

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

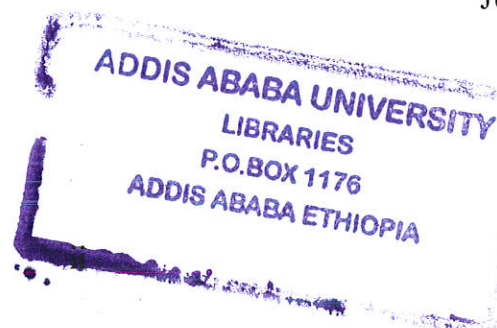
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Abstract

This study evaluated the extent to which the preparatory school program can substitute the freshman program. 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 research methods employed, to this end discrepancy model is used. Data is collected from six faculties of AAU and four secondary preparatory schools. 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. Appropriate statistical tools like percentage, one sampled t-test and ANOVA were used to determine the significance difference between the preparatory school program and fresh man program. Beside, these statistical results fleshed by qualitative discussion of the data obtained through interview, indirect observation and open-ended items provided in line with the questionnaire.

The result of the study indicated that the freshman program is significantly different from the preparatory program. First, 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 significant difference and ensures as the formers one are by far better than their counter part. Second, 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 indicated a significant difference among these two schools. The F-value (5.20) ensured its significant difference at $P \leq 0.05$ 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 previous two issues the preparation of the students in preparatory schools were and/or are not significant. Although the result of the self- perceived competence is above the test value, the response of the university teachers (rated below the test value), preparatory school directors and teachers are to the contrary. Even the students them selves at times describe their preparation as it is 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 standard 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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Acronyms

<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>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>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>

CHAPTER ONE

Introduction

1.1 Background

Secondary education in Ethiopia has been undergoing curricular changes since the 1994 Education and Training Policy (ETP) proclamation. It 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. It has two strands-academic education and technical-vocational training. The academic strand prepares students for tertiary level. The freshmen program is accommodated in the academic strand. Students who successfully pass the grade 10 leaving examination and are interested in continuing further education join the academic strand (ETP1987EC). This program has been put in to effect since 1994EC.

With the above definition, the education and training policy of Ethiopia (TGE, 1994) evaluated the previous government education system program and changed the educational policy of the country in general and the school structure system in particular. The secondary preparatory school program is one part of the structure aiming to "--- 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. For that, Weiss (1972) stated "conditions change and the program changes". This is meant by changes are ever lasting. In the same vein, 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 is unjustifiable. However how much the new program is successful as the freshman one is some thing questionable.

In other word, 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.

Although this program is new for our country, many countries with different names and structural difference have practiced it. 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 just to indicate few of them, but some how all of them have the same intent to prepare the elite students for university professional course studies.

In general, if all are examined seriously they have some how similar intention and deserve some elite students to make ready for university study. But this is not to undermine other training areas, which meant for other students.

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

Although these elites are selected to prepare themselves for the next program, they may encounter different problems or factors that affect their learning or academic performance. For example, (Renner, Bibens and Stepherd, 1972) depict that "---Various factors can complicate the learning situation in the classroom" in addition to this "---environmental conditions affect students at all levels and in all types of schools".

For instance, Bent and Kronenberg (1966) mentioned 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).

Today, Government and the entire community are pouring a substantial amount of money to finance the schools in general and the preparatory secondary schools in particular. Since money and material resources are in short supply in countries like Ethiopia, the fact that they are properly utilized to promote the students academic performance is a matter of great concern. Amare and Temechegn (2002) strongly recommended that“--- the Ethiopia education curriculum need more assessment and replication of results---“

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 the related problems of its implementations. Accordingly, to switch to different options those promote the effective materialization of the policy.

Although it seems early, it is important to evaluate the nature of preparatory school program, which is given in second cycle secondary school in terms of Teachers competence, methods of teaching, the acquirement of the required knowledge by students (students performance), the learning teaching process, facilities and services put at the disposal of the students and other different aspects as well. The comparative studies of the performances of students who are taking preparatory courses in high schools and the freshmen students in higher institution in general and AAU in particular has a paramount importance for policy makers 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 create discrepancy between the freshman program and the secondary preparatory school program in preparing students for university learning in AAU and in Addis Ababa secondary schools in a single study like this one. Instead, this paper investigates and identifies the extent to which the secondary preparatory school program can substitute the university freshman program in preparing students for university learning.

1.2 Statement of the Problem

Recognizing the fact that the traditional approach to teaching learning allows little real student involvement beyond the factual recall level; now a days considerable attention has been given to the idea of teaching learning process, and is concerned more with encouraging the kind of teaching which pays more attention to the way students learn. Many guiding principles are mentioned in New Education and Training Policy of Ethiopia in line with this. One of the major ideas is that focusing on creating students who are aware of their environment and could apply problem solving skills and abilities among the society.

Thus, though the beginning of secondary preparatory school has a short history in our country to prepare students for university learning, how much this program is preparing students effectively and efficiently for university learning in the slight of comparison with the freshman program is the core problem of this study. For it assuming the secondary preparatory school program as a program because according to Weiss (1972) "a program can last a few hours, days or weeks, a specified number of months or years or go on indefinitely" to be called as a program. From this definition point of view although it has a short history it is possible to evaluate the secondary preparatory school program as a program to

judge whether it is effective or not. More over the study is done taking into account the course that has been given in both programs is supposed to be similar. Thus, the study examines the university freshman program and the secondary preparatory school program regarding teacher competence, school facilities and services and students degree of preparation.

1.3 Purpose of the Study

The main purpose of this research is to examine how much the secondary preparatory school students are preparing themselves to attend university learning. To do that, the research identified prominent factors that affect the students' preparation. The study further investigates how those factors affect the effective preparation of the students. In other word, the purpose is to investigate whether the students are prepared to the required level or not.

Research Questions are:

- ❖ To evaluate the system of learning teaching process in secondary preparatory school as compared to higher institutions.
- ❖ To assess the capacity of the high school in administering the preparatory program.
- ❖ To evaluate the students performances in acquiring of basic knowledge and development of skills with regard to the objectives of the courses.
- ❖ How much teacher's /Instructor's qualification or competence influence the students learning (preparation)
- ❖ To examine the secondary preparatory school /university/ facilities and services absence or presence influences the students learning (preparation).

- ❖ To investigate the overall problems of secondary schools in relation to the performance of the preparatory program as compared to the freshmen program and to forward recommendations which are important for policy implications

1.4 Significance of the study

As far as the secondary preparatory school is concerned, it is a recent even a new program to our country. Therefore, this study helps the students a lot. Since they can differentiate and understand the factors that influence their academic preparation, they can cope up with the factors that make successful in university. As a result either of the two institutions would be preferred to make the preparation of students for professional learning.

Furthermore, the results of the study would be an input for Curricularists, school administrators, teachers and policy makers 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.

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 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 and Addis Ababa University to identify the drawbacks and strength of the secondary preparatory school students that they encounter during and after the preparation to judge their Preparation.

Beside the above reason, why the study delimited to secondary preparatory origin university students is that because 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 prep origin student) to compare the academic performance of freshman origin university students and preparatory origin university students easily, though both groups have passed through different contexts. The study included preparatory school directors, teachers and students. Lastly, one official from MOE is also included in the study.

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

1-6 LIMITATION OF THE STUDY

The purpose of this study is not as such ambitious to seek answer the questions raised on the purpose of the study under this introductory part, which require comprehensive data and detailed analysis of the performance of preparatory program in Ethiopia as a whole. Thus, one of the shortcomings of the study is the sample size, which is too small to represent the country in general because of time and financial constraint. The other drawback of the study is the unwillingness of some university teachers to give information in spite of good cooperation's of the few.

The study seems early to evaluate the preparatory program, but from the nature of evaluation it is possible to evaluate it .Even from the beginning to shed some light about the performance of the program. Moreover, data collection was conducted before students sat for final exam, it would be better after the exam. However, had it not been at that time it become very difficult to put in to effect this study.

