

**ADDIS ABABA UNIVERSITY**  
**THE SCHOOL OF GRADUATES STUDIES**

**A STUDY OF THE TRAINING OF WOULD-BE TEACHERS IN  
THE PRACTICAL ASPECTS OF PEDAGOGICAL COURSES  
CURRENTLY OFFERED AT GONDAR AND  
AWASSA TEACHERS' COLLEGES**

**BY**  
**ZELALEM BEKALU**

**MAY, 1998**

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**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATES STUDIES  
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE DEGREE OF MASTER OF ARTS IN  
CURRICULUM AND INSTRUCTION**

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Approved by the examining board:

\_\_\_\_\_  
Chairman, DGC

\_\_\_\_\_  
Signature

*Azeb Desta / Ph.D /*  
\_\_\_\_\_  
Advisor

*[Handwritten Signature]*  
\_\_\_\_\_  
Signature

*Tassaw Zewdie, Ph.D*  
\_\_\_\_\_  
External Examiner

*[Handwritten Signature]*  
\_\_\_\_\_  
Signature

*Marew Zewdie*  
\_\_\_\_\_  
Internal Examiner

*[Handwritten Signature]*  
\_\_\_\_\_  
Signature

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\_\_\_\_\_  
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\_\_\_\_\_  
Advisor

*[Signature]*  
\_\_\_\_\_  
Signature

*Tassaw Zewdie, Ph.D*  
\_\_\_\_\_  
External Examiner

*[Signature]*  
\_\_\_\_\_  
Signature


*Marew Zewdie*  
\_\_\_\_\_  
Internal Examiner

*[Signature]*  
\_\_\_\_\_  
Signature

This thesis has been submitted for examination with my approval as University advisor

Name: **Azeb Desta (Dr.)**  
**Associate professor**

Signature

A handwritten signature in black ink, appearing to be 'Azeb Desta', written over a horizontal line.

Date of submission

22-5-98

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## ABSTRACT

This study attempted to investigate the training of would-be teachers in the practical application of pedagogical courses currently offered in the newly up-graded colleges of Gondar and Awassa. So, to examine this performance, the instructors of pedagogical courses of the two colleges taken as the subjects of the study, were categorized interms of their level of qualifications and work experiences.

To verify the basic questions, eleven instructors of pedagogical courses of the two colleges in total, were observed in their performances of classroom instructional skills. Moreover, the principals and education department heads of the two colleges were asked about the problem of training by conducting interviews.

A t-test and Variance analyses were employed in the analysis of the study. The obtained results portrayed that instructors with higher qualifications and work experiences manifested better performances in implementing planing, presenting, managing, and evaluating of classroom instructional skills than instructors with lower qualifications and work experiences in the practical application of training activities.

Besides, the two colleges are found to have inadequate library facilities, training materials equipment and other essential attributes that have a bearing on the training of prospective teachers in the teacher education program.

Finally, conclusions( instructors with second degrees, and with high level of work experiences were found to show better performances of implementing classroom instructional skills than those instructors with first degrees and low level of work experiences), and recommendations ( the necessity of assigning better qualified and experienced instructors together with the essential training materials), were made.

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

“The human activity we call ‘education’ is based largely in our society on the related processes known as ‘teaching’ and ‘learning’”. This statement of Curzon(1990:3) reveals that the formalization of these process, resulting in their being carried out within schools, colleges and similar institutions, emerges from society’s conscious responses to fundamental problems of adaptation and survival. So, according to Curzon, Learning depends on the individual’s experiences within his/her family, social environment and, more specifically, the educational institutions he/she attends. And, teaching involves the appropriate utilization of instructional methods to bring about effective learning.

When we speak of ‘formal education’ such as that provided in the colleges of further education, we have in mind, for example, institutions, staff, curricula, programs, objectives, and techniques; these are the means associated with the teaching-learning process.

Regarding this, Curzon (1990:3) suggested the following:

The end of education, involving its rationale, purpose and objectives, is declared as human growth, the signs of which include flexibility, openness to new insights, new possibilities, hospitality to novelty, to the imaginative and the creative.

The educational activities appropriate to this end also involve preparing the student to take his/her place in a changing society, and this means in Dewey’s words, cited in Curzon(1990:3-4)

“to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities, that his eye and ear and hand may be tools ready to command and that his judgment may be capable of grasping the conditions under which it has to work.”

Over the last decade, a quiet revolution in teaching has been underway. The profession has begun to engage in serious standard-setting that reflects a growing knowledge base and a growing consensus about what teachers should know and be able to do to help all students learn according to challenging new standards. Colleges have launched efforts to restructure schools and to invest in greater teacher knowledge. Changes are also taking place in teacher preparation programs across countries; performance based approaches to licensing and accreditation are being reconsidered (Hammond 1996:5).

These initiatives are partly a response to major changes affecting the society and the schools. Because as Hammond(1996:5) stated “rapid social and economic transformations require greater learning from all students and society from reshaping the mission of education.” Thus, according to Hammond, colleges are now expected not only to offer education, but to ensure learning, and thus, teachers are expected not only to “cover the curriculum” but to create a bridge between the needs of each learner and the attainment of challenging learning goals. So the invention of the present century is schools that can educate all children well rests, first and foremost, upon the development of a highly qualified and committed teaching force. Regarding this view of the necessity of qualified teachers, Hammond (1996:5) states the following:

New initiatives are investing the front lines of education. Policy makers increasingly realize that regulations cannot transform schools; only teachers, in collaboration with parents and administrators, can do that. Indeed, solutions to all of the problems that educational critics cite are constrained by the availability of knowledge, skillful teachers and school conditions that define how that knowledge can be used. In policy terms, betting on teaching as a key strategy for reform means investing in stronger preparation and professional development while granting teachers greater autonomy.... Finally, we must put greater knowledge directly in the hands of teachers and seek accountability that will focus attention on “doing the right things” rather than on ‘doing things right’.

Hence, such reforms demand changes in much existing educational policy, in current school regulations, and in management structures. Many schools of education

as educators like Hammond(1996), Rajput (1994) , Kakkar (1993) and others suggested, have made great strides in incorporating new understandings of teaching and learning into their programs for prospective teachers. So, more attention to learning and cognition has accompanied a deepening appreciation for pedagogy. In addition, teacher preparation programs are increasingly helping prospective teachers develop a reflective, school-based inquiry into students' experiences. These approaches help teachers build an empirical understanding of learners and a capacity to analyze what occurs in their classrooms and in the lives of their students.

Thus, teacher preparation is now seeking to empower teachers to use and develop knowledge about teaching and learning as the demands of their work require.

In this regard, each teacher should have a common core of skills, knowledge, and attitudes that are required to perform effectively as a teacher in training prospective teachers. Because the knowledge of these needed skills, would help the instructors to perform their duties competently. Moreover, instructors ought to play great roles in training activities. This inturn demands efficiency expected from them. That is why Combs(1972) puts it:" What makes a person effective in any of the professions is a question of how well he has learned to use his unique self efficiently to carryout his own purposes and those of society". This use of self as instrument in teaching is a very personal thing, dependent upon the perceptual or belief system the student has acquired.

Together with this, the production of an effective teacher should be regarded as a problem in becoming. Because this is a question of helping a person find his own unique ways of operating as an effective individual. Thus, teacher education shall be seen not as a process of teaching how to teach, but as a process of becoming, of personal discovery, of helping a person to become a teacher, beginning from where he is. So, these processes mentioned could be fulfilled when the trainer accomplishes his duties and responsibilities, in general his roles efficiently.

The effectiveness of the trainer requires the application of effective methodology pertinent to the trainees. Regarding this view Ohles(1970:13), suggested that “the uniqueness of teaching involves the teachers skill and understanding in methodology. Just as a brick layer is distinguished by his stresses to lay bricks, a teacher is judged by his ability to teach.” Ohles further includes that proficiency in methodology does not only involve an understanding of methods but includes willingness to put them into practical and changing procedures when needed.

Hence, in whatever form the curriculum is constituted as it enters a classroom and from whatever authority it is structured, the success of the operant curriculum (the actual learning experience) is dependent on the personality, knowledge, and ability of the teacher in the classroom. Because, in the process of teaching, classroom teachers may be held responsible for maintaining certain evaluative records, providing information, managing classroom disciplines, and planning and implementing instructional activities successfully. Therefore, the intellectual development of learners would be dependent upon the successful application of instruction by the teacher(Ohles 1970:129,132).

The greatest assurance of success for the prospective teacher, therefore, is that he be fully prepared for teaching and becomes competent in the subject matter that he is going to teach.

This demands purposeful design of a teacher education program and the assignment of efficient instructors together with necessary teaching materials, facilities and others.

Hence, purposes of teacher education are not independent of those of education. They very much correspond to those of the latter. As the latter changes, the former too goes a change. That is why the main focus of this study relies on the nature of the teacher education programs that are currently applied in the new teachers' colleges along with the educational reform made beginning from 1994. The multifaceted education that emerged led to some new purposes of teacher education. The task of preparing teachers to take on custodial functions, to prepare for a

vocation life, to accord them credentials for employment and to transmit values and perpetuate the ethos of society embodies these new purposes (Kakkar 1993:99).

All these purposes warrant that the quality and type of teacher education program should be greatly improved. Because, the aim is to produce effective teachers who are able to achieve the objectives of the present day education. Following this aim, therefore, trainers should:

1. Train prospective teachers who can call forth every hidden talent a child has;
2. Make trainees a creative artist;
3. Develop those personal traits of a teacher that bring maximum effectiveness (friendliness, enthusiasm, optimism, initiative, and resourcefulness);
4. Keep teachers abreast of trends in education and in the world;
5. Induce able individuals to enter the teaching profession and lead those, who are using this profession as a stepping stone to something else, to some other vocation;
6. Inculcate in teachers the importance of their services to society;
7. Instill in them the appreciation of principles of democracy;
8. Develop in them positive attitude toward the teaching profession;
9. And enable them to think for themselves (Ibid).

The entire edifice of the above mentioned purposes rests on the shoulder of effective, skillful, and knowledgeable instructors that could impart the essential skills (planning, presenting, managing, and evaluating) of classroom instructions in the training programs (Ibid: 100-101). Good teaching, thus, which is the outcome of proficient teaching skill, makes difficult subjects easy, but poor teaching makes easy subjects difficult to learn. In this case, if instructors are effective in their training activities, the trainees will be able to acquire the instructors methods and techniques and develop the needed skills that they could use in their future career(Ibid: 101).

Teacher educators should welcome their trainee who approaches them with a desire to improve his knowledge and teaching skill and do all they can to help him become a better teacher. Regarding this view, Kakkar (1993:101) elaborated the role of teacher educators in training the would-be teacher as follows: "Accepting the

trainee cheerfully is a gesture that will inspire him, and motivate him to learn more and more from his alma mater". This is because the trainee's need at first is emotional not technical.

So, techniques used in training require a great deal of pedagogical wisdom and experience. Yet the whole subject is actually a commonsense application of those principles of teaching and man-management which over the years have proved to be most effective in achieving the larger objective of all training. This is to make the man on the course a better and happier man at his job, to increase team work and to increase production ( Ibid ).

Another aspect that needs to be pointed out, with this regard is that the theory courses, which are overweighed on verbal, logical and reasoning sides, should be given a slant towards width of outlook, realization of values and aesthetic experience. Hence, teacher educators should offer these courses in a way that the trainees could develop and acquire the skills that could be used in their latter performances (Ibid).

The development and acquisition of these skills could very well be effective when teacher educators systematically apply them, in their method of instructions, in classroom. Hence the trainees will master the teaching methods and techniques as applied by instructors in classrooms during the training program.

Consequently, the professional courses are important field of studies specially in teacher education programs . The importance of these courses is clearly indicated by Aggarwal (1995:415-6) as follows:

1. The professional courses give the teacher better understanding of the student. The knowledge of educational psychology helps him a lot in dealing with learners scientifically.
2. A trained teacher (with adequate professional courses) can essentially face the class with confidence. Because, he has the methods and techniques of teaching, and treating learners on the basis of individual differences that he had acquired through education courses.

3. Professional courses help in building favorable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainees stand removed. These courses result in creation of love and respect for the teaching profession.
4. During the course of training, instructors familiarize teacher trainees with organization and administration, the presence of individual differences, the science and art of teaching, the different learners psychological feelings, etc. of learners at school. It is, therefore, of immense use to trainees in later life.
5. The last but not the least reason of the need of professional courses in teacher education programs indicated by is the creation of social insights. Since teacher training is a must in order to promote education, it is required to follow the proper teaching methods. Hence, training would-be teachers with professional courses would be essential to create a social insight in them. Moreover, trainees would acquire the major dimensions of the educative processes like- why to educate, whom to educate, who is to educate, where to educate, what to educate, How to educate, and when to educate (Elaboration of these is given in chapter two ).

To this end, it is the responsibility, ability, and also accountability of instructors of professional courses to bear in mind the above mentioned points and effectively apply them in the training of teachers . The responsibility of the classroom teacher has further been indicated by Kakkar (1993:106-7) as follows:

Learning succeeds such functions as adopting a change in behavior, continuation of that change and use of that change in subsequent behavior. The whole responsibility to ensure these changes, which are essential to ensure learning, lies with the teacher.

So, it is the teacher, through his very technique of teaching, who makes learning possible for the learner and who provides the learning experiences conducive to learning.

Therefore, if the teacher has such responsibilities and considered to be the key person in a teaching-learning environment, it would be essential for him to be equipped with professional knowledge. Hence, the professional knowledge of the teacher will help him in making the learner become conscious of his needs, in making him ready to learn, and in helping the learner to acquire the basic skills of problem-solving. Thus, colleges of teacher education need such instructors that could inculcate the basic skills of teaching in the minds of trainees.

In general, colleges of teacher education do have major functions, like in designing relevant courses, assigning effective teacher educators, providing training materials and facilities etc., in the pre-service training programs. Out of the very many functions of these colleges, the professional competency of instructors is the major one. This is because, as many educators claim, for example Kakkar (1993:93), teachers are the key persons to inculcate the necessary instructional skills and subject matters in order to ensure the goal of teacher education program. This activity, therefore, demands professionally competent teacher educator for the would-be teachers who need to be equipped with professional knowledge and skills in their training. This, hence, according to Venkateswaren(1996:157), calls colleges of teacher education to offer prospective teachers knowledge of a two-fold nature. The would-be teachers should firstly possess a wide general knowledge and, within the confines of this general knowledge, a sound understanding of the subjects that they would be called upon to teach in the classroom. Secondly, but equally important, is that they should have a profound knowledge of children and method of teaching that they could gain from professional courses.

