions, how it could substitute the freshman program? Again, other groups provided that the freshmen program by all means better than the newly introduced secondary preparatory program with all its constraints, because of the aforementioned reasons.

The study also found that the courses remained uncovered due to various reasons. Among them, the late start of preparatory program because of the late discharge of EGSLCE result, the bulkiness of the texts and the early scheduling of the university entrance exam. The methods of learning-teaching and evaluation system are not in the standard of the higher education system. Moreover, preparatory courses have been offered in higher institutions since long time and in secondary preparatory school as of 1994 E.C. The subject matter of this program in general is the development of the personality of an individual in order to adjust them with the environment beside the academic aspect. Thus, freshman students adjust themselves with the university environment before directly join professional study. In the meantime student differentiate how to curb their problems that they might encounter in university. In contrast to this, preparatory students are not familiar with the university and professional studies may be difficult for them. However, other countries those who operate this program run it effectively enabling students to be successful in university, as it was described in the review section. Regarding these students mentioned the following idea:

- ▶ «ችግሩ ለፐርፖራቶሪ ተማሪዎች መጽሐፍ የለም። የአጠናን ዘዴ አናውቅም። ፈተናው ቀላል ነው ። ከ1ኛ-8ኛ በቋንቋችን ስለተማርን እንግሊዝኛ ቋንቋ በጣም ይከብደናል። በዩኒቨርሲቲ ውስጥ ያለው ፈተና በጣም ከባድ ነው። »

The problem in preparatory was the absence of reference materials, we do not know how to study, the exam is easy as compared to the university, we have learned grade 1-8 using regional language because of this we are facing difficulties in using instructional language (Respondent 134, a student of Faculty of Language Studies).

- ▶ " Unable to tolerate long hour lecture discussion and staying in laboratory rooms (Respondent 62, a student from Science Faculty)"

Moreover, concerning the preparatory school program, students replied differently though their responses share a common idea .To mention some of the responses: as such the preparation was not sufficient, the courses were not covered, courses were not supported with practical activities and other. Thus, they doubt their preparation as to the required level. Besides, let us see what a student stated about his/her preparation that would be a good picture (Respondent 097, a 2<sup>nd</sup> year Natural Science Preparatory student in Medhanyalem S.S.):

በጣም ባያዘጋጀኝም በመጠኑ የተማርኩትንና የደረሰኩበትን በማጥናት እየተዘጋጀሁ ነው። ነገር ግን የተወሰኑ ትምህርቶች( ከአጠናኛ ክፍል ጀምሮ ማለት ይቻላል) "portion coverage" የለም። ስለዚህ ትምህርት ሚንስቴሩ የሚያትመውን መጽሐፍ "Unit" ብዛት አስቦበት ግዜ የሚጨርስ አድጎ ቢታተም ደስ ይለኛል። ስለዚህ ከእንግዲህ ያለውን የትምህርት አሰጣጥ ትምህርቱን በስነ ስርዓት ተምረን እንደንጨርስ ቢደረግ በጣም ጥሩ ነው። ግን በአሁኑ ግዜ እኛ እየተዘጋጀን ነው ማለት አንችልም። ምክንያቱም የ11ኛ ክፍል አንዱን text ካልጨረሰነው በሚቀጥለው

12ኛ ላይ የምንማረው አመርቂ አይሆንም። ምክንያቱም የሚነበቡትን አንብቦን ልንጨርስ አንችላለን ። ነገር ግን Physics, Maths , Chemistry የሙሳሰሉትን ያለ አስተማሪ ወይም ያለ ረዳት በራሳችን ልንጨርሰው አንችልም ። በዚህ ችግር ጉዳይ ላይ የተወሰነ እርምጃ ቢወስድ ጥሩ ነው።