1.7 Operational Definition.

Secondary preparatory school program:

According to New Education and Training Policy of Ethiopian (1994) secondary preparatory school program is any activity carried by the second cycle of secondary Education, that is, grade 11 and 12.

University freshman program

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" as cited in Soumelis (1977). 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 is to evaluate the secondary preparatory school program worth, quality, relevance, performance etc as compared to the university fresh man program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THE CONCEPT OF PROGRAM EVALUATION

In life, 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 take decisions in a day, month or year, it is indeed time to say that "To be is to evaluate" According to Webster's New collegiate Dictionary as cited in Mulusa (1992), to evaluate is:

- (1) *"To find out the value or amount of; determine the worth of appraise;*
- (2) to determine the extent to which goals have been attained; (3) to judge effectiveness.*

However, evaluation takes different forms in different situations. At personal level for example, evaluation tends to be instant and causal.

With this view, first, we will consider "what is program?" Typically, institutions work from their mission to identify several overall goals, which must be reached to accomplish their mission. In, non-profits, each of these goals often become a program, according to Carter 1998. Again the same person depict that to conduct program evaluation effectively, you should first have programs. To him, that is, you need a strong impression of what your customers or clients actually need.

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. First, four step model of evaluation includes (Identify goals and desired outcomes, Process evaluation, Outcome evaluation and Impact evaluation).File /A: / four step program evaluation Model.htm. Second, some major types of program evaluation include: Goal-based, process- based and outcomes-based evaluations (Carter 1988) to indicate few of them. As we can see from those people the approaches of evaluations are some how similar conceptually. To describe briefly Goal-based evaluations are evaluating the extent to which programs are meeting predetermined goals or objectives. Under this approach many questions can be asked:

- ❖ How were the program goals (and objectives are applicable) established?
- ❖ What is the status of the program's progress toward achieving goals? Just few of them.

In the same way, Process Based Evaluations are geared to fully understanding how a program works... how it produces that results that it does. What makes this approach unique is that if programs are long standing and have changed over the years, employees, or customers report a large number of complaints about the program, there appear to be large inefficiencies in delivering program services and they are also useful for accurately portraying to outside parties how a program truly operates (e.g., for replication else where). There are numerous questions that might be addressed in process evaluation.

- ❖ How are employees trained about how to deliver the product or services?
- ❖ How do customers or clients come in to the program?
- ❖ What is required of customers or clients? Just to state few of them.

Similarly, Outcomes-Based Evaluation identifies benefits to clients and facilitates questions if the organizations is really doing the right program activities to bring about the outcomes are usually in terms of enhancing learning(knowledge, perceptions/attitudes or skills) or conditions, e.g. increased literacy, self-reliance, etc, off course, outcomes are often confused with program out puts or units of services.

In sum, note that program evaluation should not be designed from evaluation approach simply chosen from the previous one but should be designed carefully by addressing the following key considerations.

- ❖ For what purpose is the evaluation being done
- ❖ Who are the audiences for the information from the evaluation?
- ❖ What kind of information is needed to make the decision you need to make and/or enlighten your intended audiences?
- ❖ From what sources should the information be collected
- ❖ How can that information be collected in a reasonable fashion
- ❖ When is the information needed?
- ❖ What resources are available to collect the information? (Directly adopted from Carter, 1998)

More over, Ogunniyi 1986) stated 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?
- ❖ Are casual and functional relationships identified and analyzed?
- ❖ 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?
- ❖ Are necessary supportive or maintenance services provided?

Then, while evaluating a program one can raise as many questions as possible to address the problem surrounding the program. The program is the secondary preparatory school program, which is supposed to be evaluated. This program has put in to practice since 1994E.C. according to the New Education and Training Policy of Ethiopia. The program substituted the previous fresh man program that has been offered in higher institutions since long time.

2.2 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 the Ethiopian Journal of Education, 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) V16, No.2).

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-1. 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 (MOE 1996). In the second phase of development began with American Assistance. The primary, Junior and senior secondary structure was adapted in 1962.

According to MOE as stated in Ethiopian Journal of Education, 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 (EJE 1996) and other related activities at the expense of education and other social development issues and endeavors. Teachers and student's attention were directed to political and propaganda activities.

Even the literary campaign, which was inefficiently launched in fifteen nationality languages and which was very much capitalized on by the Derg regime, had many set backs due to lack of genuine commitment by the Military Government and its undemocratic nature of planning and implementation (MOE, 1996).

However, starting from the may 1991 revolution onwards education is undergoing a new charge through the formulation of a democratic oriented policy.

2-2-1 STUDENTS ADMISSION CRITERIA TO UNIVERSITIES AND COLLEGES, AND FRESHMAN PROGRAM

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 higher learning in Ethiopian. 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 vein, 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. 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. Thus 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, ranges of services were expected to be provided by the authority 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.

2.3 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 EJE 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 medium of instruction is of particular significance as an expression of democratic right for cultural development and improvement of the teaching learning process.

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.

It 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.

2-3-1 STUDENTS ADMISSION CRITERION TO PREPARATORY SCHOOL PROGRAM, THE PROGRAM IT SELF AND THEN TO UNIVERSITIES

Secondary education is a special phase and part of the total process involved in education. Bossing (1955) 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" (P 233).

Thus to make ready for professionalism---- students with high scores (in secondary school certificate exam) continue on to a general 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 5th year could sit the General certificate of education (GCE); file /A:\ Education in England-wikipedia.htm.

In Zimbabwe the English "O" 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).

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 "or" "collage preparatory" school. More over, king (1965) stresses about effective pre-university academic preparation in the secondary schools in order a three or four year university to be affordable.

In the same token, in Ethiopia according to TGE 1994 preparatory schools 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 by selecting few of them those score 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 this program particularly the elites. 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. In stead, 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 similarly 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 X 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 feed back 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 propose 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.

2-4 HOW MUCH TEACHER COMPETENCE AFFECTS THE STUDENTS LEARNING

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

In order to enhance their performance both in preparatory program and college 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 vein (Darling- Hammond 1977) in (EJ, 2002) stated 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. Thus why, Education in England explained--- lack of qualified teachers must be seen as one cause for its lack of success. They're for though 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. According to Pearson (1980), three judgments must be made to identify a person as a competent teacher

- What standards must a teacher meet to teach satisfactorily rather than minimally?
- What skills are required in general for a person to perform at that level?
- Does the person in question have these prerequisite skills?

Researchers, who must rely on measurable out comes 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 the educational Journal (2002) described by UNESCO (2000) stated that... quality education puts students at the center of the process; students achievement must be the schools first priority. There fore to increase the students achievement the 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 authority rain (Carron and Chan 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. For this, observation study made in Guinea and India found that teachers are very poorly trained in evaluation techniques and the reality is far from the continuous evaluation procedures recommended by official programs (Carron and Chan, 1996).

Another study, for example, conducted in Guinea and Mexico teachers had little awareness of the school's in pupil's failure and dropout. In stead, they tended to blame the pupils and their family environment (Carron X Chan 1996).

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 a 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 promote active learning (ICDR, June 1995). Therefore, these and other competence constraint has adverse impact on the quality of education.

2.5 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 outcomes will emerge. Out of the favorable conditions indicated teaching material is one factor. In other would 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 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.

Proper application of teaching materials along with the other instructional elements is indicated to be the means through which teachers appeal to learners understanding and active participation.

For instance, 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.

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).

The qualities of school facilities seem to have an indirect effect on learning, an effect that is hard to measure. In Latin America a study that included 50,000 students in grade three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, D, 2000). Other studies, carried out in Botswana, Nigeria, and Papua New Guinea, concur with these latter findings (Penny Aick, 1993).

According to the New education and Training of policy of Ethiopia (TGE, 1994), "---to promote the quality, relevance and expansion of education due attention will 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, the education statistics – Annual Abstract (1991E.C.) shows that 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 in force 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.

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 to 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 over come 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.