A teacher who is not well equipped with pedagogical knowledge will be ignorant of the needs and individual differences of children and cannot possibly succeed as a teacher. A good teacher, therefore, understands his/her pupils; knows what moves

them to tears or anger, and what makes them happy or unhappy. He/she in general understands their moods; understands the problems associated with their mental and physical growth, he/she knows how to arouse their interest and stimulate their sense of purpose. Moreover, the teacher is on the alert to detect reasons for a learner's unhappiness or low performance in his/her classwork and is able to find remedies for these, (Venkateswaran 1996:158).

Hence, from the above mentioned points, instructors need to train would-be teachers so as to make them effective in their future career.

Nevertheless, when we examine our situation, teacher education has undergone many problems. The problems could be attributed to the country's economical, social, and political situations. Teacher education in Ethiopia started in 1944, when the first training school was established in the compound of Menelik II school in Addis Ababa, together with the introduction of modern education. This beginning was also later enhanced during the period of Emperor Haile Selassie I, and teacher training schools in Debre Berhan, Majete (1957), Haile Selassie I day school (1951), and Empress Menen school (1958-59) were established, (MOE and Fine Arts 1959-1960):32-36).

Along with the establishment of primary school teacher training institutes, the University college of Addis Ababa was found in 1950-51, (Ibd:37). But the training programs for teachers, as Tekeste (1996:73), indicated, has many problems; among the most important of which were poor quality of the program and most teachers and lecturers of the teacher training institutes and colleges were not trained to teach.

Moreover, the principal constraints of the teaching profession were in lack of motivation at the time of recruitment, theoretical approach to pedagogy, and deteriorated physical plant and poor living conditions (Ibid:67).

In spite of these, the training programs for teachers suffered from low quality of training curriculum, unmotivated teachers due absence of incentives and low salary compared to the rest of civil service personnel. Thus, this has resulted in the deterioration of the education system in the country in general, and the teacher education in particular.

Regarding this view, Tekeste(1996:76) has suggested the following:

Teacher training programs lack direction. Most of the teachers from the primary to tertiary levels are unqualified or under-qualified. A strong planning and co-ordinating office for teacher training is needed... Salaries and career advancement should also be carefully developed.

Hence, in order to save the education from crisis a need arises to formulate an education and training policy. So, one of the areas of special attention and action priority, focuses on teacher training and over-all professional development of teachers. Moreover, one of the general objectives of teacher education, according to the Education and Training Policy (1994:12), is to improve the skills, efficiency and knowledge of teachers in academic and professional areas through pre-service and in-service training programs.

Thus, to ensure the attainment of this goal, the policy has developed an implementation strategy program to up-grade some of the teacher training institutes to a college level so as to satisfy the need of primary level, second cycle (5-8 grades) with professionally trained teachers.

With this regard, out of the proposed teacher training institutes that are newly up-graded to a college level are Gondar and Awassa that have started the new program in the academic year 1996-97. Therefore, it is timely and necessary to study the training activities that are offered in the above mentioned newly up-graded colleges. Thus, the researcher is initiated to study the efficient provision of courses regarding the pedagogical aspects of these colleges from the view of instructors performance of classroom instructions and point out the problems that should be solved and conditions improved from the very outset.

Teacher education, therefore, is needed to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of professional education for teachers and implementation strategies (methods and techniques) are essential for the qualitative improvement of education. Hence,

Goble (1977:134) indicated that: “ teacher education exists to prepare teachers in the most effective way to meet the demands of schooling”.

In short, teacher training programs familiarize the future teachers with all that is latest in education like creating an attitude of research and experimentation to be fostered in them.

Because of these facts, the instructors effectiveness would be essential so as to attain the objectives of training programs and bring the desired change in education. The importance of teacher educators has been substantiated by many educators. For example, Kakkar(1993:98) clearly showed as follows:

As education determines the kind of society or the quality of individuals who constitute society, teacher education, since it chisels out and grooms those who impart education, is the most important element. Without quality teachers that teacher education alone produces, no educational system worth the name can survive.

Similarly, the significant role of teacher educators is also suggested in the following statement of Aggarwal (1995:395) as : “ premises and equipment are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor”.

Nevertheless, one of the crisis of our educational system, as indicated in the Education and Training Policy, was the result of lack of competent teacher educators who could effectively apply the intended curriculum of teacher education. Moreover, the policy has given prior attention and due emphasis on the professional courses.

## **1.2. Statement of the problem**

The intention of the new policy is to emancipate the country's education from facing crisis by developing a new curriculum and proposing implementation strategies for teacher education program. The program of improving the training of primary teachers, especially for grades 5-8, ( for, these grades were primarily taught

by teacher training graduates), is given high priority by the NETP. So, the program of implementation consisted of a variety of measures for improvement in the status of teachers, along with effective teacher accountability and substantial up- grading in the quality of teacher education.

To this end the NETP envisaged the overhaul of teacher education as the first step towards educational reorganization. It was, therefore, envisaged that selected institutions would be developed as college of teacher education. These selected colleges need competent teachers who could implement the intended strategy and bring the desired educational change.

Due to the significant role of a teacher educator during a training program, and the emphasis given to professional courses by the NETP, the researcher is initiated to study the practical application of these courses offered by teacher educators in the newly opened colleges.

Therefore, in attempting to study the practical application of professional (pedagogical) courses in the colleges, the instructors' skills of classroom instructions in planning, presentation, classroom management, and evaluation, are taken as major areas for the study. Hence the following basic questions were used as a frame of reference for the study.

1. Are the pedagogical requirements, of classroom instructions effectively fulfilled by the instructors in the training program
2. Are there significant differences among the instructors in their performance of classroom instructions?
3. What are the major problems encountered by the colleges in the practical application of pedagogical courses?
4. Are instructional materials for professional courses adequately available in the colleges?

### 1.3 OBJECTIVES

The objectives of this study are:

- to assess the contribution of qualification and work experience of instructors in the training of prospective teachers.
- to examine the present training situation in the practical application of pedagogical courses of the newly opened teacher training colleges.
- to suggest possible directions for future research.

### 1.4 . Significance of the Study

As teachers are agents of change, the shouldering of many responsibilities and efforts are expected from them when they are legally out of the training centers. These teachers must grow in the profession i.e. in the art and science of education. So, orientation to the teaching profession, professional competence in education as such, instilling conviction in the worth of teaching, developing positive attitudes, faith in children and respect for their personality, etc., are some of the responsibilities to be carried out by teachers for the training shall bring about or professional development.

Consequently, teaching pupils appropriately, participating in social affairs, enhancing the development of their surrounding, and identifying the causes of the deteriorating educational trends are some of the points to be given attention in training centers.

So, in order to promote their functions effectively, future teachers need practical tools and effective instruction for the wise and active performance of teaching activities. One of the tools that could help them develop their competence and which they must be equipped with, is pedagogical knowledge. Thus, the trainees competence and performance would be related positively . Therefore, to promote these activities, the assignment of effective teacher educators together with necessary teaching materials and facilities in training colleges shall be indispensable.

Thus, it is the researcher's hope that:

1. The two colleges(Gondar and Awassa) might benefit from the study in evaluating and revising their program in time and give feedback to their respective Regional Education Bureaus.
2. The study might help curriculum developers of teacher education to find means for the improvement of the practical application of learning experiences or contents.
3. It may also call the attention of researchers to study further, for the two colleges are newly established and no research work has been done so far.

### **1.5. Sampling Procedure**

The samples of the study taken are all instructors of education courses in both the two colleges ( 11 in total )

### **1.6. Delimitation of the Study**

The scope of the study is limited to:

1. The two colleges
2. The pedagogical courses and the instructors of these courses in the two colleges. The reason for the selection of the two colleges is that: according to the New Education and Training Policy's objectives, the major one is, up-grading teacher training institutes to a college level. In this regard, Gondar and Awassa teachers' colleges are the training colleges established in the year 1996/97, in order to increase the number of teachers who could teach in the second cycle (5-8) of primary schools. In short, the two colleges are the first that began the program of training teachers of this level.

Pedagogical courses are preferred to be studied, because of the following reasons: The NETP as well as the guideline for the preparation of the second cycle primary teacher training (5-8) curriculum has given emphasis to the professional

courses (MOE 1994: 7). Thus, the number of credit hours(18) and the number of courses provided during the training (7) are greater than ever before. This, therefore, helps , together with the general and supportive courses, to enable the trainees to teach two or three subjects that are offered in grades 5-8.

Moreover, the importance of professional courses in teacher education programs have been acknowledged and given due considerations by many educators. For example, Reece and Walker(1994:60) indicated that learning is about change; the change brought by developing a new skill, understanding a scientific law, changing an attitude. So, without theories in education, the practice in classrooms and workshops would not change. Without theory there would be a tendency for us to teach in the same manner that we were taught. And, educational theory has, as its base, psychology and the study of behavior. As teachers we need to know how people behave under certain circumstance so that we can optimise their learning through the provision of conditions that make it as easy a process as possible. Similarly, Kakkar (1993:87) has also suggested that psychology of learning tells us that learning is best accomplished if the lesson is presented in an interesting manner, if the learners are well-motivated for the lesson, and if the lesson is recapitulated soon after its presentation .

On the other hand, Rajput(1994:144,150), has also substantiated the need for professional courses in order to help student-teachers. So, according to Rajput professional courses are essential in the teacher training college in order to understand the developmental needs of the school children at various stages of growth, and to understand the philosophical, sociological, psychological, historical and economic bases of basic education. Thus, a program of teacher education essentially involves a provision of theoretical learning and insight from the contributory disciplines, development of professional competencies and skills to carry out the professional functions effectively and building of proper professional values, attitudes and appreciation. Hence, every effort must be made to optimally integrate theoretical learning with practical experience.

In short, what educators claim for the need of professional courses in teacher education programs are: that they equip the trainee with theories of education, the methods and techniques of teaching, the psychology of learners (different backgrounds attitudes abilities, interests, etc.), the skills of lesson planning, presenting, classroom managing, and evaluating, etc. To this effect, therefore, these courses, due to their importance in the teacher education program, are the selected areas of study. In addition, the professional courses are provided to all the trainees in these training centers.

Instructors of Pedagogical or professional courses are chosen to be the subjects of the study for the following reasons among others (referred to in chapter 3).

Firstly, these instructors unlike other instructors do train all the trainees with professional courses like methods of teaching and child psychology. So, to study these subjects seem to be important from the pedagogical knowledge point of view of teacher education program, and it is also assumed that the subjects would be manageable for the study.

Secondly, professional course instructors are those who equip the trainee with all teaching methods, techniques, principles, theories, and instructional skills so that the trainee would be able to apply these needed skills when he/she teaches any of his field of studies in his/her future teaching career. Therefore, to study the competency and effectiveness, in the practical application of these essential professional courses, of instructors is given consideration.

Nevertheless, in this study, besides selecting professional courses instructors as subjects of the study, 'Master the teaching model' approach to teacher education is followed. There are, of course, different approaches to teacher education. For example, practice in simulated and classroom settings, micro-teaching, modeling the master teacher, demonstration(via television, film, or other media), etc., as suggested by Tillema and Veenman, and Shukala.

So, the approaches to teacher education could be categorized into two main divisions: trainer demonstration and trainee practicing, and Mastering the teaching

model as performed by the instructor. Hence of the two approaches, 'Master the teaching model' is selected for the following reasons:

- First, it is time consuming on behalf of the researcher to study the trainees simulated practice throughout the training period.
- Second, since the training centers are newly established, it would be impossible to expect that the training could at present be given using modern media.
- Third, it would lead one to a wrong assertion to expect that practice teaching and micro teaching etc. training approaches might be adequately given in the colleges, from the point of view of the many number of trainees, duration of training period, adequacy of training materials, etc.
- Fourth, many educators and researchers suggest that 'Mastering the teaching model' approach to teacher education to be effective in specially a pre-service training program.

Ram(1995:25), for example, pointed out the different approaches of training between in-service and pre-service programs. So, in-service training, according to Ram, demands practical and theory through practice, as opposed to mainly theoretical; reality oriented as opposed to ideal-oriented, experience-based as opposed to instruction-based; Long duration as opposed to short duration, etc. Thus, because of the limited time given to the training period and other reasons as mentioned above, it will be difficult to follow any other approach to teacher education except the selected approach. Moreover it is in the Master the teaching Model' approach, that trainees would be able to develop the necessary teaching skills during classroom instructions when performed by the teacher educators in a pre-service training .

Other researchers like Waxman and Walberg(1991); Creemers(1994); Moore(1995) Tillema and veenman, Dunne and Wrag(1994), etc., recommended

that the teacher is a key person to be assessed in order to evaluate an educational program's effectiveness, and to be taken as an exemplary person in order to develop the instructional skills during training periods.

Hence, from the above mentioned reasons (the nature of pre-service training, the major role that the teacher educators play in developing the essential classroom instructional skills of trainees, etc.), the study of the training of would-be teachers in the practical application of pedagogical courses currently offered in the two colleges, is confined within the 'Master the Teaching Model' approach to teacher education.

### **1.7. Limitation of the Study**

This study, due to shortage of time and financial problems etc. is limited to only two colleges. Moreover, the pedagogical courses and the instructors of these courses are taken as the only areas and subjects of the study. So, it is limited to education courses and the instructors of these courses.

### **1.8. Definition of important terms**

For the indicated purpose of the study the following definition of key terms are adopted :

***Effectiveness***- is defined as producing the intended or expected result. In this case the degree of enabling the trainees to accomplish their tasks in teaching without difficulties (Good 1973:207) .

***Teaching technique***:- a specific way of presenting instructional material or conducting instructional activities, the teacher's manner and-method of teaching (Good 1973:590) .

***Pedagogy***: the systematized learning or instruction concerning principles and methods of teaching and student control and guidance(Good 1973:412).

***Pedagogical/professional/education courses***: a course or sequence of courses intended to prepare a person for the practice of the profession of teaching and dealing with some phase or aspect of practice(Good 1973:150).

The Courses are Introduction to Psychology, Developmental Psychology , Measurement and Evaluation, Human growth and Development, Production of Teaching Materials, General Methods of Teaching , History and Philosophy of Education, and Teaching Practice.

***Practical application*** : Useful way of doing and making things as intended to achieve the objectives( Oxford English Dictionary n.d. ; 41,768)

***Master the teaching model approach***: A teaching approach that is develop on the basis of a theoretical analysis of teaching behavior taking into account the objectives of teacher education, abilities of students, and the processes of by which this objectives can be achieved ( Shukala 1978: 17).