*I am doing my best by studying what I have learned, if not said the program is preparing me well. This is because starting from grade 9 courses has not been covered, if so, how we cope up the next grades---. Thus, the concerned bodies must think on it while preparing the text, it should make to be covered in the academic calendar. For instance Subjects like physics, chemistry, and Math require support; I cannot manipulate it myself and I need help, from teachers. Unless we finish texts in the first year how we can dwell with the next year courses. In this regard, it is better measures to be taken.*

Finally an item was presented for preparatory school students regarding, how much do they think the preparatory school program could substitute the university fresh man program, although they do not have any exposure about the freshman program. Probably they might hear from their friends, family, teachers and the media at all. What so ever they expressed their doubt concerning competency of teachers those who teach them, as not satisfactory. The teaching learning process employed in preparatory program is indifferent with the general secondary school, the courses in almost all subjects were not covered in the academic calendar year, lack of sufficient reference materials in school libraries, unable to accompany the courses with practical activities and the like.

In sum, these and other responses aggravate the students' doubt regarding the preparatory school program to substitute the fresh man program. In addition, the statistical analysis discussed earlier, the directors' interview and the observation results share this idea.

## CHAPTER FIVE

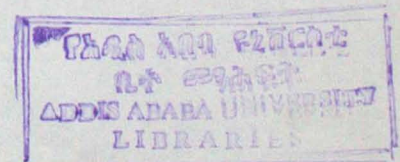
### Summary, Conclusions and Recommendations

#### 5.1 SUMMARY

The purpose of this study was to evaluate the secondary preparatory school program. To this end, the following questions were formulated.

- ❖ How much teacher's /Instructor's qualification or competences influence the students learning (preparation)?
- ❖ How much students are prepared to resume professional course studies in Universities?
- ❖ Do the secondary preparatory school /university/ facilities and services absence or presence influences the students learning (preparation)?
- ❖ What are the problems of secondary preparatory program as compared to the freshmen program and to forward recommendations that are important for the betterment of the program?

Descriptive survey method (approach) was employed in this research to conduct the study. Questionnaires, interviews and observation are the instruments used in the process of data collection. The subjects for this study were chosen using a purposive and availability sampling procedures; based on this methodology the study included five groups of peoples. They were preparatory origin university students, university teachers; preparatory students; preparatory school teachers and directors. One official from MOE was also involved in the study. The data for the study was collected from six faculties and registrar from AAU and four preparatory schools in AA. The collected data was analyzed using ANOVA, one sampled t-test, and percentage; and



these are accompanied by qualitative discussion of the data obtained through interview, observation and open-ended items. The major findings were summarized as follows:

As shown in table 8 preparatory teachers are less competent than university teachers. The mean values (4.04 and 3.98) standard deviation (1.018 and 1.020) and F (0.556) shows insignificant difference, however, the greater mean value for university teachers indicate that, they are far better in putting the freshman program in to effect for the success of the students for professional studies than preparatory school teachers do. Moreover, the response of students, preparatory school teachers and directors also confirmed this. For instance to indicate few of them:

- The teaching learning process in preparatory schools was not as such different from the general one (Grade 9 and 10).
- Both teachers and students in preparatory schools stick themselves only with the texts prepared for that grade level and subjects. This in turn hinders students not to widen up their understanding by referring different resources. These limit students not to explore different reference materials in university.
- Teachers were unable to use the instructional language properly. Because students were poor in their background regarding their English language. Thus, teachers were forced to use 'Amharic' for instruction; this has adverse effect on students to understand the concepts of different subjects using the appropriate language.
- Moreover, teaches were teaching more than 20 hours per week, this hinders them unable to carry out practical activities and support students intensively.

Table 5 indicate the training that students have had is significant when perceived by themselves, however, the analysis result of university teachers (Table 6) indicate the

students preparation as it was not up to the required level. This holds true for preparatory teachers, directors and the students themselves on the analysis of open-ended items. Even at times students themselves indicated that, their preparation as it was not adequate. Because the students themselves explained the preparatory school program as it is not equipped with the necessary facilities and services (Table 9, 10&11).