Guidance and counseling is also are 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 meaning full 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 relation ship 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 high school counselors are inadequate. More over, 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. 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 summarize students, teachers and principals do not appear to be fully aware of the values of counseling.

Again as in Seleshi (2000) stated" Because of the shortage of trained personnel; the ministry of education could not assign counselors for all schools. This is particularly true of schools in remote areas of the country. From the writer's experience, teachers and directors in such schools select those teachers whose teaching load is relatively small and then assign them. 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.

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.

According to MOE Education Annual Abstract (1993) reported-- 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. As a result these facilities reported interims 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).

2.6 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 reveals that----- "concerns have also been expressed over the back ground knowledge of the students to be inadequate to express their views and to understand (oral) instructions and explanations in English at their present grade levels. Thus, the teachers believe that this intern lessens the learners' motivation and interest to participate in the teaching learning process".

Beside, 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. But 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 holder who were teaching English language for grade 12.This indicate 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 regard, it is difficult to say the preparatory lessons will 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

2.7 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.

2.7.1 IRAN

Following the overthrow of the shah in 1979, Iran's Education system underwent a dramatic process of Islamization. Schools and universities were viewed as particularly crucial for reeducating the masses and disseminating the ideals of the revolution. Hence, Curricula and textbooks were revised to promote the Islamic teachings of the late Ayatollah Khomeini emphasizing his doctrine of government (Velayet-i faqih), which calls for the rule of the true imams. Academics that did not embrace the revolution and pledge loyalty to its leaders were quickly purged from educational institutions (By Robert Sedquick).

In Iran, primary education (grades one through five) is both free and compulsory for children age's six to eleven. Promotion to each grade is based on annual examinations. Pupils complete this phase of their education by passing the primary school leaving examination held at the end of grade five. These who fail must wait a whole year before taking the exam again. If they fail a second time, they cannot go on to the next phase of education and must instead pursue basic vocational Training.

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.

2.7.2 ENGLAND

In the 20th 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. As stated in Education in England- wikipedia htm---" 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. The exact requirements are fixed by the individual universities and vary according to the type of degree course you want to follow.

2.7.3 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 enter higher education.

More over, 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.

2.7.4 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.

2.7.5 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.

2.7.6 ZIMBABWE

To join the university program, school leavers have to complete six years of high education and hold the Cambridge over seas 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

The aim of this study is to examine the secondary preparatory school academic strand program as compared with the university freshman program. To this end, a descriptive research design methodology employed to describe and compare the two programs. The reason why this research design was chosen is to indicate what the preparatory program look like and then to compare it with the fresh man program. Further, discrepancy evaluation model is employed to deal with the study. This model helps us to make decisions based on the difference between preset standards and what actually exists.

3-1- SOURCES OF DATA

To get relevant information and to address the program participants about the study, the researcher designed to include individuals around the program. With this, information for the study was taken from:

- ❖ AAU faculties
- ❖ Academic strand preparatory schools in A.A.
- ❖ Preparatory origin university students
- ❖ University Instructors
- ❖ Preparatory school teachers
- ❖ Preparatory school students
- ❖ Preparatory school Directors
- ❖ MOE officials

3-2- *SAMPLING PROCEDURES*

The population of the study includes preparatory origin university students in Addis Ababa University and AA preparatory school students. The researcher, randomly, chosen six faculties and four preparatory schools out of eleven faculties in AAU and ten preparatory schools in Addis Ababa respectively.

Based on the above sampling procedures, 327 preparatory origin university students and 34 teachers were selected purposely from six faculties. Similarly, 183 preparatory students, 67 teachers and 4 directors selected purposely from the four preparatory schools. Beside, one official from MOE was also selected. The reason why these samples selected purposely is that because these groups have some say about the program in one way or another. More over, these groups were selected purposely to get relevant and necessary information in line with the problem of the study. (For detail information see table 1 below)

Table 1 Summary of sampling procedure.

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

One school, Dej / Wondiyrad SS was used for pilot study and again, it is 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.

3.3 Data Collection Instrument

To obtain adequate and valid information in relation with the purpose of the study, the researcher employed the following types of data collection instrument.

- Questionnaire
- Interview
- Observation

Although according to Weiss (1972) data for evaluation research can come from a gamut of sources and be collected by the whole arsenal of research technique, the major data collection in this study were the above three instruments.

Questionnaire is Prepared both by the researcher and at times adopted from different authors (See appendices) to secure information on students understanding of the issues regarding secondary schools preparatory program, teachers competence in teaching learning process, the facilities and services put at their disposal and their perception towards themselves for the adequacy of the training. For this purpose, the draft questionnaire was piloted in one college and preparatory school. The questionnaire, which is prepared for preparatory origin university students, includes three parts: the first about teachers' competence, the second about their degree of preparation and the third about the facilities and services put at the disposal of the students in both programs. The questionnaire, which is prepared for university instructor, includes only one part to secure information regarding the degree of

preparation of preparatory origin university students as compared with the freshman origin students. In this study much attention is given for preparatory origin university students because they have great exposure about the preparatory School program and as well as the university (to some extent) as opposed to preparatory students those who have little awareness about the university so as to get adequate information. The rest two questionnaires prepared for preparatory teachers and students are to get information concerning the adequacy of the training.

A total of 340 questionnaires for preparatory origin university students, 40 questionnaires for university teachers, 80 questionnaires for preparatory teachers, 200 questionnaires were distributed for preparatory school students, out of which 327, 34, 67, and 183 questionnaires are received respectively. The complete questionnaire is found in the appendices (See appendix 1, 2, 3, & 4)

Observation was also made to check whether the oral response of the directors is reliable or not with what actually exists in the school. For this, a checklist is prepared to know the directors response is reliable or not and is conducted after the interview. The interviewees are five in number, four from the four preparatory schools and one from MOE.

The interview is expected to yield rich information and could put flesh on the bones of the questionnaires. In this paper the interviewer focused on preparatory school directors and MOE official. To sum up, a total of 616 respondents are engaged in the study.

3.4 Methods of Data Analysis

The data obtained through questionnaire, from all respondents analyzed quantitatively and qualitatively to show the discrepancy between the two programs. Qualitatively ANOVA and one- sampled t-test were employed to analyze

statistically. The data obtained using open-ended items; interview and observation were analyzed qualitatively, which used to strengthen the analysis result obtained through statistical analysis.

Thus, the researcher employed a triangular method of data analysis. This is to evaluate students' degree of preparation to resume professional course study in university. In other word the study evaluated the extent to which the preparatory school program can substitute the freshman program.

3-5 Pilot Study Report

The instruments were presented to few experts before it was tried out to get their judgment about the clarity, the relevance of the items, and the appropriateness of the format of the questionnaire. This enable the experts to ensure whether the instrument measure the intended purpose of the study or not. They all agreed that the instruments to be used as it is, by recommending few items to be clarified particularly on a questionnaire prepared for preparatory origin university students to their understanding level. Beside, they strongly insisted the researcher to address the secondary preparatory school teachers in the study. As per their recommendation, a questionnaire having few critical open -ended items is prepared for them.

After the views of experts are obtained, the instrument tried out independently at Kotebe College of Teacher Education and Wondyirad secondary school for convenience.

Then, the questionnaire, which is prepared for preparatory origin university studentsare administered to a sample of forty students. The questionnaire, which is prepared for university instructors, is administered to a sample of six teachers. The questionnaire for preparatory students is administered to a sample of fifty students.

Its purpose is to examine the clarity of the items. To this end, each instrument explained for them and they asked to respond genuinely. During that activity, where students exhibited confusion, the writer made some modifications.

In the same way, director's interview was tried on a sample of two teachers and items for secondary preparatory school teachers were tried on a sample of fifteen teachers that includes open -ended items that require teachers to describe, explain or to enumerate regarding their students and the program as well.

The observation checklist is intended to measure the availability and the adequacy of teaching material, the researcher along with one MA student of education, observed one senior secondary school at different occasion. The observation checklist for the availability and adequacy is included as one part in the director's interview. The interview prepared for officials modified based on some feedback obtained from the Director's interview and student response.