***Teacher Training College*** : Are training center of teacher education programs( MOE -NETP 1994).

*Background of the two colleges* :The two colleges (Gondar and Awassa) were previously teacher training institutes, although this program is still carried on in Awassa together with the college of teacher education program. In both the centers the new college of teacher education program was established recently(1996/97) because of the new educational reform made by the Ministry of Education. The establishment of these colleges according to the New Education and Training policy, was in order to increase the number of teachers for the grade levels 5-8 of the second cycle of primary education.

The trainees are selected from the Regional states of the respective colleges and are assigned to follow the training program for two academic years. These trainees are also required to be trained in one or two of the field of studies as a major and the other as a minor among the eight streams so that they will be able to teach in one of their field of studies. The supportive and professional courses are compulsory subjects and are given to all the trainees in both colleges.

At present the number of trainees who are following the training in Awassa are totally 407, out of those 51 are females. On the other hand the number of trainees in Gondar are 565, of whom 104 are females. Consequently, there are five instructors in Awassa and six instructors in Gondar teaching pedagogical courses to both first and second year students in the two colleges.

The field of studies and credit hours offered in both the two colleges are similar

(Amharic, English, Mathematics , Geography, History , Biology , Physics and chemistry) besides the professional courses of pedagogy and psychology, and general supportive courses.

The requirement of the trainees for certification or graduation (with a diploma) includes the following essentials in both colleges:

- a) The duration of the training is two academic years
- b) The number of credit hours required for graduation is a minimum of 72 and a maximum of 75.

- c) The minimum cumulative grade point average required for graduation is 2.00
- d) No trainee will be allowed to graduate with an 'F' grade.
- e) Obtaining a minimum grade of 'C' in practice teaching is required for graduation.

Generally, the courses and credit hours of the two colleges are equal in number; for the guideline for the preparation of the curriculum was made by the MOE at central level. So, both colleges are guided by the same curriculum that is newly developed for the colleges of teacher education.

## CHAPTER TWO

### II. REVIEW OF RELATED LITERATURE AND RESEARCH

In this section of the study research and literature related to the problem are reviewed and presented under different topics .

#### 2.1. TEACHER EDUCATION: Its nature, function and objectives

The task of the education of the teacher is one of the most important tasks confronting modern society. It is in this fundamental essence of education that the educator's role and dignity are based. Education, therefore, must be given the best professional preparation which the colleges and the society can afford. So, one of the best ways to create effective teachers is through a well designed teacher education program.

According to Okafor(1988:26), teacher education can be defined as that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach, particularly, but not exclusively, in primary and post-primary levels of schooling. In its extended dimension, it encompasses also the preparation of administrators, supervisors, and guidance counselors within the same frame of reference. The primary purpose is to help teachers help youngsters under their tutelage to achieve maximum knowledge ( or optimum change of behavior) in minimum time under the given conditions. Similarly, Aggarwal (1995:413) describes teacher education as a proper education of the teacher that enables him to have a knowledge of how children grow, develop, and learn; how they can be taught effectively and how their inner potentialities can be brought out and developed.

Teacher education, as Okafor(1988:35) indicated, is relatively new in the world of academic environment. Okafor further suggested that for many centuries after formal schooling was introduced into human cosmic experience, there was no special professional preparation for teachers. All that was required for teaching was a certificate authenticating merely the knowledge of the content of the subject-matter to be thought. Hence, good

In order to produce good teachers, therefore, many educators pointed out, the main contents must be included in the design and preparation of teacher education. This is so, because knowledge of teachers about the contents and the techniques of how to teach those contents are central to instructional practice of teacher education. So, issues concerning teachers' knowledge raise a number of implications that according to Waxman and Walberg(1991:211), teachers' prior knowledge of a subject to be taken more seriously, and also a need to grapple with students' prior knowledge of content in teacher education programs.

Thus, both knowledge of the content and knowledge of the best ways to teach that content to students, help teachers to inculcate the basic skills of instruction in the minds of students.

Preparing teachers to teach content means engaging them in their own explorations of the territory and helping them to construct their own conceptual understanding of the material. Moreover, teachers also need pedagogical maps of content for the understanding of the subject from an explicitly pedagogical perspective that enables them to track students' misunderstandings and guide them toward new conceptions (Ibid: 213).

Although there are variations in the specific nature of programs to be found in teacher education institutions today, there are common curricular contents to most teacher education programs. According to Richey(1979:50-4); Friedman, (1980:148); Okafor (1983:27); and still many others; these programs or the curricula of teacher education may be studied in terms of three major areas. These are:

- a) General Education- Which refers to the broad fields of knowledge, and is focused upon the needs and responsibilities which all people have in common. Thus, it is designed to help a prospective teacher become a more alert, cultivated and responsible individual.
- b) Subject-matter specialization-which refers to the requirement that the teacher needs to develop enough depth of understanding in each of the subjects to guide children, specially of the elementary level.
- c) Professional Education - which , according to Richey(1979: 54) is divided into: Introduction of Education, General and Educational psychology, Human

Development, General Teaching Methods, Special Teaching Methods, and Student Teaching.

On the other hand, Schuttenberg(1983:15), indicated a three-dimensional model of teacher education program that the characteristics of an educated teacher shall be conceptualized by. These are:

- a) Academic understanding-which refers to the content of teaching.
- b) Instructional understanding-which refers to the process of teaching.
- c) Developmental understanding-which refers to the understanding of the self and others in the teaching-learning interaction. Hence, Schuttenberg considers these three dimensional models to be the desirable qualities for teacher education graduates, and consequently, the preparation of teacher education should foster and support the development of these qualities.

Howsan, Carrigan, Denmark, and Nash, cited in Schuttenberg (1983:15) made several specific recommendations regarding major components in the education of teachers. The main recommended components, thus include consideration of alternative ways to the acquisition of knowledge; unique structures of knowledge in the different fields; linkages among concepts in the various disciplines; and the implications of these ideas for teaching at elementary and secondary levels; a pre-professional component designed to provide necessary contextual knowledge from the underlying disciplines of psychology, sociology, anthropology, and philosophy.

In addition to the above mentioned curriculum content, Combs (1972:289) has also noted that much of the purpose of teacher education should rely on helping students to become teachers instead of teaching them about teaching. So, according to him; courses of philosophy , for example, should help prospective teachers discover a philosophy of their own when they go out to teach, instead of teaching them about philosophy. Hence, what the becoming teacher needs in teacher education program, that Combs suggests, is an awareness of problems and help in finding answers. This calls for continuous practical experience throughout the training period.

Consequently, Firestone(1996:213) noted that teacher education programs should include general pedagogical knowledge including principles of classroom management, pedagogical content knowledge, the blend of content and pedagogy needed to communicate with students, knowledge of learners and their characteristics, and concepts of educational ends and values so that the basic skills of learners could be developed by the proper application of these contents during training sessions.

Therefore, to promote the functions, objectives, and programs ( curricular contents) of teacher education, training centers have the responsibility of creating good working conditions, fulfilling relevant teaching materials and facilities, and above all assigning efficient instructors that could inculcate the essential pedagogical skills in trainees. Therefore, the ability and creativity, for the effective application of professional courses of the instructors in the training centers would be ensured. That is why, Dean (1991:181) clearly pointed out that “Initial training is the only beginning of learning to be a teacher . And it is here that the foundations of theory for teaching must be laid.”

Furthermore, educators have tried to indicate the great roles of teachers’ colleges in training prospective teachers, specifically in professional courses. Among whom, Mullens(1996:139) clearly pointed that, “ formal education should enable potential teachers to acquire subject matter, while teacher training colleges should convey pedagogical skills as well as content”. In addition to this view, training colleges should have adequate teacher education that could provide, as Smith(1971:2) noted, training in skills, teaching of pedagogical concepts and principles, and developing relevant attitudes within trainees. This is because the pre-service teachers need new teaching skills( planning, presenting, classroom managing, and evaluating), knowledge and attitudes, if they are to perform their duties competently later in their works. Hence, of the many training approaches ( which are referred to this part of the study), one of which is “mastering the teaching model” which demands the proper application of courses by the instructors so that trainees may acquire the knowledge and develop needed teaching skills that would be beneficial for them in their actual career.

That is why Dean(1991:18, 20) suggested that prospective teachers are not required to teach the courses that they learn in training centers. But they are instructed in the training centers to develop helpful teaching techniques and skills. Therefore, the effective application of professional courses by the instructors, and the availability of relevant training facilities in teacher education colleges etc. as generally suggested by Firestone (1996),Mullens(1996), Dean (1991), and Smith (1971); are of great help for the attainment of training objectives.

Hence, in designing programs of teacher education, colleges shall be responsible for ways to help the trainee to become aware of his attitudes, and to provide situations that will cause the trainee to reflect upon his attitudes and effect changes in him, (Smith, 1970:90). So, together with this program development and responsibility of training colleges, the necessary methods and teaching techniques should be considered for the proper application of courses to trainees so that trainees would acquire helpful teaching strategies, principles, and skills. That is why, Friedman(1980:125) regarding this view suggested the following:

Prospective teachers need to have the skill of understanding of the social, emotional, physical, and intellectual characteristics of the students they will encounter. This is because...teaching is a pivotal course... for the skills and information it covers are vital to a number of other professional courses.

However, the effectiveness of teacher education program, and the attainment of objectives would be ensured by the competence and experience of instructors in their practical application. That is why many scholars claim the importance of effective instructors in the teacher education programs. For example, Friedman (1980:243) noted that: “ Teacher performance in the classroom is obviously the most meaningful measure of a program’s effectiveness, and represents the ultimate goal of any teacher training program”.

Regarding the need for effective teachers many scholars claim their necessity in order to bring a better educational change. For example Prescott cited in Rajput(1994:142) suggested the following:

The teacher is an ultimate agent of education. No matter what appears in the official course of study , it is he who sets the daily task for the

pupils, or who helps them to develop a planned work. It is he who sanctions or condemns their habits, their attitude and personal qualities. If education is ever to have a genuine influence in shaping character, or giving insight into life, the teacher will be the great agent who will carry this influence. It is his philosophy of education put into practice which really matters.

In this regard the 'why to educate' includes the aims of education. The educator and the educand must be clear about the aims of education so that efforts are made in the right direction. In the 'whom to educate' the educator must understand the educand thoroughly his aptitudes, interests, temperaments so that the 'best of him' is 'drawn out'. In the 'who is to educate', the teacher is to educate and therefore should thoroughly understand himself also. The 'where to educate' refers to the place, in which the learner is to be educated in a school which must, in Aggarwal's words, 'simplify; 'purify' and 'idealise' the environment. What to educate' leads to the content of the curriculum. The 'How to educate' is the core of the education process. This involves the knowledge and techniques of various methods of teaching for making the teaching-learning process dynamic, effective and inspirational. And at last the 'When to educate' is concerned with the different stages of the child so that motivational aspects may be handled and attended to psychologically, (Aggarwal 1995:19-20).

Thus, the instructors' effectiveness, specially in the application of professional courses, could be viewed and measured, particularly, from the major roles that they play in classroom during the training of prospective teachers. These are discussed in the following pages.

## **2.2. MAJOR ROLES OF INSTRUCTORS**

### **2.2.1. Skills in Planning Classroom Instruction:**

The importance of teacher planning cannot be denied. Virtually everyone involved with education agrees 'planning' to be essential aspect for any activity.

According to Waxman and Walberg (1991:185) researchers have conceptualized teacher planning in two ways. These are:

First, they have thought of planning as a set of basic psychological processes in which a person visualizes the future, inventories means and ends, and constructs a framework to guide future action. This conception of planning draws heavily on the theories and methods of cognitive psychology. Second, researchers have defined planning as the things that teachers do when they say that they are planning. This definition suggests a phenomenological or descriptive approach to research on teacher planning in which the teacher takes as an important role as informant or even as research collaborator.

Many now see teacher planning as the instrumental linking process between curriculum on the one hand and the particulars of instruction on the other. From a psychological perspective, to understand teacher planning is to understand how teachers transform and interpret knowledge, formulate intentions, and act from that knowledge and those intentions, (Ibid: 184).

Planning process, therefore, serves immediate personal purposes for teachers, such as study of content, anxiety reduction, and confidence building, as well as longer-range instrumental purposes: such as determining the content and structure of classroom interaction, (Ibid:187).

Kyriacou(1992;113) shows beginning teachers face difficulties regarding planning in the following three main aspects. These are :

First, formulation of general aims and specific objectives of instruction that the lesson is intended to achieve; second, selection of what will be the most effective learning activities, and organizing them; and third, formulation of mechanisms to monitor and evaluate pupils' educational progress.

Consequently, Moore(1995:86) suggested that the most specific type of plan is a daily lesson plan which is simply the class activities for a single lesson. Thus unit planning does not eliminate daily planning. However, since the objectives, general activities, experiences, and necessary materials have been specified in a well-done unit plan, the daily lesson plan flows naturally out of the unit plan. Therefore, according to Moore, the daily lesson plan should include the following sections. These are:

- 1.Objectives: the specific learning intent for the day selected from the unit plan;
- 2.Introduction ( set induction): an activity to be used to begin the lesson;
- 3.Content: a brief outline of the content to be covered in the lesson;
4. Methods and procedures: a list of the developmental activities;
5. Closure: the lesson wrap-up activity;
- 6.Resource and Materials: a list of instructional materials needed for the lesson; the lesson;
- 7.Asignments: the in-class or homework assignments to be completed for the next class period.

Additionally, Firestone (1996:214)) in his discussion, citing Darling-Hammond (1984), with regard to the utility of planning in improving the training of prospective teachers, noted the following:

If appropriately designed and implemented, improved teacher preparation and more rigorous entry and licensure requirements, can be an important part of any effort to professionalize teaching. Such requirements model more established professions, so they should help to legitimize the occupation. At the same time, they are likely to ensure that the teaching force of the future is more knowledgeable in ways directly relevant to educational practice.

On the other hand, Bajah, cited in Matiru(1995:25), discussed one of the reasons that lecturing method of instruction in colleges and universities might fail, as studies indicated, is due to lack of adequate preparation. That is why he further noted:

..no college or university lecturer should walk into a lecture room to teach students without adequate preparation. While no one expects you to write a lesson plan, there is no doubt that a lecture plan or notes will be an invaluable aid in planning and presenting the lecture.

Elaborating the new insights that recent educational research has opened regarding the skill of planning, Morrill and Spees (1982:86) noted that the college professor needs an

understanding of the nature of individual development in order to recognize and anticipate the needs of college students, and to provide learning conditions that will promote maximum growth. In all that is done, the instructor must be aware of the ways in which people are alike and the ways in which they differ. So, comprehending as thoroughly as possible the nature of human learning, both in terms of the learner's habits, attitudes, skills, and abilities, and related to one's own role as an effective guide in the learning process, the college teacher will seek to recognize in his planning of instruction, the existence of flexibility and common sense in the actual performance. Thus, all these very skills of the instructor will help the prospective teacher to be guided by a plan before presentation of a lesson, when he is out of the training center.