As to the response of the teachers and directors, students are not like freshman or pre-collage students. Instead, they act like a high school students. For that they enumerated many reasons:

- All students in the program are supposed to join university with out failure.
- The general and preparatory school programs are administered in one school.
- Concepts offered in each subject in the respective grades are challenging, at times it becomes beyond the students scope of understanding to be possessed and analyzed. This let them to frustrate and drop out from the program.
- Laboratories are poorly equipped in preparatory schools. Even, as such there were no practical activities carried out, because of the absence of chemicals, equipments, manuals, assistants, and time allotment. Moreover, laboratory rooms do not accommodate the students' found in one class.
- Libraries, too, were not arranged in a way to accommodate the students in the schools and weren't furnished with relevant reference materials.

From conclusions and discussions, one can understand that the student's preparation was not up to the standard. Thus, it is difficult to say the preparatory school program could substitute the freshman program.

## 5.2 CONCLUSIONS

The study found out that, there are disparities in handling of the preparatory program among high schools in which the study was conducted. It is due to difference as in organization, facilities, capacity, and learning teaching method and the subsequent quality of education, and students' performances. However, all high schools share the following constraints in conducting the program.

**The main constraints are:**

### 5.2.1 STUDENTS' PERFORMANCE

- ⚡ Although students (the majority) know the intention of the program, they are not working in line with it. Instead, they act as a general secondary school students' because the preparatory program administered together with secondary schools. Moreover, the information that says all students in preparatory program supposed to join the higher education institutions caused students not to attend the class effectively and even not to study and work hard.
- ⚡ The over all preparatory students' ability in English is not good enough. This shows that, since English is a medium of instruction for all university and colleges, students of preparatory will face difficulties of learning in the future.
- ⚡ In general, the results of the study indicate the academic performance of preparatory origin university students in particular or preparatory students in general are below the freshman program. These indicate that the preparation they have made was not adequate for professional studies in university.

### 5.2.2 TEACHERS' COMPETENCE

- /// The result indicated that university teachers are by far better than the preparatory teachers in giving course plan and course outline to their students, and clarification of objectives as well. Although students rated preparatory teachers above the average, what actually observed is the opposite, i.e., preparatory teachers provide no course outline for students. This led students not to move by their own in line with the plan, instead the preparatory students depend on the pace of the teacher as compared with the university students, who get the course plan before hand; as a result, the students can go a head of teachers or with teachers by reading the reference materials that are provided in the course outline.
- /// Second-degree holders or teachers in general are withdrawing from government schools to private colleges, schools and other works securing better income. This in turn greatly hinders the successes of the program. Thus, there were some schools with no qualified teachers for a given subjects, which can lessen the quality of the program.
- /// Teachers were assigned in both general and preparatory secondary schools, for this reason they do not carry out practical activities. The time they supposed to bear is more than 20 hours per week and this leaves the teacher no time to think and design practical activities and work intensively with their students.
- /// The methods of teaching learning in preparatory school do not show any differences with 9<sup>th</sup> and 10<sup>th</sup> grade teaching method. The teaching activities are carried out in such a manner that the teacher is required to write every note on the black board and the students' in turn get copy from the black board. This is different from the university teaching learning approaches, which are discussion, problem solving and

the like. However, these hardly applied in preparatory schools. The other problem is that the course outline is not given for students and hence the students do not know the content of the course; teaching methodology; evaluation forms and the like before hand as opposed to the university. This hinders students not to go by their own pace, instead it make them dependent on the teacher and stick themselves on subject text only.

- /// Students must be the center of every learning teaching process. However, what actually observed was different. Many of the preparatory teachers were using the traditional way of teaching. This leads students not to have self-confidence and courage. Contrary to these, students are more encouraged by preparatory school teachers in the classroom than university teachers do. Even they undermine /underestimate/ students. Moreover, preparatory teachers are willing to listen students' problem as compared to university teachers.
- /// University teachers are exceedingly use instructional language as compared with their counter parts. However, some preparatory teachers use Amharic for instruction. This in turn has a great impact on student's academic performance that would expect them in their future learning, in universities and colleges, by which the instruction is presented in English.
- /// As far as preparatory education program is concerned, it is a pre-college program. The teachers engaged in that program should allot time to help students individually, but this has not yet practiced as compared to university teachers.