The samples in the pilot study selected from one college and one secondary school. The secondary preparatory origin university /college/ students and instructors were from Kotebe College of teacher education. The secondary preparatory school director's, teachers and students were selected from Wondyirad senior secondary school. These samples are excluded purposively from the main study.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the data obtained through questionnaire, interviews and observation. Under the questionnaire the first part deals with the analysis of preparatory origin University students, the second about the analysis of the university teachers response, the third about the analysis of the preparatory students response and fourth the analysis of the preparatory school teachers response. Again, these are fleshed by the analysis of the data obtained through interview from preparatory school directors and an official from MOE. Presentation of data is followed by discussion and interpretation in line with the major research out line.

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		Belo	11-ve	Abo	Total	w 17	18-ve	Abo	Total
1	Gulele	Medhaniale	14	2	35	12	1	5	6	5	16	8	38	1	47
2	Yeke	Dej/Wondirad *	10	2	27	11	1	3	5	4	12	13	23	2	38
3	Bole	Bole sss	16	4	24	17	1	6	7	7	20	13	23	5	41
4	Kirkos	Abiyot Kirs	15	4	26	31	1	9	4	6	19	30	26	1	57
		Total	55	12	112	71	4	23	22	22		64	11	9	

*2nd degree and Diploma holders are available.

As shown in the table, if we examine the age of teachers or years of experience in preparatory schools the majority are old enough relatively speaking.

Out of 67 teachers 82.08 %(55) of them are males and 17.02% (12) of them are females. In the same way, 34.34 %(23) of them have teaching experience below ten, 32.83 %(22) of them have eleven through twenty years of experience and the rest 32.83 %(22) of them have a teaching experience above twenty-one.

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 while teachers taken from university are above second-degree holders. Therefore, these and other characteristics indicated in the table may have an impact on the finding of the study.

Table 3. Summary of university faculty respondents

No	Name of Faculties	No of students		No of instructors	Instructors' yearsof experience.
		M	F		
1	Education	22	4	9	3-23
2	Business	29	22	5	
3	Science	66	22	7	
4	Technology	20	17	4	
5	Medicine	26	13	4	
6	Language studies	54	30	5	
	Total	217	110	34	

If we look at glance the years of services of instructors' one can judge that they have been teaching freshman program students, during the collection of the data they are teaching preparatory origin university students. So it is easy to infer that they can easily compare and contrast what the degree of preparation of preparatory origin university students look like with that of the freshman program.

4-1 UNIVERSITY TEACHERS RESPONSE RESULT REGARDING PREPARATORY ORIGIN UNIVERSTY STUDENTS

Here the perception of teachers is presented regarding the competence of preparatory origin university students' preparation that they made in preparatory schools for university professional course study.

Table 4. One sampled t-test summary of university instructors' response regarding preparatory origin university students over all preparation

	Activates	Respondents	Mean	S	t
1	Skills in lecture note taking	34	2.38	0.697	-5.167**
2	Skills in essay writing	29	2.10	0.557	-8.667**
3	Being Responsible ness	32	3.19	0.896	-8.667**
4	Their competitiveness	28	2.61	0.875	-2.375**
5	Basic knowledge concerning the subject you are teaching	34	2.29	0.799	-5.152**
6	Language fluency	32	1.88	0.609	10.449**
7	Expressing of their feeling	30	2.00	0.761	-5.757**
8	Confidence in asking and responding questions	34	2.53	1.051	-2.610**
9	Doing their assignments on time	34	2.97	0.937	-.183*
10	Creativeness	29	2.03	0.680	-7.641**

** *Significant difference*

* *Insignificant difference*

Table 4 is concerned about instructors view towards preparatory origin university students regarding the extent of preparation. If you look at glance, the mean values for every item are below the average and/or are significantly different below the average as compared with the test value.

Regarding skills in lecture note taking and essay writing of the students' university teachers rated significantly below the average. Thus why, students are unable to tolerate long hour lecture discussion and taking notes as described herein. Similarly, their responsiveness and competitions among them selves are rated below the average. This is because students haven't possessed the required basic knowledge from preparatory program.

The computed mean value (1.88) and t-value (-10.449) indicates that respondents are sure regarding students' incapability in instructional language. This shows students are poor in instructional language. In turn this has adverse effect on students understanding of concepts at that grade level and the preceding grades as well.

Teachers rated below the average, although the obtained result displayed in the table (mean =2.97, S.D=0.937 and $t=-0.183$) shows there is no significant difference with the test value regarding doing their assignment on time or not.

In general, the statistical result displayed in the table show that teachers valued below the average regarding students' performance in respect to the above issues. 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 should they 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 allotted time for the course. This shows students lack basic knowledge and their preparation was in complete. However, university teachers are positive and will to revise any concept, which was not covered by students during their preparation in preparatory schools. More over, one 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 carried out in preparatory schools due to various reasons mentioned herein.

Based on the academic performance of the students, respondents asked to infer the status of preparatory school program as compared with the freshman program some of them responded that preparatory schools program is inferior, extremely different, inadequate and deficient as compared with its counter part. For that, instructors recommend 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 that students have made is below the required level.

4-2 PREPARATORY ORIGIN UNIVERSITY STUDENTS' RESPONSE RESULTS

Under this part the three sections regarding teachers' competence, students' degree of preparation and facilities and services put at the disposal of the students for teaching learning process is analyzed and presented bit by bit.

4-2-1 PREPARATORY ORIGIN UNIVERSITY STUDENTS' RESPONSE RESULTS REGARDING TEACHERS COMPETENCE

Table5. Simple percentage computation of preparatory origin university students' response regarding teachers' competence

No	Item	School types	scales									
			5		4		3		2		1	
			N	%	N	%	N	%	N	%	N	%
1	Clarification of objectives of the course	University	15	4	1	3	2	7.	7	2.	1	5.5
			4	7.	2	7.	6	9	1	8		
		Preparatory	11	3	1	4	4	1	2	7.	1	3.97
			8	6.	3	0.	2	2.	3	0	3	
				0	1	0		8	3			
				8		6		4				
2	Presentation of	Unive	1.8	5	9	2	5	7.	1	3.	1	4.89
		Prepa	96	2	1	3	5	1	5	1	1	4.58

As shown in the table the greater percentage (276) 84.39% of the respondents as opposed to the lower (249) 76.14% of them relatively speaking indicates the university teachers are far better in clarifying the general objectives of the course. In other words this much percentage of the respondents rated their teacher above the average in clarifying the general objectives of the course for their university and preparatory teachers respectively.

Similarly, (275) 84.09% of the respondents have given a value above the average with regard to presenting and clarifying the course plan for university teachers while (203) 62.07% of them only have given a value above the average for preparatory teachers. This also indicates that university teachers are better than preparatory teachers, although the percentage values for both groups of teachers are above the average.

This is to show what the students (preparatory origin university students) want to say about their teachers' competence using simple statistics. It is possible to proceed in the same way with the remaining items. However, it is preferable to shift and employ some sort of critical analysis appropriate to the data.

Table 6. ANOVA summary of preparatory origin university students' response regarding teachers' competence in teaching learning process

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

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

*** -Significant difference*

** -Insignificant difference*

Table 6 shows the statistical result how much teachers in preparatory schools are competent enough as compared to university teachers to run the preparatory school program.

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.