Additionally, some other teaching skills in "planning classroom instructions" that research identified include the following:

1. Desired skills ( activities of a teacher in instructional planning)- set instructional priorities; develop a sequence of objectives and activities to provide continuity in learning; use table of specifications for planning; write behavioral objectives in measurable terms; determine and select appropriate instructional strategies and activities; select activities that will motivate for learning; plan a variety of activities; and plan follow-up activities to reinforce learning.
2. Desired knowledge that the teacher should have- the relationship between instructional strategies and learning styles, behavioral objectives-their formation and use, sequencing skills, individual needs, games and activities for fighting boredom, and knowledge of the material to be covered.
3. Desired attitudes that the teacher should have-believe that good planning is prerequisite to good teaching; believe in flexible planning ; believe that learning should be made relevant; and be sensitive to the needs of different cultural groups.
4. Develop realistic instructional goals.
5. Develop the skills to plan and manage the time .
6. Plan basic resources for students working on a given activity.
7. Make thought tangible, and find ways appropriate to whatever they are teaching, while planning.

Hence the less the teacher's classroom experience, or the more difficult lesson content, the greater should be the preparation necessary and the more detailed should be the lesson notes...

(Friedman, 1980:47-48; Matiru, 1995:83; Dunne and Wragg, 1994:94; Morrill and Speer, 1982: 111; Eble, 1988:36; Curzon, 1990:124).

### **2.2.2. Skills in Presentation of Classroom Instruction**

Teaching is not, as some critics and teachers seem to think, just a matter of teachers' talking and students' listening. Effective teaching involves interactive communication patterns that are skillfully directed, (Moore, 1995:34). So, to create a smooth communicative pattern, as Matiru (1995:159, 161) noted, the traditional ways of teaching are no longer fully adequate unless utilized correctly and augmented with more student activity, feedback, dialogue, and variety. Hence, teaching involves communication, that is, the exchange of information and understanding.

Thus, in order to help students learn, there should be an interactive communication between the teacher and the learners. The smooth communication, therefore, brings effective teaching-learning, and effective teaching-learning, in turn brings an interactive communication. This interactive process could result from many roles and skills developed by the instructor. For example, Dean (1991:12), suggests that the teacher's personality and personal qualities are crucial factors for success. Most learners, according to Dean, learn better when they like and respect their teacher; a teacher who is a rounded and matured human being offers a model to young people which may affect in important ways their attitudes to school, to learning, and the world at large.

Most educators, for example, Curzon (1990:248-9), suggests the necessity of 'sequence procedures' to be considered in lesson presentation by the teacher like: "proceed from the known to the unknown; simple to complex; concrete to abstract...." This can be

functional when the teacher has the knowledge of the learner and creative behavior . Thus, among the tasks confronting the teacher, Okafor (1988:84) noted the following:

an understanding of the psychodynamic processes of growth and development. The personality of the learner and the concomitant individual differences in every classroom situation call for close attention through an interactive communication approach .

Therefore, the knowledge of the learners' overall background is essential because it will enable the instructor, as Firestone (1996:213) indicated, first, to find ways to bridge the gap between what students currently know and what they should know. And second, to adjust the instructional techniques according to the level of the students, and to make clear explanation. Supporting this idea, Weimer (1993:75) noted that: “ clear explanations derive most fundamentally from intimate and absolute understanding and....from a thorough understanding of the learners....” Hence, effective instructor are particularly skilled at making the content relevant to students. They aid understanding by making esoteric, abstract, and seemingly irrelevant ideas, concepts, and information important to students, ( Ibid:94). In addition to the above mentioned points, the knowledge of the learner, still helps the teacher to use variety of methods and techniques of teaching and try to make the instruction individualized. This is because in a large heterogeneous classroom, there exist different learning styles. Regarding this view, educators like Honey and Mumford, cited in Dean(1991:20), suggested four learning styles: These, according to them are: “assimilator, shaper, detail learner, and passive learner.”

The assimilator according to Dean, assimilates new learning into existing ones; the shaper, creates new structures to accommodate new learning; the detail learner, concentrates on the detail rather than the overall pattern; and the passive learner, takes learning as it comes, sometimes concentrating on detail and sometimes assimilating to existing structures. Hence, it would seem likely that the ‘ shaper’ among this group will be the person who takes in most of what is being offered, ( Ibid).

Therefore, the interactive communication of the teacher and the learners, helps the teacher to have a knowledge of them, which is useful for the teacher to follow and

implement appropriate instructional strategies, methods, and techniques in lesson presentation. This knowledge, furthermore, is helpful for the instructor to teach effectively after identifying the differences of the thinking structure of adults and children. Regarding this view, Dean(1991:19-20) noted the following.

There are...differences in teaching adults as compared with children. Children...have not yet formed thinking structure in many areas and part of the teacher's work is to help them to form such structures. Adults have formed structures in many areas of thinking and their perception is also colored by the attitudes and views they have acquired. On the one hand this makes learning easier because new learning fits into an existing structure. On the other hand it can be an impediment to new thinking because it is difficult to think outside existing structures and attitudes.

However, most educators recommend the necessary procedures of lesson delivery techniques that an effective teacher ought to follow. So, in order to attract the attention and motivate students, the instructor should use different techniques and skills. For example, Moore (1995:87) suggests "Set induction and closure" as important lesson presentation techniques/ skills.

According to Moore, 'set induction' is what the teacher does at the outset of a lesson, that is, what he does to get students' undivided attention, to arouse their interest, and to establish a conceptual framework for the information that follows 'Closure' is that in which at the end of any unit of activity or once the lesson has been concluded, the main points and concepts are to be pulled together so that they will be organized and integrated within the students' existing cognitive structure, for easy retrieval(Ibid: 98).

Similarly, Montague (1987:42), citing the research work of Schuck(1981), discussed that the quality with which set induction is accomplished would affect the achievement of learners. Thus, noting the importance of the provision of effective set induction Montague suggested the following four tasks to be completed during set induction. These are: 1) relating the lesson to be taught to students' past experiences; 2) stating the purpose of the lesson in the students' language without telling them the specific objectives or

contents of the lesson; 3) relating the lesson to past and future goals of the topic; and 4) doing something to get the students' attention and interest.

Moreover, the logical arrangement of content during presentation is considered by Montague to be crucial. This is because if the arrangement is confusing, then students would not understand the relationships among the elements presented. Thus, two ways of organizing content are commonly used. First, content shall be organized from the general to the specific, in so doing, the teacher must assume that students have clear understanding of the initial generalization; and the second, is to organize content from specific to the general, (Ibid:43).

Clarity is also added during presentation by the use of examples and non-examples of concepts with which students are familiar. At last, two tasks need to be accomplished during the closing of a lesson. The first, is to restate and re-inforce the important generalizations to be learned from the lesson; and the second, is to assess at last partially the attainment of the instructional objectives either by asking the students to respond verbally to questions, or by other means of obtaining feedback, such as- brief quiz or individual writing exercises, (Ibid:46).

On the other hand, Reece and Walker (1994:416), have suggested the key points, that help an instructor to implement a lesson plan effectively, to be:

The implementation of selected teaching-learning methods, provision of appropriate introduction, development, and conclusion in a session; flexible response to classroom situations; using learning resources effectively should be the job of a teacher in working with students.

According to the research made by Thomas Sherman and a group of colleagues, cited in Weimer (1993:6) on effective instruction, a consistent evidence of five (overlapping and interrelated) components of effective instruction were found. These were, "Enthusiasm; preparation and organization; ability to stimulate student thought and interest; clarity; and knowledge and love of the content". Similarly, another important research was also carried out by Waxman and Walberg (1991:251) on classroom instruction as follows:

Research on teaching from a student cognition perspective, has the potential for providing both direct and indirect ways to improve classroom instruction. Information gained about students' perceptions of cognitive strategy-instruction and their subsequent reported strategy use can be used to improve instruction.

Nevertheless, prior to the above research findings, studies of classroom instruction have focused on the relationship between teacher behavior and student achievement that determine effective instruction, assuming a direct relationship between the two from a process-product point of view. But, recent studies emphasized the role of students' thought processes to be as mediators between teaching and learning. This new paradigm enables both teachers and researchers to examine teaching and learning through the eyes of students in the classroom. So, the results can be used to understand and improve classroom instruction (Ibid:239).

Thus, the findings provide support for the study of instruction using student perceptions and implying that students' mediating processes could help to explain results that may be difficult to understand from a process-product view point of the relationship between teaching and student achievement (Ibid:244; Creemers, 1994:45).

With regard to presentation techniques, Perrott(1982) has also discussed the use of explanation as an essential skill to be developed by the teacher. For Perrot, a clear explanation depends upon identifying the elements to be related (e.g. objects, events, processes, generalization); and identifying the relationships between them (e.g. causal, justifying, interpreting). She also stresses the need to make an explanation-explicit, i.e. clearly and openly stated.

The other important research conducted on the perceptual differences between good teachers and poor teachers was carried out by Combs. Combs, cited in Manion and Cohen (1993:163) found out that good teachers could be distinguished from poor teachers with respect to the following perceptions about other people. Thus, the good teacher is found to:

1. be more likely to have an internal rather than an external frame of reference. That is, he seeks to understand how things seem to others and then uses this as a guide for his own behavior;
2. be more concerned with people and their reactions than with things and events;
3. be more concerned with the subjective-perceptual experience of students than with objective events;
4. see students and their behavior as essentially developing from within rather as a product of external events to be moulded or directed. In other words, he sees students as creative and dynamic rather than passive or inert.

Hence, the above mentioned current research findings are attributable practices and techniques, for instructors in implementing classroom instructions. So, to observe instructors' application of instructional methods and techniques to develop the professional competency of trainees, this means that "mastering the teaching model" as an approach to teacher education, would be important .

In addition to the above mentioned specific teacher's skills of classroom lesson presentation, the following examples are also attributable to more pupil learning. These are: voice clearly heard; students taken from a known starting point; followed realistic and clear teaching objectives; lesson -based presentation on the essential 'social character'; explanation-paced in light of students' responses with regard to interest and comprehension; teaching methods chosen with both subject matter and students' interests (Moore, 1995:87 Curzon, 1990:246; Matiru, 1995:27, Dunne and Wragg, 1994:41-2).

### **2.2.3. Skills in Classroom Management**

This is the other important skill to be used in classroom instruction. Because it has been observed in some studies that the management behavior and instructional behavior of teachers are closely related.

Creemers, (1994:76) for example, has discussed the work of Kounin(1970) , which identified some management skills that were found to be important elements of teacher behavior to prevent student activities that are not task- oriented. These skills include:

1. "Withitness and overlapping": teachers know what each student is doing ; they are able also to pay attention to several things at the same time, respectively.
2. "Transition smoothness": teachers to be able to guide student behavior verbally or non-verbally they should not interrupt teaching in order to call students to order. Abrupt transition of students do not occur and pacing is maintained .
3. "Maintaining alert group focus" : teachers succeed in keeping their lessons interesting. They also hold all students accountable for their own tasks. Important teacher's activities, for example could be asking questions at random turns, introducing new materials and mutual student control.
4. "Programming to avoid satiation": varying didactic procedures, showing enthusiasm and stimulating students who were supposed to raise task -oriented behavior.

In addition to these elements of teacher behavior, Creemers indicated also the works of several other researchers(Kounin and Doyle, Reiss, Fantana, 1985) who worked on classroom activities in relation to student achievement .The findings noted that classroom management and control-are considered as 1. important issues in educational practice, 2. essential component of instruction and 3. basis for teaching and learning at the classroom level. These, therefore, serve as a device to create effective instruction that takes place within this time , (Ibid:77)

Consequently, Doyle(1984) cited in Creemers, proved in his research work that the subject matter or academic work is shaped by managerial considerations. He, therefore, suggested: " Studies of management processes must incorporate information about the academic work that students and teachers are trying to accomplish".

Moreover, the other study made on the effects of training teachers in the principles of effective classroom management, by Everton(1985) as noted by Waxman and Walberg(1991:138,140) indicated new findings. The findings confirmed that trained elementary teachers as compared with untrained elementary teachers were found: to have more efficient and appropriate classroom procedures and routines; to be more consistent in managing student behavior, and to show less student off-task behavior and more task-oriented classroom focus.

In general, therefore, teachers should believe in classroom management as one of the skills that enhances the teaching-learning processes. In this connection, Richmond and McCroskey (1992:20) recommended that teachers need to see that students learn to behave in a socially responsible manner so that they can co-operate and collaborate, treat others with respect, listen and learn from others, and yet take responsibility. They also need to believe in students' group participation in problem-solving, and in modeling good listening behaviors and to teach students how to do the same. Thus, if these beliefs are made practical by the teacher, according to Richmond and McCroskey, effective classroom discipline would be created.

Hence, Montague (1987:254) concluded that failure to conduct management tasks efficiently and effectively, results in "confusion, disruption, lost learning time, students failure to complete tasks, and lower achievement". So, besides using similar patterns of management to be the concern of effective classroom managers, Montague, pointed out the set of critical guidelines for classroom management that researchers proved to be effective as follows:

Make management procedures simple; make management procedures efficient; minimize the amount of time that students have nothing to do; minimize student movement; teach procedures; secure attention; monitor progress; and hold students accountable.

To this end, a number of studies, including the use of "class rules", (as mentioned above) for managing pupil behavior, were made. So, the reports in general indicated that if classroom rules are to be followed and effective classroom management to be ensured, teachers should explain, illustrate, and provide practices in their implementation. Thus, these proper applications of management skills would enhance the training aspect of would-be teachers.

Other examples of skills that are concerned with classroom management include the following: plan appropriate learning experiences; provide learning resources; help whole group, and individual learning and maintain order; start lesson in a disciplined way; motivate students by a range of challenging activities; use eye contact; recognize individual

differences; give clear directions and check understanding, and interact positively, (Reece and Walkers, 1994:487; Richey, 1979:133; Dean, 1991:142; Friedman 1980:118; Weimer, 1993:99; Moore, 1995:48; Dunne and Wragg, 1994:93; Montague, 1987: 285-6; Richmond and McCroskey, 1992:19-26).