### **5.2.3 FACILITIES AND SERVICES PUT AT THE DISPOSAL OF THE STUDENTS**

- /// Courses that require lab experiments are Physics, Chemistry and biology to materialize the theory in to practice. These respective courses should conduct

different experiments and students are expected to write the report of the experiment result. Thus, in order to administer lab practices, there should be lab rooms, which is equipped with different instruments and reagents as well. Laboratory technician are also the integral part of the lab. Moreover, in order to carryout experiments there should be time for lab practices. However, in most surveyed preparatory schools, the above conditions have not fulfilled and or partially fulfilled. As a result, in all high schools, there is doubt whether experiments have carried out, as opposed to the freshman program students in university where exposed to practical activities. That is why instructors from science faculty replied that preparatory origin university students do not have skill to carry out laboratory activities and concepts to materialize lab practices.

- ⚡ Most of the preparatory schools have a common laboratory for Physics, Chemistry and Biology for all secondary grade levels (9-12). Even, one secondary school (Abiyot kirs) found one lab room for all science subjects in the school (9-12). No experiment as commanded by the textbook done in any of these schools. The reasons why the schools failed to do laboratory work properly were the absences of laboratory manuals, chemicals, and equipments as mentioned hereof.
- ⚡ Library is the source of wisdom. As being students of a pre-college in particular, should be exposed to readings of different materials and thereby to understand by their own. It helps students to be critical thinkers instead of knowledge absorbent, and thus avoid the entire dependency on teachers. Since the library size is small to accommodate the whole students of the school and there are no sufficient reference books, the services are limited in most high schools. The other bottleneck in the library usage is the allotted time of services; in most cases, it gives services during working hour only. Since classes occupy students during the daytime, they are unable to use the library effectively. Opposed to this in university one could find two or more libraries in respect to the program. It gives service during the evening time.

Moreover, reference materials are available sufficiently as compared to preparatory libraries.

- /// The other major drawback observed in preparatory schools is the teachers as well as students in general are solely dependent on subject textbook. This is because on one hand, the contents are bulky and uncovered in the academic calendar; on the other hand, other books, which are pertinent to the courses, are not available.
- /// University teachers use relevant instructional materials beyond the preparatory teachers. This indicates that instructional materials are by far better in university. It meant available adequately in university than preparatory schools.
- /// The other important service that lacks in most preparatory schools is the guidance and counseling service, although professionals are available. As a result, students are not in a position to get proper guidance when they face psychological problems in learning teaching process directly from the course subject teacher. However, in university students can get guidance and counseling service from teachers during their consultation time. Besides, students consult professionals assigned for that particular purpose.

#### **5.2.4 ABOUT OVERALL ACTIVITY OF THE PROGRAM**

- /// Leave alone the comparison, if we examine the actual implementation of the preparatory school program it self has many drawbacks. Teachers are not competent to handle the program, withdrawal of teachers for various reasons, presence of unqualified teachers, absence of teachers for newly introduced courses, reference materials are not available in the library, and laboratories are poorly equipped. With this constraint, how could possible to say the program has been implemented effectively?

- /// The exams prepared in preparatory schools are indifferent as compared with its counter part, while in university, which is challenging and difficult to be done. Ways of grading are not similar to higher institution. Moreover, since almost all students of the preparatory program with out failing are supposed to join higher institutions, students' don't give much attention neither to attend classes nor to study hard.
  
- /// Most subjects in preparatory schools are left untreated in both years. The problem is indicated to be more serious in the first year of the preparatory education program. The problem is indicated to be tied to the failure to work in accordance with the normal academic calendar, i.e., because of such irregularities as delayed admission of students to the preparatory program, early scheduling of the national entrance exam, and teachers frequent meetings. For that, university teachers are willing enough to get back and teach preparatory origin university students, if students do not have basic knowledge or pre-requisite concept for the subject that they are going to learn.
  