More over, 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 these, preparatory school teachers do not provide any course plan for their students, instead both the teachers and the students stick them selves with texts prepared for that particular course. As stated in the paper presented by AWTI on the paper regarding the performance of the preparatory school students should be exposed to read different materials and there by 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 them selves in respect to the nature of the course. Beside, 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 them selves 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. More over, 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 the observation are: students size to be accommodated by lab rooms, absence of lab assistant, manual, chemical, load of teachers, absence of time for practical activity are 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 are 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 is decided to be lecturing. However, from the responses of the students and directors it is clear that the method does not show any difference with the 9th and 10th grade teaching methods. Thus why, Hammond (1997), in (Educational journal 2002) 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 7. ANOVA summary of preparatory origin university students' response regarding teachers' competence in providing services in line with teaching learning process

No	Item	School type	N	Me an	S.D	F- ratio
10	Availability during consultation hours	University	306	4.12	0.976	3.321
		Preparatory	283	3.97	1.010	*
11	Appropriate use of available and relevant instructional materials	University	299	3.96	1.105	10.44
		Preparatory	243	3.65	1.120	3**
12	Providing feed back on home work tests and /or assignments on	University	288	3.89	1.124	12.86
		Preparatory	305	4.21	0.983	8**
13	Presence of question in tests, exams or homework that require	University	302	3.91	1.073	0.528
		Preparatory	307	3.97	1.078	*
14	Clarification of the methods of assessing students	University	301	3.81	1.045	0.008
		Preparatory	294	3.81	1.055	*
15	Providing a list of reference materials for the course	University	290	4.17	1.026	36.07
		Preparatory	237	3.58	1.203	1**
16	Respect for students problems	University	286	4.02	1.051	0.173
		Preparatory	293	4.06	1.084	*
17	Willingness to listen to a students problems	University	286	3.83	1.140	6.418
		Preparatory	290	4.07	1.103	**
18	Clarity of question in test and /or mid semester exams	University	298	3.85	1.051	4.517
		Preparatory	306	4.03	1.035	**
19	Overall assessment of instructors/teachers effectiveness	University	313	4.04	1.018	0.556
		Preparatory	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 are 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 4-1-3)

More over, 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.

Beside, (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 relation ship 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 in 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 result (mean= 3.91 and 3.97) indicate 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. 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. However, the response of directors, teachers and students themselves at times are contrary to the above result.

Observation study made in Guinea and India found 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.

The statistical result regarding the over all teachers' effectiveness reveals as no significant difference between these groups of teachers, but in real sense from the above issues and other that discussed here in the university teachers are by far better than preparatory school teachers to handle effectively the freshman program beyond the preparatory school program handled by preparatory school teachers. Thus why, educational sector development program describes---the major bottleneck for secondary education remains the availability of qualified teachers---.

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.

In general, from all these points of view preparatory school teachers are less competent as compared with university teachers to run the preparatory school program as the freshman program beside other constraints that encounters preparatory school program.

4-2-2- STUDENTS SELF PERCEIVED COMPETENCE

Table 8. Preparatory origin university students' response regarding their preparation for university learning

No	Item	Respo ndent s	Mean	S	t-Value
1	Basic knowledge for university study	325	3.57	0.972	10.505**
2	I was competent enough	317	3.49	0.906	9.612**
3	I enjoy studying	318	3.69	1.076	11.570**
4	I have skill in lecture note-taking	322	3.38	1.052	6.407**
5	I have skill in essay writing	320	3.13	1.186	1.980**
6	Managing time properly	322	3.37	1.049	6.324**
7	I am active participant in the class room	323	3.92	1.072	5.573**
8	Language fluency	314	3.14	1.034	2.456**
9	Ability to express ones feeling	323	3.39	1.008	6.959**
10	Doing assignments, home works, etc	320	3.98	0.989	17.752**
11	Using library resources	324	3.60	1.179	9.182**
12	Using counseling service	313	2.62	1.296	5.191**
13	I generally know what would be expected of me	317	3.798	1.107	12.839**

****Significance difference.**

If we look at glance, the mean values of table 8 indicate statistically significant above the test value or above the average except one item. Regarding having basic knowledge for university learning, students replied that as they have, however, in real sense they do not. This is because they were thought by less competent teachers; the courses have not been covered in the academic calendar. Libraries are not enriched with relevant reference materials and laboratories are not equipped with the necessary equipment, chemicals, manuals and lab assistants. Their competencies exhibit contrary to the statistical result described in the table.

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 open-ended response is the reverse.

As opposed to the above 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-4). 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 them selves accurately. For that, it is very interesting to put for ward what one preparatory origin university students 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.

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 assistant for students to be effective not only in their academic performance but also in their self recognition. Thus 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 the challenge. As we all know this preparatory program is not a new program innovated in the world. Although it is new for our country, many countries have practiced it.

However, as to this finding the preparation of the students is not competent and to the required revel. 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.

4-2-3 FACILITIES AND SERVICES PUT AT THE DISPOSAL OF PREPARATORY ORIGIN UNIVERSITY STUDENTS

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

No	Item	School type	Respon	Mean	S	f ratio
1	Classroom situations	University	321	2.44	0.731	10.90
		Preparatory	325	2.25	0.683	6**
2	Availability of library	University	319	2.37	0.862	19.71
		Preparatory	316	2.07	0.843	5 **
3	Relevant texts in library	University	315	2.18	0.938	17.72
		Preparatory	317	1.88	0.857	1**
4	Library attractiveness	University	306	2.36	0.846	58.70
		Preparatory	314	1.81	0.929	0**
5	Laboratory for science subjects	University	254	2.25	0.989	78.77
		Preparatory	262	1.42	1.124	4**
6	Resource centers for social science subjects	University	280	2.00	0.998	23.27
		Preparatory	291	1.59	0.993	4**
7	Sporting facilities	University	308	1.65	1.104	10.61
		Preparatory	313	1,92	0.964	1**
8	Availability of subject text books	University	320	1.77	1.079	41.58
		Preparatory	316	2.25	0.791	8**

**-- Significant difference

*- Insignificant 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 there by adding to the educational opportunities of every learner (student). The library also provides library 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 is 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.

Even libraries in preparatory schools are not designed in line to accommodate the number of student in their respective schools and are 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 them selves only with subject texts. Meaning, they are not equipped in using multiple references for the courses they are 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	Item	School type	Respon	Mean	S	f ratio
o			dents			
9	Students interaction (peer support)	University	307	1.89	0.055	13.420
		Preparatoy	311	2.14	0.043	**
10	Students competitiveness	University	307	2.41	0.776	9.175*
		Preparatoy	307	2.24	0.599	*
11	Time scarcity (Time management)	University	315	2.26	0.915	9.161*
		Preparatoy	315	2.06	0.733	*
12	Teachers/Instructor's cooperation	University	309	2.11	0.909	4.933*
		Preparatoy	309	2.26	0.750	*
13	Family support	University	317	1.76	1.131	57.601
		Preparatoy	314	2.37	0.866	**
14	Administrators cooperation	University	313	1.84	0.991	3.104*
		Preparatoy	307	1.97	0.843	*
15	Counseling services	University	313	1.71	1.003	7.708*
		Preparatoy	312	1.93	0.920	
16	Orientation about (study skill, lecture note taking, etc.	University	320	1.96	1.042	1.160*
		Preparatoy	312	2.04	0.868	
17	Over all assessment of facilities and services	University	320	2.10	0.828	5.200*
		preparatory	313	1.96	0.767	*

**-- Significant difference *- Insignificant difference

Here the degree of services put at the disposal of the students is discussed.

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 AWTI (1995E.C) ensured that because of the aforementioned constraints no practical activities are 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 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. In the same way 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 are in preparatory schools they can get every support from their family in contrast with while they are 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.

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 lab facilities, textbooks, drawing rooms and equipments.

The study also found that the courses remained uncovered due to various reasons. The reasons are 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 method of learning teaching and evaluation system are not in the standard of the higher education system. More over, preparatory courses have been offered in higher institution since long time and in secondary preparatory

school since 1994 E.C. The subject matter of this program in general is the development of the personality of an individual in order to adjust themselves 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 may face in university. In contrast to this, preparatory students are not familiar with the university and professional studies may be difficult for them. Regarding these students mentioned the following idea:

«ችግሩ ለፒሮፖራቶሪ ተማሪዎች መጽሐፍ የለም የአጠናን ዘዴ አናውቅም ፈተናው ቀላል ነው :: ከ1ኛ-8ኛ በቋንቋችን ስለተማርን እንግሊዝኛ ቋንቋ በጣም ይከብደናል በዮንቨርሲቲ ውስጥ ያለው ፈተና በጣም ከባድ ነው»

The problem in preparatory is 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.