#### **2.2.4. Skills in Evaluation of classroom instruction**

Another important aspect of classroom instruction that influences the effects a teacher has over his students' learning is the evaluation of their progress in the lesson. So, skills in instructional evaluation have become an important element in the teachers' repertoire of knowledge. Supporting this, Reynolds (1989:185) clearly shows the importance of evaluative skill development of teachers as follows:

While there are many reasons why teachers should be knowledgeable in the area of educational evaluation, the most obvious flow from the teacher makes many important decisions that affect children's lives; good decisions are based on information that is as relevant and accurate as possible; and well-conducted evaluations will provide the information needed to make good decisions.

Similarly, regarding the responsibility of teachers in evaluating their students and obtaining information for the betterment of instructional activities, Morrill and Speer(1982:21) indicated the following .

Evaluation of their work and learning of students by the teacher: i.e., types and criteria of written and oral contributions , examinations, other judgmental factors and grading are a responsibility...of the teacher .

On the other hand, House (1986:225-6) pointed out that one of the teacher's effectiveness refers to the effect that the teacher's performance has on pupils . The teacher's effectiveness depends not only on competence and performance, but also on the responses pupils make . In this connection, therefore, evaluation is important and shall be carried out by the teacher, as Matiru(1995:142) suggested. For it enables the teacher to determine the extent to which course objectives have been achieved by the students; and it

provides the teacher with feed-back information on the basis of which he can improve his course.

Moreover, evaluation helps the teacher to make decisions in his teaching job: which of the students are successful; which teaching strategies to use; where to start instruction depending on the ability of the students, what additional instruction is to be given to less successful students (Reece and Walkers, 1994:41). So, the basis upon which the teacher makes these decisions is generally related to information that he collects. This information is, therefore, often based on tests that he gives to his students. Thus, one thing that the teacher should identify is the distinction between assessment and evaluation, (ibid)

Assessment, according to Reece and Walkers(1994:41) and Reynolds (1989:185) is the provision of information, generally through testing; whereas evaluation involves the making of judgments based on the information that has been collected. Hence, through assessment (obtaining information) and evaluation(judgments), the teacher will be able to make instructional decisions like: identifying where to start instruction, planning remedial action for students; identifying student learning difficulties; finding student readiness for learning new topics, and improving teaching methods or teaching materials.

In this connection, Reynolds further elaborated the teachers' knowledge of assessment in the following way:

To avoid errors in making important decisions, teachers must be knowledgeable about the quality of the information they use and the criteria to apply in judging the value of information-regardless of source, before using it to make decisions.(p.186).

This, in general, implies that teachers should understand the importance of how sound information can improve decision, and should understand that using wrong information can lead to wrong decisions that can harm rather than help, student learning.

In short, Reynolds summarizes the teachers' knowledge of assessment as :

The greater the teacher's knowledge of the relations between student and program characteristics, the better the instructional decisions he or she will make. This requires knowledge of methods and techniques of assessment and evaluation that will permit accurate and reliable identification of these characteristics.(ibid)

Hence, assessments could be done before the commencement of a lesson, to know the readiness of learners; and in the process of instruction, to check the understanding of learners; and at the end of instruction, through the use of written or oral questions, to make decisions of instructional effectiveness, (Montague, 1987:40-1).

The other tools which many scholars suggest to gather information about the students' progress and learning, are tests and examinations given to students in the form of formative and summative evaluations. This is besides classroom testing techniques--like questions, asked orally or in written forms.

Generally, information available to teachers for decision will come from a variety of sources; for example, from incidental observation of students, structured situations--such as teacher-made tests, systematic observation of students in carefully designed activities--like structured performance assessment, students' oral presentations, and completed projects, (Reynolds, 1989:187).

Thus, the ability of constructing effective tests, examinations--in general assessment criteria, and the administration, the grading, and the recording of these issues are also essential skills that most educators recommend. For example, Reynolds suggested that besides the above mentioned skills, the validity, reliability, relevance, and objectivity of tests are indispensable key points to be included, (p.185).

Hence, given the purposes of assessment, certain essential characteristics of a successful process of assessment could be considered. These characteristics to be considered, according to Curzon(1990:346) are:

1. the assessment should take place at the appropriate time.
2. it must be in suitable form, and
3. it must be in a form which is valid .

So, the teacher should have the skill and the knowledge of the essentials of assessment.

Some other skills involved in evaluating pupil progress, which research identified include: using formal and informal evaluation techniques, employ a variety of effective methods of student assessment, work for instructional congruency, being concerned about the reliability of the assessment, using evaluation to develop feedback mechanisms in a

way pupils can learn from them, providing follow-up assessments of pupils,..(Reece and Walkers, 1994:351; Weimer, 1993:100-1; Montague, 1987:176; Curzon, 1990:341-2 Cohen and Manion, 1989:286).

### **2.3. APPROACHES TO TEACHER EDUCATION**

The concept of training in teacher education is related to the different views held on what exactly teaching is. Darling-Hammond, Wise and Pease(1983) cited in Tillema and Veenman (n.d:519), distinguish four ways of looking at teaching: as a labor, as a craft, as a profession, and as an art. According to them, first in teaching as a labor, training focuses on acquiring behavioral skills standard operating procedures, and is still widely used in teaching practice. This training approach mainly consists of mastering certain skills that have proved to work in practice, and which later become routine in the classroom.

Second, in teaching as a craft, training is largely seen as the acquisition of behavioral skills and specialized techniques that are considered to be effective in facilitating desired learning in students. These technical skills or teaching actions can be rigorously practiced by focusing on their behavioral components. Examples of technical skills are focused on micro teaching programs and in some competency-based teacher education program(ibid).

Third, in teaching as a profession, training is seen as the acquisition of a repertoire of specialized techniques or teaching strategies in which knowledge of the application of patterns of behavioral skills is included in the training programs (Medley, 1984 in Tillema and Veenman,n.d:520). Often sequencing of events, substantive exchanges between teachers and students, and the teaching of analytic and hypothesizing skills rather than strictly observable technical ones are included in this training, (ibid). Moreover, teaching strategy mostly involves a set of instructional principles organized into a model.

Fourth, in teaching as an art, training is highly personalized in as far as there is little use for standardized procedures because every teacher discovers his own expertise and learns to fall back on his own personal resources, ( Tillema and Veenman, n.d:520). Hence, according to them training is defined as: the acquiring of a repertoire of specialized skills, including judgment by the trainee on how and when to apply such skills for correct task performance.

Research on the effectiveness of training components identified major aspects which are present in most training programs. For example, Joyce and Showers (1980, 1983) cited in Tillema and Veenman (n.d:524), identified the following five training components that have been studied intensively. These components are:

- 1) Presentation of theory or description of skill or strategy;
- 2) Modelling or demonstration of skills or models of teaching
- 3) Practice in stimulated and classroom settings;
- 4) Structured and open-ended feedback( providing information on performance);
- 5) (coaching for application (hands-on, in classroom assistance with transfer of skills and strategies).

These components are present in most training programs, although with different variations and emphasis. Below is a summary of current research on the five components of training as described by Joyce and Showers. It is based on the study made on teacher training by Cruick shank, Gliessman and Paugh (1983), Joyce and Showers (1981, 1983), Mutzeck and Pollasch(1983), Robinson and Swantfon (1980), Sparks (1983 a, 1983b), (ibid).

The first component presentation of theory provides the rationale and the conceptual basis of teaching; it can raise awareness and increase conceptual control, and help convince the trainee of the importance of new skills. The most common forms of theory presentation are seminars, lectures mediated packages and booklets. Thus, a special form of presenting theory is conceptual instruction. Because, conceptual instruction contributes to acquiring teaching skills and sometimes influences teaching performance with respect to simple technical skills, (ibid).

The second in modeling or demonstration, a particular teaching skill is demonstrated to trainees before hand, (Via-television, film, or other media), (ibid, p. 525)

The third component practice, which involves trying out a new skill, strategy or model, may be done under simulated or actual classroom conditions. Thus micro teaching makes extensive use of this training activity, (ibid).

The fourth structured is feedback that involves observing the trainee and collecting data, for using it to evaluate the teaching process. The last component, coaching, involves

helping the would-be-teacher to implement the newly acquired teaching skills, strategies or models in the classroom and to develop 'executive control'. Thus, the functions of coaching are to provide technical feedback, to analyze application, and to adapt the results to students abilities (ibid:526).

The other approaches to teacher education indicated by Shukala(1978:15-7) are:

- 1) Model the Master Teacher;
- 2) The consideration of teaching ability as by and large Innate one; and
- 3) Master the Teaching Model. Shukla, thus, further elaborated these approaches as follows:

1. "Model the master Teacher" approach: according to Shukala, the master teacher is considered as the master Craftsman and his skills, personality traits, attitudes are to be acquired by the trainees through observation, imitation, and practice. However, there are certain disadvantages of such an approach, indicated by Shukala. Firstly, the teacher, however dynamic he may be, can offer or exhibit a limited set of skills, attitudes, and personality traits. In essence, the approach tells a student teacher to adopt another person's teaching style. If this approach is to be followed, Shukala indicates, a further disadvantage is that it does not allow a student teacher to go beyond the teaching that is observed. Moreover, it is practically difficult to find out sufficient master teachers for the profession. Although this approach is widely favored by the teachers, it may lead to conservatism, traditionalism, and may oppose the idea of experimentation and innovation, (ibid:15-6).

Therefore, with all these drawbacks this approach is inconvenient to be applied in our situation.

2. "Teaching Ability as Innate one" approach advocates that it is impossible to teach anyone as to how to teach. This approach considers that the ability to teach is inborn, and therefore these gifted teachers could understand a right moment for a right type of activity. Thus, it is assumed that a general teaching ability is to operate in all teaching situations. However, it is difficult to evaluate this assumption, by any means. On the other hand, it appears that teaching behaviors are specific and closely related to

conditions like age, ability and aptitude, etc. Moreover, it is quite difficult to identify such teachers having innate teaching ability, (ibid:16)

3. 'Master the Teaching Model': This teaching approach can be developed on the basis of a theoretical analysis of teaching behavior taking into account, the objectives of teacher education, abilities of students, the process by which these objectives can be achieved, variables likely to interact with these process and feedback to the teacher, etc. Thus, a conceptual model is to be built which would clarify the relationship of these elements. This model is to be converted into lesson plan and presentation activities containing specific content and procedure, and is to be evaluated for its validity,(ibid:17).

Therefore, in a conceptual model of instruction, the preparation of teacher is determined by the teaching tasks for which they are prepared. So, a conceptualization of teaching is basic to the development of a design for a program of teacher education. In addition, Waxman, and Walberg (1991:290), have indicated, citing Johnson, and Holubec(1990), the following regarding conceptual model of instruction:

Approaches to implementing cooperative learning may be placed on a continuum, with conceptual applications at one end and direct applications at the other .

So, according to them, conceptual applications are based on an interaction among theory, research, and practice. Hence, teachers are taught a general conceptual model of cooperative learning (based on the essential elements of positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing,-the 'essential elements approach') which they use to tailor cooperative learning specifically for their circumstances, students and needs, (ibid). Therefore, in essence, teachers are taught the skills of implementing these major aspects.

Waxman and Walberg, have also indicated another approach, called direct approach. They divided this approach into three sub-categories.

Firstly, teachers can adopt a strategy that is aimed at using learning in a specific subject area for a certain age student. They call it the strategy approach. Secondly, teacher can adopt a curriculum package that is aimed at a specific subject area and grade level,

which is called curriculum package approach. And thirdly, teachers can replicate a lesson they observed the instructor teach-called the lesson approach, (Ibid).

To this end, while conceptual and direct approaches are not contradictory, they differ in how workshop training is transferred to the classroom and in the long-term implementation and survival of cooperative learning. Thus, Waxman and Walberg(1991:290-91) stated that: First, conceptual applications are theory-based; while direct applications are materials-and procedures-based. Second, conceptual approach trains teachers to be engineers who adapt cooperative learning strategies to their specific circumstances, students and their needs. Direct approaches train teachers to be technicians who use the cooperative learning curriculum or strategy without understanding how it works. Third, conceptual approach promotes research that tests theory which generalizes to many different situations. Direct approaches promote evaluation studies that are in essence case studies demonstrating how well the curriculum or strategy was implemented in a specific instance, but the results do not generalize to other situations and implementations. Fourth, conceptual approaches are dynamic in that they are modified as new research occurs and the theory is refined. Direct approaches are static in that they remain fixed no matter how the knowledge about cooperative learning changes, (ibid)

Therefore, on these bases , Waxman and Walberg concluded that without the conceptual context, direct approaches are in the long-run, inadequate at best, and counter productive at worst. A carefully crafted training program requires a combination of a clear conceptual understanding of the essential elements of cooperative learning, concrete examples of lessons and strategies, and continued implementation in classroom and schools.

Generally, there are many areas in which contributions have been made by the people who adopt 'Master the teaching Model' approach'. First, the educational objectives have received wide attention and study. For example, Stones, cited in Shukala (1978:17), has devised a model for the specification of objectives, of general application which has specific application for teacher preparation. Second, the teacher's and pupils verbal behavior in the classroom has been observed and analyzed in details; by people like Flanders (1961), Bellack(1966), Toba(1965), etc. Third, empirical studies have been

conducted in the area of classroom and group management, on a scientific basis. Lastly, personality traits of the teachers and their relation to teacher's and pupil's behavior have been treated in many research done by people like Gatzels and Jackson(1963), Ryans (1960), Walberg(1960), Amidon and Flanders(1967), etc., (Ibid).

Therefore, they have added to our knowledge of the ways in which teacher's personality traits, attitudes and values influence classroom climate and pupil's learning. All these researchers are based on scientific approaches, (Ibid).

Thus, when we examine teacher education programs that are developed by Ministry of Education, i.e. the New Education and Training Policy, we find the following main points that will help us to study the practical application of professional courses. First, the provision of professional courses are given due emphasis as compared to other courses. Second, the training program's duration is two years; so, most of the activities are carried out by the instructors. Third, trainee-centered activities could not be done, due to the course load, shortage of training time, limited training materials and facilities, large class size, etc. MOE 1995. In general, due to the nature of the training program developed for primary schools ( grades 5-8), much work is expected from the instructors in training would-be teachers, so that trainees would acquire skills of classroom lesson performances ( planning, presenting, managing, and evaluating) as performed by the instructors. Thus ' Mastering the Teaching Model' approach to teacher education would help the prospective teachers to acquire the necessary skills. If this is so, it would be essential to study how practically do the instructors perform the training activities in, specially the provision of professional courses.

## **2.4. TEACHER EDUCATION IN ETHIOPIA**

### **2.4.1. Highlights of the development of the pre-service program**

The practice of teacher preparation in Ethiopia, according to some documents of the Ministry, started in Menelk II School, in 1944, (MOE 1972). The trainees at that time, who were few in number, received the first certificate in education after their stay for two years and had received a reliable background of school subjects, and in addition had been trained the art of teaching, (Ibid).