- /// To sum, therefore, it is possible to conclude that the schools capacity in handling the preparatory program is not satisfactory because of the aforementioned constrains. It is a belief of the majority that the performance of students and the quality of education of the preparatory program is not up to the freshman program that had been doing.

### 5.3 RECOMMENDATIONS

The stated conclusions by themselves imply the solutions and accordingly recommendations are forwarded. For that, secondary schools and the education bureau are the main responsible organs for materializations of the program, even if higher education institutions also play undeniable role for the success of the objective. Some recommendations may require long period of time while others would be put into effect in short period of time. Therefore, the following measures are suggested to mitigate the aforementioned problems:

#### 5.3.1 STUDENTS' COMPETENCE

- /// There are high disparities among schools in administering the preparatory program. Because of this fact, most of the students do not feel that they are competent with other students from schools well equipped, and with poor staff profiles. Therefore, concerned bodies need to take the necessary action to furnish the schools with basic facilities; recruit teachers appropriate to the course and provide refresher and special training opportunities. Furthermore, it is important to arrange special tutorial classes for those students who are in university this year from preparatory schools that they can cope up with students from freshman program in colleges and universities this year (1996 E. C.).
- /// If the constraints are this much in the city of Addis Ababa, it should be easy to infer about the remote areas. Thus, it is important to give due attention and affirmative actions to students of the remote area.
- /// The roles of each secondary school in realizations of the program are very crucial in that the teachers themselves should be motivated regardless of the existing situations in secondary schools. The higher education institutions should also devise mechanism to make students from the remote area to be competent in their future career.

### 5.3.2 TEACHERS' COMPETENCE

- /// The method of teaching coupling with availability of books and evaluation system ultimately limit the students' creative thinking. In addition to this when they join the higher institutions; they will be in trouble of studying of various books, as each course requires referring of different books in the library. Thus, the method of teaching, evaluation system, grading system and facilities should be revised and need attention in order to bring the required knowledge and skill development.
- /// As much as possible, teachers in the program should be competent and sufficiently experienced.
- /// Refreshment courses (workshops) must be organized so as to introduce teachers with new teaching approaches including practical activities.
- /// Teachers should be assigned only for preparatory programs with minimum teaching load in order to work intensively with their students.
- /// It is common belief that the time is the age of communicative approach. Which means all language skill must be designed in order to create communication between pupils. Hence, all teaching learning approach deserves a communication among students and between students and teachers in order to enhance active learning.

### 5.3.3 FACILITIES AND SERVICES PUT AT THE DISPOSAL OF THE STUDENTS

- /// School libraries should be re-organized in accordance with the new services they are required to render. And furnish the libraries with relevant books. For this, books that

were rendering service for the freshman program required to be distributed to preparatory schools from higher institutions.

- /// The contribution of technical assistants in carrying out of practical activities seems not to have obtained sufficient recognition. Laboratories to which technical assistant were not assigned usually remain closed and non-functional. It is important, therefore, to be aware of this fact and assign trained laboratory assistants in each school. The role of lab assistants in laboratory should not be neglected. Moreover, laboratory manuals should be prepared and provided to schools

#### **5.3.4 OVERALL ACTIVITY OF THE PROGRAMS**

- /// There is a trend of considering the preparatory program, as a mere substitute of the former grade 11 and 12. This consideration must be avoided; doing so will serve as a starting point to organize the schools appropriately.
- /// Supplementary programs, particularly in relation to laboratory activity, uncovered courses, must be planned to make up the deficiencies of students in this regard.
- /// Schools should develop experiences of sharing resources (chemicals and apparatus) from neighboring universities and colleges. Students must arrange a tour to universities to get experiences in all aspect to have exposure in general and laboratory activates in particular. Moreover, universities and colleges should be required to provide lab equipments and chemicals that were employed for freshman program. The role of environmental impact should not be neglected, too.
- /// Efforts must be made to respect the normal academic calendar and frequent interruption of the teaching learning process must be avoided.