" I couldn't adopt the university life"

" Unable to tolerate long hour lecture discussion and staying in laboratory rooms

"Unable to cope up with dormitory problems

To sum up, Instructional materials or facilities and services play a vital role in imparting and receiving the necessary information in the learning teaching process.

4-3 PREPARATORY SCHOOL RESPONDENTS' RESPONSE RESULT

4-3-1- DIRECTORS

The over all preparatory school activities are analyzed under this part. Schools capacity, teachers' competence, and students' academic preparation are some of the core issues that this part deal with.

According to the directors the preparatory school students number might vary from school to school based on the degree of accommodation. The student section ratio on average is 1:55, although it varies from school to school and from class to class. 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 them selves as they are in the track to join university with out 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 have been increasing since few years back so that they think as no body stop them to join 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.

As far as academic performance is concerned, the students are good but from the above condition and from subject teachers response it is possible to say below the

average, More over, directors responded that students are facing a problem to understand the concept, they are poor in studying habit, as a result students are frustrating.

Regarding library and laboratory constraints, the directors' view is consistent with the idea described in this study by students and teachers.

In preparatory schools teachers do not have consultation time to give support for students as opposed to university teachers where as Guidance and counseling professionals give service for students for their academic up lift and personal problem. In addition, these persons give orientation program for students wherever possible.

The number of teachers is proportional with the number of students in the school, but unqualified teachers are found in some schools for instance, 2 diploma holders in Wondyirad SS and in some other cases schools do not get teachers for the newly introduced courses like Business and Economics, IT, and Drawing. This indicates the program is working inefficiently.

Finally, a question is presented for the directors as if the program is new and so that what problem they have encountered during implementation. For this all directors responded that there was no introduction while the program was put in to practice. Although, the content and the context are different to run the program, there was no updating course given for the teachers. More over, the concepts are bulky, challenging, and difficult for students and teachers to some extent. However, regarding this an official form MOE replied to the contrary, as the introduction is given properly for the teachers.

The observation made in line with the interview regarding libraries, laboratories and other facilities put at the disposal of the students are also confirmed, as it is not sufficient for the program.

4.3.2 TEACHERS

Students' academic performance towards their subject; facilities and services put at their disposal, how much the age of students affect their learning and the overall program effectiveness are addressed in this part.

Regarding the item how much the age of the students affects to attend the lesson designed for the program, teachers responded antagonistically. On one hand, some responded as age is nothing to do with learning. On the other hand, teachers responded that the age of students affect them too much because, they said students are unstable to attend the lesson, their age is not sufficient to possess and analyze the subject matter designed in the text, and lack experience to do some thing by their own, are some of the reasons provided by this groups. Beside, they provided that students lack maturity to manipulate things by their own.

I feel regret for the teachers who said age is nothing to do with learning how they should be a teacher with out knowing the learning theories. Here don't mean they should respond in favor of my intention but in reality age has many things to do with learning.

Teachers 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.

Regarding the facilities teachers also share a common idea with directors and students. The facilities are poorly equipped to run the program sufficiently and effectively. Based on this a teacher said:

"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-----"

In the same way 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 refrain themselves not to compare this two programs although comparing indirectly. According 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. Due to this and other reasons these groups compared the two programs difference indirectly.

Others say 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 is a question.

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 reasons mentioned hereof.

1

4-3-3-STUDENTS

This part analyzes the students' perception towards the program and their own preparation.

Table 11. Summaries of preparatory school students' response regarding the secondary preparatory school program

No	Item	Responses	Respondents	Percentage
1	Availability of teachers for all subjects	Yes	179	97.8%
		No	4	2.2%
2	Availability text books	Yes	138	75.4 %
		No	45	24.6%
3	Availability of library in your school	Yes	182	99.5%
		No	1	0.5%
4	Availability of relevant reference materials in your library	Yes	134	73.2%
		No	49	26.8%
5	Knowing the purpose of secondary school preparatory program	Yes	138	75.4%
		No	45	24.6%
6	Availability of consultation service in your school	Yes	35	19.1%
		Sometimes	109	59.65%
		No	39	21.3%

The statistical analyses of table 11 reveal that students have no problem with the availability of subject teachers although it is contradictory with the directors' response. In spite of the variations of the constraints among schools, schools are in great problem with the newly introduced subjects as Business, IT, and Drawing. Concerning the access of text books (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, buying, from private library and the like. This shows that texts are not available to all students equally. This in turn brings an impact on students learning with out whose learning is impossible; nevertheless, students are not equipped in using reference material and lack the access.

Regarding the availability of library almost all respondents replied that their school have library. As shown in the table (182) 99.5% of them responded in favoring of it and (1) 0.5% of them responded against it .One can infer from this is that the availability of materials seems sufficient for the program by their understanding, which is really 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 shown in the table (138) 75.4% of the respondents know the intention of the program and their destination. Conversely (45) 24.6% of the respondents do not know the intention of the program. This shows that from the majority cases we find many pupils who engaged in the program with out knowing where to go and what to

do. The multiplier effect of these students would be adverse for a country. Those who know the intention of the program stated the following:

- ▲ To finish the freshman program before joining university
- ▲ To decrease the drop out of students from higher institution
- ▲ To increase education access
- ▲ To create a well being citizens

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 problem and their 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 schools 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.

Concerning the question, how much the preparatory program is preparing them, students replied differently though their response share a common idea .To mention some of the responses: as such it is not sufficient, the courses are not covered, courses are not supported with practical activities and other. Thus, they doubt their preparation as to the required level. Beside, let us see what one student stated about their preparation that gives a good picture:

በጣም ባያዘጋጀኝም በመጠኑ የተማርኩትንና የደረሰኩበትን በማጥናት እየተዘጋጀሁ ነው። ነገር ግን የተወሰኑ ትምህርቶች ከዘጠነኛ ክፍል ጀምሮ ማለት ይቻላል."portion coverage" የላይ: ስለዚህ ትምህርት ሚንስቴር

የሚያትመውን መጽሐፍ "Unit" ብዛት አስጠባቅቅ ግዜ የሚጨርስ አድራጎች ቢታተም ደስ ይለኛል። ስለዚህ ከእንግሊዝ ያለውን የትምህርት አሰጣጥ ትምህርቱን በስነ ስርዓት ተምረን እንድንጨርስ 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 የማሳሰሉትን ያለ አስተማሪ ወይም ያለ ረዳት በራሳችን ልንጨርሰው አንችልም ። በዚህ ችግር ጉዳይ ላይ የተወሰነ እርምጃ ቢወሰድ ጥሩ ነው። ነገር ግን አሁን እናንተ ለጥናት ነው ብላችሁ የእኛን አስተያየት ወስዳችኋል ግን በተግባር ላይ እንዲውልና አመርቂ ውጤት እንድታስገኙልን አመኛለሁ። ምክንያቱም አቤቱታ ለትምህርት ቤቱ ስናቀርብ እዚህ በትምህርት ቤቱ ውስጥ ተውጦ ይቀራል። ስለዚህ እናንተ በመምጣታችሁ በጣም ጠቀሞናል። ፐሮግራም ጥሩ ነበር ነገር ግን አሁን አምና የቢዝነስ መምህር ችግር ነበር። 11ኛ እና 12ኛ ክፍል አንድ መምህር ነበር ይህም ደግሞ ለኛ ጥሩ አልነበረም እራሱ አስተማሪው እንደለን ነበር የምንሆነው ያውም መምህሩ ችሎታው አመርቂ አልነበረም ስለዚህ የሚቀጥለው ትውልድ-----