This humble beginning went through many changes with regard to the administration, curriculum change, and shortage and quality of teachers, until 1964. Prior to this period, the training was conducted at special schools or by means of teacher training “streams” in certain secondary schools. After 1964, the Ethiopian Government signed an agreement with UNESCO plan of operation under the main objectives of strengthening, expanding, and organizing the pre-service and in-service primary teacher training programs, (Ibid).

Students were admitted for training at various academic levels from anyone of the grades 6 up to 10, and for various periods of 1 or 2 or 3 or 4 years depending on the grades they were taken from, (MOE, 1971).

After the development and stabilization program in 1963, a three-tier system of education was introduced. First, with primary grades 1 to 6; second, establishing and improving of training programs entry qualifications raised to grade 10, and the teacher training institutes were up-graded to a two-year primary school training program. Third, was the organization of in-service training program, (MOE, 1972)

In short, the development of teacher training programs could be patterned to three phases. The first phase (1944-1955), could be viewed as the initial beginning or establishment of teacher training schools in different places. The second phase (1956-1961), is the period of the establishment of community teacher training schools in two places ( Majete and Debre Berhan). The third phase (1962-1967), is the period when the need for a separate teacher education program for grade 7 and 8 or junior secondary grades began to be introduced, (Ibid).

Later, nevertheless, the Ministry faced problems to promote the program because of the acute shortage of trained teachers in the junior and secondary schools. Thus , the Ministry made a good start in checking this problem by opening its own junior secondary Teacher Training College at Mexico square in 1968, (MOE,, 1972).

Therefore, after the first teachers college was opened in 1968, the need for increasing the number of teachers and their quality was the main objective of the Ministry, hence slowly began to establish the institutes in different places. Thus, in 1973 and 1974, the Bahir Dar and Awassa teacher training expansions were projected, (Ibid).

Hence, although an attempt was made to increase the number of teachers' colleges, the desired goal was unattainable due to the country's political and economical problems. But, later after the year 1995, due to government reforms made, a anew trend has been geared towards the development of teachers and teachers' colleges, i.e. in general curricula reforms are made by the Ministry of Education.

#### **2.4.2. The Current Trend of Pre-service Training**

As it is mentioned above, teacher education in Ethiopia had faced many changes, problems, and crises. Specially, since 1975-1979, teacher training institutes were not operational, thousands of untrained teachers were recruited and assigned to schools, resulting in poor quality primary education. In spite of these, the training programs for teacher suffered from low quality of training curriculum, unmotivated teachers, due absence of incentives, and low salary compared to the rest of civil service personnel. This has resulted in the deterioration of the education system, (ETP. 1994).

Hence, to salvage the education from facing further crises, a comprehensive education and training policy has been formulated. One of the areas of special attention and action priority, thus, focuses on teacher training and overall professional development of teachers.

In order to realize training provisions in accordance with policy's intentions, according to MOE(1995), therefore, the following steps have been taken into consideration:

1. trainers of teachers who will train capable and professionally competent teachers for various levels and programs shall be sought;
2. the teacher training curricula in use shall be made to correspond to the curricula of the different school levels and programs;
3. additional teachers who are required for various levels shall be trained as per the policy guidelines;
4. teachers who are presently teaching at different levels shall be provided with in-service training;

5. teacher training institutions ought to shoulder the responsibility in designing and developing need-based in-service training curricula and through a joint venture with the MOE, and

6. different modes of delivery system for in-service education of teachers (INSET) will thought to tackle educational problems within short period of time.

So, the above mentioned Policy's intentions of teachers' requirements and provisions, according to MOE(1995), will also accommodate the demand for additional teachers and the need for up-grading the existing under qualified second cycle (5-8) teachers to the level of diploma . Hence because of the requirement of the general profile of the would-be trainees of the cycle, drafting a newer diploma training courses for the pre-service and in-service programs have become essential.

Thus, the draft guideline is expected to give an overview of the terms of reference for persons to be engaged in preparing the training courses out of which are professional courses, and implementing the training program of the second cycle of primary school (5-8) teachers.

#### **2.4.3. Goals of the Second cycle (5-8) primary Education**

The formal education system contains a primary education from grades 1-8, subdivided into two cycles of basic (1-4) and general education (5-8); a general secondary education of grade 9-10 and a preparatory senior secondary education of two years (11-12)

So, the goals of the second cycle primary education (5-8) are : a) to provide a graded general education that prepares the learners for the next cycle; and b) to prepare citizens who can be trained in basic vocational and technical skills and be involved in production activities, (MOE, 1995).

Accordingly, in order to ensure the above mentioned goals, teacher training programs are tried to be developed in a way that could run the program under the following major objectives. Thus, the goals of the pre-service teacher education according to MOE(1995), are to:

1) prepare teachers for this level in quality and quantity that are capable of contributing to the socio-economic and cultural development of the country in general and the development of education in particular;

2) educate and train teachers who are able to meet the educational demands and achieve the training objectives outlined in the New Education and Training Policy (NETP);

3) enhance the training of teachers through the provision of general, specialized and professional courses;

4) train teachers capable of assisting learners to meet their educational needs; and

5) improve the quality of teacher education and training by keeping pace with global and new trends and approaches of teacher training program.

Therefore, the intention made in both pre-service and in-service programs is a linear approach in training the trainees. That means each course is not treated in an integrated approach. However, the concept of integration will be given emphasis in the professional courses, especially in special and general methods of teaching. Thus, the study areas consist of :

1) Major courses ( 27-30 credit hours);

2) Minor courses ( 12-15 credit hours);

3) General and supportive courses (9-18 credit hours ); and

4) professional courses (18 credit hours). These enable the trainees to teach two or three subjects that are offered in grades 5-8, (MOE, 1995).

#### **2.4.4. Policy Issues on Teacher Education and Training**

According to the New Education and Training Policy 1994, cited in Befedadu Gebre Tsadik( a discussion paper presented on Training of Trainers workshop MOE, 1995), the following points, with regard to teacher education, are given due emphasis:

1.the selection of trainees shall be based on ability, diligence, professional interest, and physical and mental fitness;

2.the training components emphasis are to be on basic knowledge, professional code of ethics, methodology and practical training;

3. teachers should be certified before assigned;
4. continuous professional career structure;
5. teachers training institutions should function autonomously, having responsibility and accountability and,
6. enhancing women's participation.

In addition to this, the education sector strategies are geared toward the up-grading of professional competency of teachers, and also up-grading, diversifying, and expanding teacher training institutions. Hence, in the Tigray, Amhara, Oromiya, and South Ethiopia Nations, Nationalities and People Regional states, four teacher training institutes would offer a diploma level teacher training. So, their libraries, laboratories, other facilities, and teaching staff would be improved and have the capacity to conduct such level of teacher training, (ibid).

One of the objectives of the Education and Training policy is to increase primary education participation by 33.72% by the year 2000 (beginning from the year 1995). In order to ensure this it requires the training of 15,244 new teachers at the diploma level. With this regard, training colleges need to be established. So, Gondar, Awassa, Jimma (in the year 1996/97), and the Temben (1997/98) Institutes are up-graded to college level and established, to be engaged in the training of the above number of new teachers within five-years time, (ibid).

Thus, according to the figure indicated by the Education and Training Policy, MOE(1995), of the teachers currently working in the second cycle of primary education (5-8), 18, 184 are found to be untrained for the level. So, these teachers are assumed to be trained through in-service training in the newly up-graded colleges, which will be an additional trained teachers to the pre-service program of the level. Hence, due emphasis is given to the training of teachers for the level of grades 5-8, within five years. This, therefore, requires the availability of training materials, facilities, and above all efficient trainers to ensure the practicality of the training to achieve the desired objective and raise the participation rate of primary education. Thus, due to the emphasis given to the primary level second cycle teacher training program by the NETP, the researcher of this study intended

to examine specially the practicality of professional courses as viewed from the point of view of the 'Master the Teaching Model' approach to teacher education, as indicated already.

# CHAPTER III

## METHOD AND PROCEDURE OF THE STUDY

### 3.1. Subjects of the study

The subjects of the study were all instructors of pedagogical courses of Gondar and Awassa teachers' colleges for they are newly developed as college of teacher education. The instructors were selected to be the subjects of the study for the following reasons.

First, education courses are given to all the trainees in order to equip them with the general methods, techniques, theories and principles of teaching-learning activities, (MOE, 1995). Moreover, trainees in teacher education are required to be trained with the knowledge of different developmental (psychological) stages of pupils, (Dean, 1991). Therefore, since these courses are provided to trainees by instructors of pedagogy(education), it is essential to study the performance of these instructors. Consequently, from the view point of the different approaches to teacher education one of the methods of studying the practical application of pedagogical courses is through observation of the instructors' behaviors of classroom performances, meant to enable the trainees acquire the conceptual model of instruction, skills, and attitudes by observing and participating through 'Master the Teaching Model' approach to teacher education as indicated by Shukala(1978).

Second, the study of teachers' classroom behavior has nowadays become the main concern of researchers(for example, Tillema and Veenman(n.d), Waxman and Walberg(1991), etc.) for the improvement of classroom practices in particular and for the attainment of the goals of training effectiveness, in general. Similarly, the NETP has also given due emphasis to the professional competency of teacher educators in teacher education programs for the effective training of would-be teachers. This is because the instructors competency, level of qualification, work experience, exemplary classroom performances, etc., have impacts on the training of future teachers, (MOE 1995, Tillema and Veenman n.d).

Thus, it was believed that taking these instructors as subjects of the study would be essential to evaluate the practical application of educational courses in the newly established teacher education programs of Gondar and Awassa.

### **3.2. Methods and Instruments of Data Collection**

A study of the practical application of professional courses requires many approaches to teacher education, out of which 'Master the Teaching Model' approach is followed in this study (the reason is indicated in the 'delimitation' section of the study). Thus, this approach requires evaluation of instructors' classroom performance. So, this activity which is a more complex task, demands a carefully planned activity. Among all, the method of observation was found to be essential in order to evaluate the instructor's classroom behaviors during the training program. Hence the instrument of evaluation to be employed need to be selected and developed.

A proper planning made in this regard was taken to be so important for it minimized subjectivity in judgment and other limitations which could influence the quality of the evaluative results, (Joce and Ellena, 1964:69). This study, hence, used direct classroom observation method of data collection techniques as a major instrument of data collection and an interview as a supplementary instrument.

#### **3.2.1. Observation**

The observation process was completed in the following steps: The evaluation format, that was developed from different educators researches, was prepared to make a detailed observation of the teachers' instructional performances. The format consisted of 60 descriptive variables contained in four major categories. Planning, Presentation, Classroom Management, and Evaluation of classroom instructional skills, which are taken as the major roles of instructors and major aspects of instruction in the method selected. The variables sub-summed in the categories were carefully selected and organized from different sources. These sources were selected; for they contain descriptive variables of instructional skills that help to evaluate teachers' behavior. In addition to this, most researchers and educators

(for example, Waxman and Walberg 1991; Creemers 1994; Aggarwal 1995; etc.) have indicated the importance of these variables to be effective to evaluate teacher's behavior in like the process-product paradigm.

To this end, the variables of the four categories were mainly taken in a way they equally represent both the affective and cognitive behaviors of teacher's instructional skills from the following sources.

1. Dean (1991) (pages, 97, 101,104,107).
2. Reece and Walker (1994) (pages 421-4).
3. Waxman and Walberg(1991) ( pages VI, 96).
4. Richey (1979) ( pages 66-72).
5. Friedman(1980) ( pages 71-5)
6. Matiru etal. (1995) (pages 50-64, 191, 199-209).
7. Cooper (1986) (pages 19, 114, 271, 359).
8. Aggarwal (1995) (pages 443-5).

In addition, the common characteristics prevailing across all variables in each category is that, all are descriptive statements of low level abstraction without almost no interpretive remarks (value judgments).

The format made use of a five-interval scale. That is, the instructor's skill in the application of professional courses, with regard to each variable in the four categories was labeled in terms of a five-interval scale; very much adequate performances(5), more than adequate performance (4), adequate performance(3), less adequate performance (2), and poor performance in training(1).

This format was selected due to the reason that the above mentioned researchers and educators have used and acknowledged the format to be effective for the study of teachers' behavior in implementing instructional skills and evaluating programs of teacher education.

### **3.2.2. Interview**

The principal, and the heads of the department of education of the two colleges self-report, in the form of interview, was used as a supplementary instrument of data collection.

### 3.3. Procedure of the Study

First, two judges, other than the researcher, were selected to accomplish the task in view and they were briefed and oriented on the basis of a training manual as how to use the evaluation format.

Second, based on the variables in the category of 'Planning' which exist in the assessment format, the judges examined in detail the instructional plans of each instructor (see appendix 2) .

Third, using the format, the judges made detail assessment of the actual instructional skills of each instructor in classrooms. At this particular moment, the judges were informed(through the manual) to focus on those observable behaviors which can be easily detected through direct observation. Following this, they were made to conduct a detailed examination by referring to the transcripts of verbal records handed to them. Together with this, the judges filled in the descriptions indicated in the pre-liminary observation guide (see appendix 3) .

Fourth, the data obtained through the evaluation format, was tabulated and compiled. Eventually, the inter-judge agreement objectivity coefficient was calculated using the formula introduced by Smith and Meux (1964).

Lastly, those categories of variables whose inter-judge agreement coefficient found average (0.5) and above were presented as the major findings of this study. This was preferred mainly to limit the discussion on those findings related to minimal teaching skills which the majority of the instructors perform well and/or fail to excute properly.

To check the validity and reliability of the instruments, the draft observation format was tested at Kotebe college of Teacher Education after the tools were evaluated by some graduate students of psychology department who were believed that they have enough knowledge in this area and were able to foreward consturtive criticisms in the development of the format. The pilot study was made on three instructors of education of the selected college, for this college has a long experience in training would-be teachers for the level

and has been assumed that the information obtained would help the researcher to make corrections and improvements on the instrument.

So the results of the pilot study is indicated as follows: In order to to examine the intr-judge agreement coefficient of the raters and to check the reliability of them in the observation of instructors' classroom instructions ( planning, presentation, management, and evaluation) in the development of trainees' instructional skills, the following result was obtained.

### 3.4. Results of the Pilot Study

The pilot study was made on three instructors at Kotebe college of teachered education.