- /// Schools should develop a system for controlling the proper treatment of course contents in terms of both theoretical and practical aspects.
  
- /// In the long range it should be preferable to isolate the preparatory school from the general secondary school, although it is important for the latter one. Opposed to this preparatory students are affected more by the general secondary school students.
  
- /// Finally, further comprehensive research should be undertaken for critical analysis of the planning and implementation of the program, which at the end brings the high quality of education.

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## Appendix A

Addis Ababa University

School of Graduate Studies

Department of curriculum and Instruction

### A Questionnaire prepared for preparatory origin university students

This questionnaire has been prepared to get your views regarding the qualification of teachers who teach in prep program as compared with those who teach university. More over, regarding the facilities and services put at the disposal of students in prep program as compared with university, and then about your self. Please respond to the items on the questionnaire frankly and honestly. I thank you in advance for your cooperation to respond on the items.

#### Part I

Department \_\_\_\_\_Biology\_\_\_\_\_

Faculty \_\_\_\_\_

Sex    Male        Female   

#### Part II (Directly adopted from, Amanuel, 1999)

Following you will get a six scale items regarding the teacher qualification, then indicate how you evaluate your teacher qualification in both preparatory and university program on each statement by circling one of the following options against each statement

VG= Very good

F= Fair

VP= Very poor

G = Good

P= Poor

DK= Do not know

N o.	Item	University Teachers						Preparatory Teachers					
		V G	G	F	P	V P	D K	V G	G	F	P	V P	D K
1	Clarification of the statement of general objectives of the course												
2	Presentation and clarification of course plan and course outline												
3	Presentation of subject matter												
4	Using language of instruction												
5	Availability during consultation hours												
6	Meeting classes regularly (non- absenteeism)												
7	Ability to encourage student participation in the classroom												
8	Appropriate use of available and relevant instructional materials												
9	Providing feed back on home work tests and/or assignments on time												
10	Presence of question in tests, exams or homework that require reasoning												
11	Clarification of the methods of assessing students												
12	Coverage of content according to course outline												
13	Providing a list of reference materials for the course												
14	Use of class period for teaching or discussion of subject and related matters												
15	Respect for students												
16	Willingness to listen to a students problems												
17	Ability to maintain appropriate discipline in the class												
18	Clarity of question in tests and/or mid semester exams												
19	Over all assessment of instructors/ teachers effectiveness												

### Part III

The purpose of this questionnaire is to get your views regarding the adequacy of your preparation you have made in preparatory school. The degree of preparation for items consists of very high, high, moderate low and very low with corresponding 5,4,3,2, and 1 value respectively. You are, there fore, kindly requested to judge the degree of your preparation by ticking ( ✓ ) the number corresponding to the value of the item.

No.	Item	Scales				
		5	4	3	2	1
1	Basic knowledge for university study					
2	I was competent enough					
3	I enjoy studying					
4	I have skill in lecture note-taking					
5	I have skill in essay writing					
6	Managing time properly					
7	I am active participant in the class room					
8	Language fluency					
9	Ability to express ones feeling					
10	Doing assignments, home works, etc					
11	Using library resources					
12	Using counseling service					
13	I generally know what would be expected of me					

#### Part IV

Under this part you find questionnaire that indicate the availability and adequacy of university and/or school facilities and services. You are, therefore, kindly requested to compare the facilities and services that you have obtaining from the school and university.