I am doing my best by studding 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, concerned bodes 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 can dwell with the next year courses. In this regard, it is better measures to be taken. Now you have taken our view for research purpose, however, we wish you to put it in to practice the result of this study to be outsmarting. Since we wrote application many times for the school regarding the above

issues but no body gives us response. Your coming is interesting and important. The program is very good; however, for instance, last year there was a problem of business teacher. For both years of preparatory schools there was only one teacher, even he himself was not good for us. We would be as he told us and his competence is not satisfactory. Thus, the coming generation---

Finally one item regarding, how much do you think the preparatory school program can substitute the university fresh man program is presented, 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. Who ever express their doubt concerning competency of teachers those teach them to some extent, as it is not satisfactory. The teaching learning process employed in preparatory program is indifferent in general secondary school, the courses in almost all subjects are 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. More over, students provided astonishing statements stated in the following manner:

- ❖ «ይተካል ብዬ ባምንም ነገር ግን የመማር ማስተማሩ ሂደት እንደቀደሙት ክፍሎች በመሆኑ ብዙም የዩኒቨርሲቲ ባህሪ አላሳየኝም»
- ❖ «በመጠኑ ቢተካም ብዙ ጉድለቶች ይታዩበታል :: ለምሳሌ:- መጻሕፍቶችን አለመጨረስ፣ የአንዳንድ አስተማሪ ትምህርት የማስተላለፍ ብቃት፣ እጥረትና ሌሎችም ናቸው::»
- ❖ The nature of preparatory school is not as such the university does because the teaching learning process is indifferent from the general secondary school. Thus, I doubt it to substitute
- ❖ It may substitute to some extent, though it has many short comes. For

instance, unable to cover courses, the competence level of some teachers, absence of teachers for some subjects and other.

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

4.4 Expert response analysis from the ministry of education

The researcher employed an interview to get relevant information regarding the preparatory program from the expert. This interview is conducted at the end of the study, because in the course of the study different problems were investigated. Based on the problems investigated, items are formulated to know how much these problems are recognized by policy makers and to ensure the findings of the study.

Actually, according to the expert, there was no finding done in line with the program, but the expert was willing to react with the items the researcher wanted to present based on the information he has got indirectly from different responsible persons.

Based on the suggestions of the experts in the preparatory schools, bachelor degree holders and above are expected to teach; however, in some schools it is easy to find diploma holders in the program. Even, with bachelor degree holders their competency is doubtful because of unfulfilled conditions. Moreover, teachers are not available for newly introduced subjects like Business, Economics, and IT. Even it is difficult to get teachers with Bachelor degree for core subjects too, if we go along the countryside.

Regarding the availability of facility and services the expert responded that, if it has not said sufficient it is ok, however, the problem is that laboratories and other facilities are shared commonly with the general secondary school. Even, for that no practical activity is carried out at schools. Concerning library students are not equipped with using library references in spite of the availability of relevant reference materials.

Texts are not covered on time; this is because time is subtracted from the existing subjects for the newly introduced subjects like Civic and Ethical education.

Handling the general and preparatory secondary schools at one-school is creating problems for the school society in general although both programs have their own intent. For instance, for general secondary students handling the program together is important because they can learn a lot from their seniors, but to create good and competitive atmosphere it is preferable to isolate for the preparatory students. Again, teachers assigned to teach in both programs, this creates imposition on teachers not to work effectively with preparatory students as compared to freshman teachers who have fewer hours to do much work with their students. For administrators it is difficult because of the size of the students and the intent of the program.

Assigning of students to different higher institution is fair and according to the talent of the students as to the response of the expert. Nevertheless, few students from different faculties responded that they are assigned to the place they do not need and haven't made good preparation.

Regarding making the preparation in preparatory school or in freshman, the expert responded with a proverb, as making a lunch or diner in good restaurant and /or poor restaurants

Students are not making the preparation well. According to the expert, 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 is intending 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.

Although teachers and directors said there was no introduction at the beginning of the program, the expert responded it was given properly for teachers.

When we compare the preparatory school program with the freshman program, although the curriculum is similarly with it, because of various reasons explained hereof it is hard to reach to the freshman program. For that, the government intended to up date teachers competence and revising the curriculum. These show that the finding of the study is well recognized by policy makers too.

4-5 SUMMARIES

In Ethiopia the preparatory courses (freshman courses) have been offered in higher education institutions since long time. The subject matter of education in general is the development of the personality of an individual in order to adjust the environment. The personality of an individual has different aspects such as social, physical, intellectual, moral, spiritual, cultural, economic etc.

In line with this idea, the objectives of preparatory program are designed mainly to enable students to acquire the general knowledge about their country and on environment, skills of thinking, and techniques of problem solving and prepare students for successive professional courses.

To this end, teachers are the pillars to the learning teaching process. So their level of education, psychological make up, and material condition exert influence on the central function to education. With regard to this, the result obtained from the analysis indicate preparatory school teachers are less competent than university teachers in putting into effect the goal of preparatory program as to the freshman program. This incompetence is not only attributed to teachers, the students themselves have their own share. This is because first, students are not brought up to be competent enough. Second, the facilities and services put at the disposal of the students are also a major bottleneck for their incompetence. Third, the organization of the program is also another drawback for their incompetence. Last but not least, the philosophy of preparatory program is similar with the preceding grades, since they are administering the same system of learning teaching, as that of grade 9 and 10.

Thus, all respondents: preparatory origin university students, preparatory school students and directors, and as well as one official from MOE confirmed their doubt regarding preparatory school teachers competence to run the program effectively and able to make students successful in line with the goal of the program as to the freshman program.

In the same way university teachers, preparatory teachers and directors response analysis ensure that students whose preparation in preparatory schools are less competent than their counter parts. Meaning their preparation is not to the required level. Even the students response analysis it self support this idea.

With this regard, the students' claim is not only towards their teachers, the organizations, capacities and facilities are also the major obstacles for their success.

For this all respondents agreed that facilities and services are common constraints that greatly hinder the discharge of the goal of the preparatory program.

In general, there fore, it is possible to conclude that within the given conditions, the preparatory programs have not undertaken successfully in secondary schools, and the subsequent result of which is the poor quality of education.

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:

1. To evaluate the system of learning teaching process in the secondary preparatory school as compared with higher institution.
2. To assess the capacity of the high school in administering the preparatory program.
3. To evaluate the students performances in acquiring of basic knowledge and development of skills with regard to the objectives of the courses.
4. To examine the secondary preparatory school /university facilities and services put at the disposal of the students, how much it could influence the students learning (preparation).
5. To evaluate how much teacher's competence could influence the students learning (preparation).
6. To investigate the overall problems of secondary schools in relation to the performance of the preparatory program as compared with the freshman program and to forward recommendations, which are important for policy implications.

Descriptive survey method (approach) is employed in evaluation research to conduct the study. Questionnaires, interviews and observation are the instruments used in the process of data collection. The subjects for this study chosen using a purposive and availability sampling procedures, based on this methodology the study included five groups of peoples. They are preparatory origin university

students, university teachers; preparatory students; preparatory school teachers and directors. One official from MOE is also involved in the study. The data for the study is collected from six faculties from AAU and four preparatory schools in AA. The collected data is analyzed using ANOVA, one sampled t-test, percentage and these are accompanied by qualitative discussion of the data obtained through interview and observation. The major findings summarized as follows;

As shown in table 6 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 in preparing students for professional studies than preparatory school teachers in preparatory program do. More over, 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 is not as such different from the general one (Grade 9 and 10).
- Both teachers and students in preparatory schools stick them selves 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 on different reference materials in university.
- Teachers are unable to use the instructional language properly. Because students are poor in their background regarding their English language. Thus, teachers forced to use Amharic for instruction; this has adverse effect on students to understand the concepts of different subjects using the appropriate language.

- More over, teaches are teaching 24-30 hours per week, this hinders them unable to carry out practical activities and support students intensively.