**Table 1. The sum of scores of the instructors as observed by raters for planing, presentation, management, and evaluation instructuional skills.**

Instructor	Scores
L	505.5
M	545.5
N	620.5

So according to the above table the total raters variance calculated was obtained was 1142.25. Thus the inter-judge agreement coefficient  $\alpha$  was found to be .997 which is highly reliable( Pearson's product-moment coefficient coorelation of reliability).

### 3.5. Method of Data Analysis

In analyzing the data secured through observation and interview the first step was to count the instructors interms of their level of qualification and work experience. Based on these figures t-test statistic, inorder to identify the difference of instructors from the expected mean, was used to see whether there are significant differences in performances of the instructors based on qualifications and work experiences in the application of professional courses. The level of significance was set at  $\alpha = 0.05$ .

# CHAPTER FOUR

## RESULTS AND DISCUSSION

In this part of the study, the results obtained through observation and interview are presented and discussions are made.

### Results of the study

As indicated earlier the main purpose of this study was to investigate the practical application of professional courses in the training of prospective teachers currently offered at Awassa and Gondar junior teachers colleges, from the view point of instructors' level of qualification and work experience.

Hence, this part of the study attempted to give a broader picture of the problem. To answer the basic questions, a rating scale that was developed by different educators, and an interview employed for data collection were used. Thus, information obtained were used for the analysis in this study. Hence, the results were presented below.

With regard to the rating scale, the expected mean score of instructors' skills of classroom instructions ( planning, presentation, management, and evaluation) was obtained to be 45 ( i.e. to get the expected mean score of maximum and minimum rates performance of the five-interval scale was mutilplied by the number of variables of the category-  
$$\frac{(1 \times 15) + (5 \times 15)}{2} = 45$$
 . The instructors classified into two groups interms of their level of qualification (M.Ed and B.Ed), and their level of work experience in teaching. The work experience of the instructors ranges from 5-16, and categorized into two groups using the median. So, teachers with work experiences which were found to be with 12 years and above were taken as one group, and those with below 12 years comprized the second group.

To this end, the significant differences of the instructors from the expected mean score ( 45 ) , with regard to their level of qualification and work experience were calculated. The impacts of these variables-qualification and experience, in the two colleges were taken into

account for the major results of the study. The actual mean score of each rater as observed by the raters in the four categories (planning, presentation, management and evaluation ) was calculated to see its difference from the expected mean(45). In addition the variance or the standard deviation of each instructor's actual score from the expected mean was also calculated. These differences ( actual mean from the expected mean) therefore, indicated the differences in application of instructional skills. Thus the following tables indicated the above mentioned aspects. Letters ( A,B,C...) stand for instructors.

**Table II: The Mean and Standard deviation scores of Instructors in Awassa**

Instructor	Mean	Variance
A	48.5	22.78571
B	44.56667	16.70952
C	40.66667	16.95238
D	28.36667	52.51667
E	24.26667	46.10238

Table II indicates that instructor A, has a mean score above the expected mean(45), and instructors B, and C are nearer to the expected mean and they are at an average level, but the remaining instructors are found to be below the average level viewed from the mean score. To check the divergence of each instructor's mean score from the expected mean, t-tests were computed. It was found that instructors B and C had average scores that were not significantly different from the expected mean( $t = -0.089$ ,  $t = -0.89$ ,  $p > 0.05$ , respectively). But the mean scores of instructors D and E were found far below the expected mean (45) and the differences were significant ( t-test for instructor D is found to be  $t = -3.419$ ,  $p \leq 0.05$ , and for instructor E,  $t = -4.26$ ,  $p < 0.05$ , respectively, and the level of significance set at  $\alpha = 0.05$  introduced by Smith and Meux 1964).

Thus, it is shown that the majority of the instructors( A,B,C, ) revealed better performance in the practical application of the skills of classroom instructions because their mean scores lie above and at an average level of the expected mean score (45). On the other hand, the remaining two instructors ( D,E), are found to be poor in application of classroom

instructional skills( planning, presentation, Management, and Evaluation) for their mean scores lie far below the expected mean.

**Table III: The Mean and Standard Deviation scores of Instructors in Gondar**

<b>Instructor</b>	<b>Mean</b>	<b>Variance</b>
F	46.9	37.36429
G	43.9	21.57857
H	43.36667	38.40952
I	39.93333	18.28095
J	29.66667	43.55952
K	24.4	53.43571

According to Table III, the mean scores obtained in the application of the skills of the categories by the instructors could be viewed also as above, average, and below levels with reference to the expected mean(45) like Table II. Thus, the means of instructors F, G,H, I, and J, K are found to be above, average, and below average level of the expected mean score respectively. The t-test statistics indicated that the mean score of 39.93 does not show significant difference from the expected mean. Thus, the instructors whose mean scores are above 39.93(inclusive) could be categorized as average and above average in their performances. Hence, these instructors could be assumed to show better application of instructional skills. But, the remaining instructors, whose mean scores are below 39.93 (instructors J and K), are assumed to manifest poor performances.

The other variable employed to observe the impact of the practical application of instructional skills was the level of qualification. So, the following table reveals the impact of instructors qualification in the application of instructional skills.

**Table IV: Means, Standard Deviation scores and t-test values for the instructors  
interms of qualification of the two colleges**

	Qualification		T-stat	df
	M.Ed	B.Ed		
Mean	337.5	77.03333	30.1829*	21
Variance	871.3929	245.6595		

\* p<0.01

The above table indicates that the instructors with second degrees(M.ED) show a better performance in the practical application of classroom instructional skills in the training of would-be teachers than those with first degrees(B.Ed). The result revealed that there is highly significant difference in the applications of those pedagogical courses between the instructors due to qualification ( $t=30.1829$ ,  $p<0.01$ ). These differences have occurred due to the following major reasons:

Many educators suggest that the more teachers are qualified, the better their performance will become. For example, Kakkar (1993), Venkateswaran (1993), Rajput (1994) suggest that the art of teaching lies in the ability of the teacher to adjust his subject-matter to the needs and interests of his pupils. Hence, they emphasized that knowledge of subject and knowledge of pupil are essential elements for a trainer. This, very knowledge, enables the trainer to be efficient in his performance. Similarly, Ram(1995) indicates that a teacher should always be a student, a learner, qualified. The more he knows, the better it is. So, there is no limit tom knowledge, according to Ram. Because as the teacher's knowledge increases, his performance also becomes improved.

Qualification differences, therefore, seem to have an impact on the training performances. The instructors with second degrees (M.ED) according to the above table, might have deep understanding of the contents as well as instructional methods, techniques, and strategies; that helped them to generate effective application, and to select those that best fit the trainees need and to develop instructional skills. Moreover, these instructors( with M.ED), may be accompanied by a subtle ability to pick up cues emanating from the trainees as

the classroom activity unfolds and adjusted that activity to trainees progress. The impact of qualified instructors, in this sense, has been further discussed by Hammond-Darling cited in Firestone(1996), in which the knowledge in the application of instructions of an instructor to be directly relevant to educational practice. This means that knowledge is directly proportional to the performance of educational activities. Because as Dunne and Wragg (1994:6) suggested in every area of human activity it is the very skill and knowledge of an individual that result in making things simple. Moreover, highly qualified teachers have a wide range of subject knowledge and a large repertoire of professional skills.

Consequently, these qualified instructors, in addition to having knowledge more about teaching the curriculum, might have also a better grasp of the content they teach in addressing topics adequately; in planning, presenting, managing, and evaluating classroom instructions effectively; and understand individual differences of trainees, than those of less qualified instructors. These instructors, thus to implement the pedagogical requirements effectively during the training period are better than those instructors with first degrees. Because , the additional knowledge they have acquired and the additional courses they have taken seem to help the qualified instructors (M.ED) bring about professional development and competency in their instructional activities.

In this situation, according to Thomas Sherman and a group of colleagues (1986) cited in Weimer(1993) about effective instruction, one-way to keep teaching fresh is to develop the professional competency of instructors, i.e. helping them to up-grade their level of qualification. So, if instructors are more qualified, they always try new things, they would be familiar with new teaching strategies, new textbooks, and new methods and techniques of classroom instructions.

In general, from the above mentioned supporting research findings and the result seen in this study, qualified instructors were more effective than less qualified instructors in the practical application of professional courses in training future teachers.

The other variable employed to observe the impact of application of instructional skills of the instructors was their level of work experience. So, instructors were categorized in to two divisions interms of their level of work experience (12 years and above and below 12 years)

using median (See Appendix 9-2) . So the following table indicates differences of application in terms of instructors' level of work experience.

**Table V : Means, Standard deviation scores and t-test results of the instructors according to level of work experience.**

	Experience		t-stat	df
	≥12	<12		
Mean	225.3333	189.2	50.2109*	28
Variance	435.631	341.1714		

\* p<0.01

As the above table shows, the mean scores and variances of experienced instructors(≥ 12) indicated significant difference from those less experienced(< 12), (t= 50.2109, df=28, p<0.01). Thus, the instructors with greater work experience seem to show better performance in the practical application of classroom instructions. The experience of these instructors seems to have a positive impact on their classroom performances.

Most educators have suggested that work experience has a positive impact on teachers' performance. For example, Moore(1995) recommended that experienced teachers seem to be better than less experienced teachers in selecting relevant instructional practices for the effective implementation of learning experiences according to the overall background of the learner. Moore further indicated that an instructor cannot become familiar and feel comfortable with methods he has not used. So, the selection of methods pertinent to learners requires the experience of a teacher in the profession. The systematic selection of methods, which has occurred as a result of the experience of an instructor, in turn enables the trainees to feel comfortable and learn better when the method fits their abilities, needs, and interests. Thus, it is grasped that the experienced instructors selected the best possible method, plan the lesson, manage the classroom, and follow the necessary assessment techniques better than the less experienced ones in the training program.

Consequently, Firestone(1996) pointed out that experienced teachers will establish the normative climate into which trainees arrive at an environment that they will be attracted , interested, and encouraged for the acquisition of the essential skills during the training period better than those with less experience in training. To this effect, it seems that in both the two training colleges, the experienced instructors are endowed with the understanding of effective classroom instructions, background of trainees, selecting relevant points, etc., in training future teachers.

Moreover, regarding the need of experience in training, as suggested by Creemers (1994), were also considered important by the process-product paradigm in the study of directly observable teacher behavior of classroom performance. Similarly, Tillema and Veenman(n.d) added that in improving the application of classroom instructional skills, the provision of realistic settings in model situations could be made effectively by experienced teachers. Further, the skills to be trained should be learned in close context with the practical situation of the experienced teacher.

Hence, from the data obtained and the suggestions given by different researchers and educators, one can generalize that experienced teachers have the skill and competency in the implementation of classroom instructions for the purpose of training future teachers in pedagogical courses. Thus, qualification and experience are found to be essential in training activities .

The other instrument used for the study was interview. As indicated earlier, on interview was used to obtain data in this study . So, the major information obtained by interviewing the dean, and the department head teacher of pedagogy from the two colleges are presented as follows:

1. Shortage of reference books, training materials, classrooms, dormitories, reading rooms/ insufficient library services (1:50).
2. Few number of instructors of professional courses, specially in Awassa (1:80 if 1:40 is taken as normal teacher-student ratio).
3. The existence of a Teacher Training Institute(TTI) in the same campus of Awassa college of teacher education has brought a problem in sharing library materials, classrooms, etc. with the college students.

4. Shortage of instructors' offices, especially in Awassa where two instructors share a small office for two.
5. Buildings and classrooms with broken windows especially in Gondar .
6. Inadequacy of health treatment clinics.
7. Broken chairs and tables(desks) which are not suitable to use especially in Gondar.
8. Shortage of finance for budgetary activities to run the training program specially in Awassa due to the inclusion of teacher training trainees of elementary level.

From the above listed responses, it is possible to assert that both the colleges, like any other newly built institution, suffer from shortage of library facilities, like reference books; classrooms; dormitories; finance to run the program effectively; instructors of pedagogical courses, in the case of Awassa; adequate offices for instructors; etc.

These problems, therefore, may bring about a negative impact on the training activities. The absence and shortage of reference materials, like books, for example might impede or restrict the instructors from giving assignments and project works to trainees besides the problem the instructors face in establishing and developing the contents of classroom instructions. Moreover, trainees might face problems of enriching their classroom lesson by the use of reference books. So, if the classroom instruction is not augmented by library materials, the training program might not be successful.

Consequently, the problem might be worse if large class sizes are formed due to shortage of classrooms, and shortage of teachers. This condition might also bring another problem-the increase of teaching load on behalf of the teacher. If instructors are loaded, therefore, they may not have adequate time to prepare lessons, correct assignments, etc. And if large class sizes are formed, the students might not benefit much, and the teacher may be in a problem to implement classroom instruction appropriately. Regarding the problem of large classes, Kakkar(1993) suggested that a teacher in a large classes could not understand the student and could not individualize instruction, which were considered as prerequisites for good instruction. So due to large classes, the trainees may find the lesson difficult; and the instructors might fail to identify the background-ability, attitude, interest, etc., of the trainees, in order to gear methods and techniques of instruction to these factors.

On the other hand, inadequacy of dormitories might also have a negative impact on trainees to feel discomfort in either getting rest or doing personal activities that require silence, and conducive environment. Similar constraints might occur for instructors due to shortage of offices. The instructors may face problems of preparing lessons, arranging training materials, etc., if they are short of offices.

# CHAPTER FIVE

## Summary, Conclusion and Recommendations

### 5.1. Summary of the Study

The major purpose of this study was to study the practical application of pedagogical courses in the training of would-be teachers in the newly up-graded colleges of Gondar and Awassa. The study, therefore, focused on the level of qualification and work experience of instructors in the application of these courses in developing classroom instructional skills of the trainees. To this end, the following research questions were posed:

1. Are the pedagogical requirements of classroom instructions effectively followed by the instructors in the training program?
2. Are there significant differences among the instructors in the application of classroom instructions?
3. What are the major problems encountered by the colleges for the practical application of pedagogical courses?
4. Are instructional materials for professional courses adequately available in the colleges?

To answer these questions, instructors of pedagogical courses of the two colleges were taken and their practical application of classroom instructional skills (planning, presentation, classroom management, and evaluation) were observed by preparing a rating scale that contained 60 variables (15 variables for each category), and interviews were conducted to four subjects (the dean, and department heads of education departments of the two colleges).

Results of Mean scores, Standard Scores, and t-test revealed the following findings:

1. The majority of the instructors are found to show better application of instructional skills ( about 80 %)

2. Regarding qualification, those instructors with second degrees(8 with M.Ed) manifested better performance than instructors with first degrees( 3 with B.Ed) in the training of would-be teachers.
3. The result regarding work experience indicated that those with high level of work experience manifested beter performance.
4. The information obtained through the interviews also revealed that there are shortage of training materials, like reference books; classrooms and offices for instructors that brought negative impacts for the proper training of future teachers.