Remarks: 4= Adequately available

2= Inadequately available

3= Moderately available

1= In available

No.	Item	Secondary preparatory school				University			
		4	3	2	1	4	3	2	1
1	Classroom situations								
2	Availability of library								
3	Relevant texts in library								
4	Library attractiveness								
5	Laboratory for science subjects								
6	Resource centers for social science subjects								
7	Students interaction (peer support)								
8	Students competitiveness								
9	Time scarcity (Time management)								
10	Teachers /Instructor's cooperation								
11	Sporting facilities								
12	Family support								
13	Administrators cooperation								
14	Counseling services								
15	Orientation about (study skill, lecture note taking, etc.								
16	Availability of subject text books								
17	Over all assessment of facilities and services								

18. What problems have you encountered at this moment that hinders your university learning? (Because of the preparation you have done in the secondary preparatory school)

**Appendix B**

**Addis Ababa University**

**School of Graduate Studies**

**Department of curriculum and Instruction**

**A Questionnaire prepared for university instructors**

**For those who teach preparatory origin university students**

The intent of this questionnaire is to evaluate the secondary preparatory school student's academic preparation, whether they have been prepared adequately or not. The data gathered is used only for research purpose. I, there fore, kindly request you to judge genuinely the preparation of prep origin university students have made in preparatory program. You can judge them in comparison with the fresh man origin students.

Thank you in anticipation

**Part I**

Faculty \_\_\_\_\_

Year of experience \_\_\_\_\_

Department \_\_\_\_\_

Status \_\_\_\_\_

Sex \_\_\_\_\_

**Part II Rate the following students' activity according to the remark given below**

Remarks: 5= Excellent

2= below average

4= above average

1= Un satisfactory

3= Average

No.	Activates	Remarks				
		5	4	3	2	1
1	Skills in lecture note taking					
2	Skills in essay writing					
3	Being Responsible ness					
4	Their competitiveness					
5	Basic knowledge concerning the subject you teach					
6	Language fluency					
7	Expressing of their feeling					
8	Confidence in asking and responding questions					
9	Doing their assignments on time					
10	Creativeness					

**Part III Following three open items are provided react to each item accordingly**

- 11 How do you state the performance of preparatory origin university students as compared with the previous fresh man program students?
- 12 Based on the performance of the students, how do you state the secondary school prep program as compared with the previous fresh man program?
- 13 What do you do if preparatory origin university students do not have basic knowledge or pre- requisite knowledge about the topic that you are going to teach them?

## Appendix C

### Addis Ababa University Faculty of Education

#### Department of Curriculum and Instruction

The purpose of this questionnaire is to gather the views of secondary preparatory school students regarding the program and around the program as well. Thus, the researcher will thanks in advance in filling the questionnaire.

**Part one:** Name of the school----- Grade-----  
Sex----- Age-----

**Part two: Answer** the following questions accordingly.

1. Are teachers fulfilled for all subjects? A/ yes B/ no
2. If your answer for question number one is 'B', what is the reason behind?
3. Do subject texts available sufficiently? A/ yes B/ no
4. If your answer to question number '3' is 'B', what do you do?
5. Is library available in your school? A/ yes B/ no
6. If your answer to question number 5 is 'A', do you get relevant reference materials?  
A/ yes B/ no
7. Do you know the purpose of secondary preparatory school program? A/ yes B/ no
8. If your answer to question number 7 is 'A', just mention few of them?
9. Do you get Guidance and counseling service in your school?  
A/ yes B/ sometimes C/ no
10. How do you evaluate your preparation as compared to the university-based preparation?

Appendix D

Addis Ababa University  
School of Graduate Studies

Department of curriculum and Instruction

A Questionnaire prepared for university instructors

For those who are teaching preparatory origin university students

I am doing research about the secondary preparatory school program effectiveness. you are part and parcel of the program. I, there fore, kindly request you to judge the issues here in about the program. I thank you in advance for your cooperation.

Part I

Name of the school-----Status-----

Year of experience-----Subject-----

Part II Following you will find four open- ended items, please react with the items accordingly.