Table 6 indicate the training that students have had is significant when perceived by themselves, however, the analysis result of university teachers (Table 4) indicate the students preparation as it is 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 is not adequate. Because the students themselves explained the preparatory school program as it is not equipped with the necessary facilities and services (Table9&10)

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 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 are no practical activities carried out, because of the absence of chemicals, equipments, manuals, assistants, and time allotment. More over, laboratory rooms do not accommodate the students' found in one class.
- Libraries, too, are not arranged in a way to accommodate the students in the schools and aren't furnished with relevant reference materials.

From conclusions and discussions, one can understand that the student's preparation is not up to the standard. Thus, it is difficult to say the preparatory school program can 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 constricts are:

* 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 in turn clarification of objectives. 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 provided in the course outline.

*There are some schools with no qualified teachers for a given subjects, which can lessen the quality of the program. In addition, it has learned that no introduction and training have given in relation to the program when the program is started or introduced.

*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.

*What is designed in the syllabus is ok, but the commitment of teachers to put in to practice is not satisfactory. For example, course chapters are left untreated.

*Teachers are 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 24-30 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 9th and 10th 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 out line 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 them selves on subject text only.

* Students must be the center of every learning teaching process. However, what actually observed is different. Many of the preparatory teachers are using the traditional way of teaching. This leads students not to have self-confidence and courage. This can easily be observed from students. Most of them are unable to introduce them selves accurately.

* Students are more encouraged by Preparatory school teachers in the classroom than university teachers do. Even they undermine /underestimate/ students.

Moreover, preparatory teachers are will to listen students' problem as compared to university teachers.

*Courses that require lab experiments are Physics, Chemistry and biology to materialize the theory in to practices. 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. Thus, why one instructor from science faculty replied that preparatory origin university students do not have skill to carry out laboratory activities and concepts to materialize lab practices. Even, according to this person, students act like a grade seven students.

*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 are the absences of laboratory manuals, chemicals, equipments as mentioned hereof.

*Library is the source of wisdom. As being students of a pre-college in particular, they should be exposed to readings of different materials and there by 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 work 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 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. More over, 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.

*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.

*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.

*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 will 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.

*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.

*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. Beside, students consult professionals assigned for that particular purpose.

*Leave alone the comparison, if we examine the actual implementation of the preparatory school program it self has many drawbacks, i.e. the program was administered with out introduction for teachers (the directors, too, confirmed this) and the program is operating with so many constraints. 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, sufficient 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?

*If the problem is this much in AA where things are some how fulfilled, so how much the problem would be serious and severe across the country (to the remote areas).

*Therefore, it is possible to conclude that the schools capacity in handling the preparatory program is not satisfactory (For detail information, refer the thorough analysis and discussion of the topic under " 4-2-3").

*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. More over, 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 not to study and work hard. In this manner of working, students of the preparatory program will be in competent in higher education institutions.

*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 standard. These indicate that the preparation they have made is not

adequate for professional studies in university. Thus, the freshman program is by far better than the preparatory program.

*To sum, therefore, because of the aforementioned constraints it is a belief of all that the performance of students and the quality of education of the preparatory program is not up to the standard.

5.3 Recommendations

The stated conclusions by themselves imply the solutions and accordingly recommendations are forwarded. For that, secondary schools and the ministry of education 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 the time. Therefore, the following measures are suggested to mitigate the aforementioned problems:

*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, the 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.

*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.

*School libraries should be re-organized in accordance with the new services they are required to render and furnishing the libraries with relevant books. For this, books that were rendering service for the freshman program should be required to be distributed to preparatory schools from higher institutions.

*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.

*Each school should have laboratory rooms for each subject, which is well furnished with equipment and chemicals.

*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.

*Supplementary programs, particularly in relation to laboratory activity, uncovered courses, must be planned to make up the deficiencies of students in this regarding.

*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. More over, 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.

*Laboratory manuals should be prepared and provided to schools

*Since the portions are left untreated, tutorial classes should be arranged for students when they join higher institutions. Moreover, methodologically to teach science experiments must be arranged and done by the students. No experiment is properly given in the schools. To fill the gap an extra laboratory works must be arranged in the universities.

*The admission requirement of the preparatory program requires revision.

*The current trend of considering the preparatory program, as a more substitute of the former grade 11 and 12 must be avoided. Doing so will serve as a starting point to organize the schools appropriately.

*Efforts must be made to respect the normal academic calendar and frequent interruption of the teaching learning process must be avoided and 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.

*If the constraints are this much in towns, 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 that the teacher should be motivated by themselves regardless of the existing situations in high schools and other adverse environment. The higher education institutions should also devise mechanism to make students from the remote area to be competent in their future career.

Finally, further comprehensive research should be undertaken for critical analysis of the planning and implementation, 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

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

No.	Item	University Teachers				Preparatory Teachers															
		V G	G	F P	P	V D P K	D V G	G F P	V D P 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 maters																				
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 values respectively. You are, therefore, 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 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-----

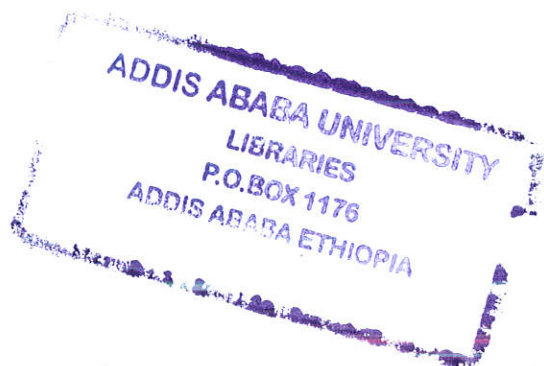
Part II Following you will find four open- ended items, please react with the items accordingly.

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. How do you compare this program with the freshman program that was given at university level?



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

Name Girma Gamessa

Signature 

Date of submission 10/06/07

- * Comparing exams → ?
↳ establishing
- 2 x New knowledge - is not the purpose
from all thesis -
- To conduct

Appendix F

Addis Ababa University
School of Graduate studies
Department of curriculum and instruction
An interview item for MO 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 response for the following items ensures the success of the study.

Thanks in advance

1. ተማሪዎች፣ ርዕሰ መምህራን፣ አንዳንድ የክፍተኛ ተቋማት መምህራንና አንዳንድ የጥናት ውጤቶች እንደሚጠቁሙት በመሰናዶ ትምህርት ዙሪያ የመምህራን ብቃት ችግር እንዳለ ይናገራሉ። በተጨማሪም ለአንዳንድ ትምህርቶች መምህራን እንደሌሉ የነገራል። በዚህ ዙሪያ ቢሮው አንዴት ይመለከተዋል።
2. የመማሪያ ማስተማርያ ቁሳቁሶች ችግርም እንደሌሉ ይናገራሉ።
3. የመማሪያ መጽሐፍት በጣም መስፋት በትምህርት ላይ ያለው ችግር ምንድን ነው?
4. "General and preparatory secondary School" አንድ ላይ መካሄዱ በተማሪዎች ላይ የሚያሳድረው ተጽዕኖ ምንድን ነው?
5. ተማሪዎች ወደ ተለያዩ የክፍተኛ ትምህርት ተቋማት እንዴት ነው የሚመደቡት?
6. የመሰናዶ ትምህርት በሁለተኛ ደረጃ መሰጠቱ ከቀድሞ በዩኒቨርሲቲ ውስጥ ከሚሰጠው መሰናዶ አኳያ ሲታይ እንደት ነው?
7. በመሰናዶ ኘሮግራም ያሉ ተማሪዎች ትምህርቱን ምን ያክል በአግባቡ እየተከታተሉ ነው?
8. ኘሮግራም ሲጀመር መምህራን ምንም ዓይነት የትውውቅ ኘሮግራም አልተካሄደም ይላሉ ይህን እንዴት ይታያል?
9. ከላይ ከተጠቀሱት ሀሳቦች በመነሳት የአሁኑ ኘሮግራም ከድሮው ጋር ሲነፃፀር እንዴት ይታያል?
10. ከላይ ለተጠቀሱት ችግሮች በመንግስት በኩል ምን እየታሰበ ነው?

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 No 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