## 5.2. CONCLUSION

This study has attempted to investigate the practical application of pedagogical courses in training the would-be teachers in the newly up-graded colleges of Gondar and Awasa. Results indicated that those instructors with second degrees(M.ED), and those instructors with high level of work experiences showed a better performance than those instructors with less qualification(B.ED), and low level of work experiences respectively in the practical application of classroom instructional skills of pedagogical courses in the training programs of the two colleges. Thus, qualification and work experience are found to have impacts on the training of would-be teachers.

Like wise, shortages of training materials, classrooms, dormitories, offices and teachers, in general, shortages of the necessary training facilities and equipment, have affected the practical application of professional courses negatively.

Moreover, the shortage of instructors has resulted in the formation of large class sizes, which again has a negative impact on the application of classroom instructions.

Hence, level of qualification and work experience, of the instructors have revealed the impact in training of would-be teachers. That is, those with better qualification and work experience are found to have better performance than those less qualified and experienced instructors. Similarly the shortage of reference materials and other training facilities have also resulted in a problem of promoting the training activities .

### 5.3. RECOMMENDATIONS

It has been indicated that instructors with better qualifications and work experiences, together with adequate training materials and facilities would promote the training activities of a teacher education program effectively. Although fulfilling the necessary training materials, qualified and experienced instructors in the teachers' colleges seems to be far reaching, the following recommendations are made on the basis of the findings.

1. It is advisable and recommendable to assign better qualified instructors in the teacher education colleges to the most, and/or give workshops, seminars, etc on current trends of training activities to the less qualified instructors to the least. Because of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important element. So, it is on his/her personal qualities and character, his/her educational qualifications and professional competence that the success of all educational endeavor shall ultimately depend.
2. At the time of assigning instructors to teacher education colleges priorities should be given to those who had a better service in specially training activities and organizations like teacher training institutes, etc. This is because work experience is helpful for the implementation of instructions. Moreover, the instructor with a better work experience understands his trainees and does his task effectively.
3. The colleges of teacher education shall also find means, in either asking for help of other institutions or buy the necessary materials-like books, to equip their libraries with training materials. The fulfillment of training materials and buildings including reference books shall be the major responsibility for the college's administrative body and also the Regional Education Bureau. Because the fulfillment and provision of training materials, facilities and equipment is one of the goals of teacher education program in order to specify the instructional program.

4. In general, colleges of teacher education require critical follow-ups by the responsible authorities in the fulfillment of manpower, material and financial resources that have either a direct or indirect impact on the training activities.
5. Finally, to get broader picture for the practical application of professional courses, further studies need to be done in both the colleges of teacher education.

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## **APPENDIX - 1**

### **INTERVIEW QUESTIONS FOR PRINCIPALS AND EDUCATION DEPARTMENT HEAD PERSONS**

1. Do you think that there are problems in training would-be teachers with professional courses in the college?
2. Are there adequate materials, equipment, in general, training facilities to serve the purpose of training.
3. What are the major problems that the college face at present in promoting classroom instructional skills in particular, and forwarding the training program in general.

APP-2

## **Rating list for evaluating the practicality of professional courses in the colleges for instructors.**

The following list contains teacher performance skills in the practical application of pedagogical(education) courses of the primary(second cycle) teacher education program. Please evaluate as to how adequate is the professional application in the college in preparing prospective teachers to use each of the skills identified in the four categories. In your rating use the following scale.

### Scale

- 5 = very much adequate performance
- 4 = more than adequate performance
- 3 = adequate performance
- 2 = less adequate performance
- 1 = poor performance in training

Thank you very much in advance

Zelalem Bekalu

## PRELIMINARY OBSERVATION GUIDE

I The Course \_\_\_\_\_

1. Date \_\_\_\_\_
2. The number of trainees \_\_\_\_\_
3. Section/class observed \_\_\_\_\_
4. Length of the observation period \_\_\_\_\_

II The Instructor

1 Qualification \_\_\_\_\_

1.1 Major \_\_\_\_\_ 1.2 Minor(if any) \_\_\_\_\_ 1.3 Sex \_\_\_\_\_

2 Diploma obtained from (College, university) \_\_\_\_\_

3 Year of experience as a teacher

3.1 In this college \_\_\_\_\_

3.2 In other college(s) \_\_\_\_\_

3.3 The subject you taught (years) \_\_\_\_\_

3.4 The subject you are teaching (years) \_\_\_\_\_

4 Have you ever participated (taken) in-service training, seminar, workshop, etc. regarding your profession? Yes  No

III The Condition of the Classroom

1 The classroom is well equipped with desks available for all trainees.  
Yes  No

2 Table and chair for the teacher. Yes  No

3 Properly set and clean blackboard. Yes  No

4 The classroom is well ventilated. Yes  No

5 The classroom is properly lighted(illuminated). Yes  No

## Variables of Planning Classroom Instruction

1. \_\_\_ Using of curriculum materials(syllabus, textbooks, teacher's guide, etc) in planning lessons.
2. \_\_\_ Preparation of instructional plans at different levels (annual, unit, daily lessons).
3. \_\_\_ Planning of instructional objectives.
4. \_\_\_ Stating of objectives in a form of trainees' observable action.
5. \_\_\_ Planning logically sequenced topics (sub-topics) (simple to complex).
6. \_\_\_ Planning of causes, reasons, relationships to be explained.
7. \_\_\_ Designing of a variety of learning experiences and activities.
8. \_\_\_ Selection of instructional methods that match the trainees' needs and ability level.
9. \_\_\_ Preparation of appropriate instructional aids from local materials.
10. \_\_\_ Preparation of statements of assignments to be accomplished by the trainees.
11. \_\_\_ Planning of review questions to be used to check trainees' entry behavior.
12. \_\_\_ Preparation of questions helpful to observe trainees' general knowledge in relation to the content to be presented.
13. \_\_\_ Preparation of questions that stimulate thinking and that are directed at different cognitive levels (recall, comprehension, application, etc.) of trainees.
14. \_\_\_ Preparation of trainees' share in carrying through the instruction.
15. \_\_\_ Preparation of teacher's share in carrying through the instruction.

## Variables of Presentation Classroom Instruction

1. \_\_\_ Enter classroom on time (punctual).
2. \_\_\_ Checking of whether trainees have their proper seat.
3. \_\_\_ Checking of attendance.
4. \_\_\_ Indicating of objectives of instruction.
5. \_\_\_ Describing of trainees' work and share in carrying through the instruction.
6. \_\_\_ Indicating and/or writing of the topic/sub-topic to be taught on the blackboard.
7. \_\_\_ Making of brief review of the contents covered in the preceding session.
8. \_\_\_ Recaptulation of trainees' responses elicited by review questions.
9. \_\_\_ Forwarding of statements of linkage which marks the beginning of instruction of the preceding to the succeeding topic/sub-topic.
10. \_\_\_ Definition of concepts, terms, vocabularies.
11. \_\_\_ Using of teaching aids - (figural, symbolic, objects, etc.).
12. \_\_\_ Variation of trainees' classroom activities - listening, speaking, observing, doing.
13. \_\_\_ Development of the classroom lesson with the proper structure, (such as: introduction, presentation, stabilization, and summary).
14. \_\_\_ Relating the lesson with other subjects and social conditions.
15. \_\_\_ Using of instructional methods and techniques that are appropriate to the objectives of the lesson and to the level of trainees.

## Variables of Classroom Management

1. \_\_\_ Acknowledgment of trainees' questions and responses.
2. \_\_\_ Giving necessary classroom corrections .
3. \_\_\_ Taking of appropriate action when trainees are bored.
4. \_\_\_ Maintaining classroom environment in which trainees feel free to share ideas and questions.
5. \_\_\_ Provision of challenging, novel, and varied learning activities.
6. \_\_\_ Using different techniques smoothly on in discipline trainees (gestures, eye contact, facial expressions).
7. \_\_\_ Relating learning activities to trainees' interest.
8. \_\_\_ Sharing responsibility to trainees.
9. \_\_\_ Respecting the rights of trainees.
10. \_\_\_ Pacing lesson consistently with the ability levels of the trainees.
11. \_\_\_ Showing impartiality in the classroom.
12. \_\_\_ Discussing issues with trainees instead of arguing with them.
13. \_\_\_ Reminding of the rules or procedures violated by the trainees systematically.
14. \_\_\_ Starting and finishing of lesson on time.
15. \_\_\_ Eliciting interests of trainees by changing the techniques and methods of instruction.

## Variables of Classroom Evaluation

1. \_\_\_ Initiating trainees to ask
2. \_\_\_ Recapitulating and checking of correctness of responses
3. \_\_\_ Asking questions clearly, concisely.
4. \_\_\_ Using problem-solving questions, to explore, clarify, etc.
5. \_\_\_ Distributing questions effectively, fairly.
6. \_\_\_ Re-phrasing, and re-informing of questions and answers.
7. \_\_\_ Encouraging answers, elaboration's.
8. \_\_\_ Using questions to check the instructional techniques effectiveness.
9. \_\_\_ Using questions that attract trainees' interest.
10. \_\_\_ Using questions to identify individual differences.
11. \_\_\_ Giving feedback to trainees' questions.
12. \_\_\_ Constructing a variety of assessment techniques to check trainees understanding.
13. \_\_\_ Providing assignments to trainees with an opportunity to work cooperatively.
14. \_\_\_ Giving assignments that demands trainees to read and investigate books, journals, documents, etc.
15. \_\_\_ Providing questions that help trainees to develop higher level thinking.

APPENDIX - 8

SUM OF THE SCORES OBTAINED IN THE FOUR VARIABLES FROM EACH INSTRUCTOR

Instructor	College	Planning	Presentation	Classroom management	Evaluation	Total
A	Awassa	164	185.5	188.5	189.5	727.5
B	Awassa	167	161	175.5	165	668.5
C	Awassa	162.5	152.5	142.5	152.5	610
D	Awassa	114	90	130.5	91	425.5
E	Awassa	104	111	82	67	364
F	Gondar	176	169.5	179.5	178.5	735.5
G	Gondar	173	148	164.5	173	658.5
H	Gondar	166.5	159	167	158	650.5
I	Gondar	147	144	161	147	602
J	Gondar	132.5	119	84	109	445
K	Gondar	120.5	104	84	575	366

APP-9-1

t- test values for qualification and work experience

	B.Ed.	M.Ed.
Mean	77.03333	337.5
Variance	245.6595	
Degree of freedom	21	

APP-9-2

	<12	≥ 12
Mean	189.2	225.3333
Variance	341.1714	435.631
Degree of freedom	28	

## Orientation Manual

### 1. Objective

The objective of this orientation manual is to :

- a) Make the variables enumerated under the four categories of planning, presentation, management, and evaluation of classroom instructions, clear and understandable during the rating period.
- b) enable the ratters perform their task accurately .
- c) to equip the ratters with knowledge of classroom observatory activities that they will employ in the actual settings.

### 2. Preliminary observation Guide

In this part of the format, adequate exercises will be made until the ratters fully grasp the concept. Under ' The courses', names ( Introduction to psychology, General Methods of Teaching , production of Teaching Materials, etc. ) will be written. Under ' The Instructor' the qualification interrelation to major and minor , etc. will be filled . Similarly, under. ' The condition of the classroom' the emphasis will be on the nature of the classroom interms of furniture, neatness, and light availability.

Exercise: Assuming that you are a college instructor, fill in the points written on the preliminary observation Guide'.

### 3. Variables of planning classroom Instruction.

This part of the observation format is to be filled in before the in-classroom activity. Ratters are required to look at the curriculum materials ( syllabus, texts, teacher's guide) and instructional plans ( annual, unit daily)

#### Definition of key terms

-planning- is the preparation of lesson for a period of study interms of learners observable behavior. E.G. at the end of the lesson students will be able to write, read , add....

- Instructional Methods- are the types of teaching methods and techniques. like lecture, demonstration group discussion, etc. used by the teacher depending on the nature of the subject, the learner, the material in the classroom.

- Local Materials - are materials found locally that are used for the sake of simplicīy of classroom instructions.

Exercise : Please evaluate the following ' daily lesson plan'.

Topic : Perception

Objectives - to help students know the term .

Introduction- perception is the process of visualizing, internalizing , etc. of a phenomenon.

Teaching Materials : Visual and non visual objects.

Method of teaching - Lecturing method will be used.

Summary and conclusion - the main points will be discuses

Points to be focused on : the preliminary section (date, grade/section, time, clear objectives, etc). the summary and conclusion ( questions, assignments, etc. ) of the daily lesson shall be critically evaluated .

#### 4. Variables of presentation.

The personality of the instructor interms of punctuality, performance, competence - in general this efficiency will be given emphasis in this part of the format. The instructor's voice, language use and command, confidence, etc. are also given importance.

Exercises. Read the following statements and write "W" for wanted behavior, and 'U' for unwanted behavior of an instructor manifested in presenting a lesson.

- a) There is no need of telling you the purpose of this lesson because it is important as you all know it.
- b) You are required to listen attentively and participate in the discussion for there is time to take notes.
- c) Student 'A' can you give use examples for this?
- d) You can use this( method, principle , technique, etc. ) when you go out of the classroom ( market, shop , etc.
- f) You might have faced this problem in your childhood period.
- g) It is impossible to define , this term other than this.
- h) If you like you can find and read books regarding this concept.
- i) I am sure you don't have comments and questions.

#### 5. Variables of classroom Management

For effective teaching-learning process ( without the interruption of the lesson, motivation, smooth interaction) this part of the format will be dealt.

Exercises: Write 'A' for acceptable behavior and 'N' for not acceptable behavior of an instructor managing classroom instruction.

- a) This is not the place and the time to ask such a question.
- b) Because of limited time we have, you correct the assignments by exchanging your exercise books.
- c) Please close the windows for I feel ill.
- d) Student "A", why are you sleeping on the desk? please stand up! boys do you see him?
- e) Today the first five students will tell us their idea about this lesson.
- f) The instructor critically follows his lesson plan leaving aside the students' noise in order to finish the lesson on time.

#### 6) Variables of classroom Evaluation

In this part of the format the instructor's techniques of evaluation will be given emphasis.

Exercises: Comment on the following statements of evaluation techniques.

- a) Giving chance to students to suggest their opinions, ideas, views etc. about a lesson before the discussion of an instructor is not recommendable.
- b) Asking students questions without elaborating the question, helps them to read books.
- c) Instructors should often ask clever students in order not to kill time in class.
- d) Questions should usually be asked to identify the slow and fast learners.