1. How much the age of the preparatory school students affects their learning/  
-----  
-----
2. How do you state the academic performance of the students? (Based on the subject you are teaching)  
-----  
-----
3. How much the facilities and services put at the disposal of the students are adequate for the program?  
-----  
-----
4. What teaching learning approach do you employ in your class?  
-----  
-----
5. How do you compare this program with the freshman program that was given at university level?  
-----  
-----

## Appendix E

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of curriculum and Instruction**  
**An interview for secondary preparatory school Directors**

The purpose of this interview is to get information about overall performance of secondary preparatory school students, teachers' competence and services and facilities provided to students.

### Part I

Name of the school----- Year of experience in administration -----

---Sex: Fema  Mal

Date -----

Time -----

### Part II Items regarding the students

1. How many are the number of students in this school
2. What is the minimum grade that students should obtain from General school leaving certificate exam to join the secondary preparatory school? Do you say that is sufficient?
3. How do you state the competition among students?
4. Do students feel they are preparing them selves to join university?
5. How do you state the students overall academic performance?

### Part III

#### **Regarding the facilities and services students obtain from the school**

1. Does the school have library? Its capacity? Availability of relevant material?
2. Does the school have laboratory classes for science subjects? What its size corresponding to the N<sub>0</sub> of students in the class? Does it have enough chemicals, lab kits, and lab assistants?

3. Do you have guidance and counseling services to students?
4. Do you have orientation program for students whenever possible?
  - About the intent of the program
  - About their duties and responsibilities
  - About study skills
  - About Note taking skills
  - About exam preparation
  - About how to use library resources

**Part IV Regarding the secondary school preparatory teachers.**

1. How many teachers do you have in your school?
2. Does this number match with the student's number in the school?
3. What are the qualifications of teachers teaching in this program?
4. Do teachers have consultation time to support students?
5. Obviously it is a new program, what problem have you encountered in its implementation
6. What is the teaching learning look like?

## **Appendix F**

**Addis Ababa University  
School of Graduate studies  
Department of curriculum and instruction  
An interview item for MOE Expert**

**The intent of this interview is to investigate how much the problems encountered by preparatory schools are recognized by policy makers. For that the following items are prepared in line with the findings obtained in the course of the study. Thus, your frankness in resound for the following items ensures the success of the study.**

**Thanks in advance**

1. How do you see teachers' competence in preparatory schools as compared to the university?
2. How do you see the facilities and services put at the disposal of the students?
3. Subject texts are very bulky, how do you see this problem too?
4. General and preparatory programs are offered together, how do you see this?
5. How do you see the school based preparation as compared to the university one?
6. How much the preparatory program students are attending the program properly?
7. For the above problems, what the government is intending to do?

## Appendix G

**Addis Ababa University**  
**School of Graduate studies**  
**Department of curriculum and instruction**  
**Observation checklist**

This checklist is intended to measure the extent of the availability materials and services in both programs.

Name of the school/faculty-----

Time of observation-----

Date of observation-----

No	Subjects for observation	Categories		
		Adequate	Barely adequate	Inadequate
1	Library -Its size -Availability of relevance text books			
2	Classroom -Its size -Conduciveness of its benches			
3	Laboratory -Its size -Availability of lab kits - Availability of chemicals -Presence of lab manuals -Presence of lab assistants			

## Appendix H

Preparatory versus freshman origin AAU students' academic performance **oneway** analysis result based on 1996 academic calendar first semester GPA's result.

### Descriptive

#### GPA

	N	Mean	Std. Deviation	Std. Error	95%confidence interval for mean	
					Lower bound	Upper bound
1.0 Preparatory	200	2.3975	.63763	.04509	2.3085	2.4864
2.0 Freshman	200	2.6446	.48172	.03406	2.5774	2.7117
	400	2.5210	.57777	.02889	2.4642	2.5778

### Descriptive

#### GPA

	Minimum	Maximum
1.0 Preparatory	.60	4.00
2.0 Freshman	1.56	4.00
Total	.60	4.00

### ANOVA

#### GPA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.106	1	6.106	19.122	.000
Within Groups	127.086	398	.319		
Total	133.192	399			