FACTORS AFFECTING THE FUNCTIONS OF PEDAGOGICAL CENTERS IN SOME SELECTED TEACHER TRAINING INSTITUTES IN ETHIOPIA

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BELETTE TADESSE

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF MASTER'S OF EDUCATION FOR THE TRAINING PROGRAMME IN CURRICULUM AND INSTRUCTION

FACULTY OF EDUCATION
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FACTORS AFFECTING THE FUNCTIONS OF PEDAGOGICAL CENTERS IN SOME SELECTED TEACHER TRAINING INSTITUTES IN ETHIOPIA

BY
BELETTE TADESSE

A Thesis Submitted in Partial Fulfillment for Degree of
Master of Arts in Curriculum and Instruction

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

June/2001

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TABLE OF CONTENTS

		Page
ACKNOWLEDGMENT		**i**
TABLE OF CONTENTS		**ii**
LIST OF TABLES		**iv**
ACRONYMS		**vi**
ABSTRARCT		**vii**
1. INTRODUCTION		1
1.1	Background	1
1.2	Statement of the Problem.....	4
1.3	Purpose of the Study.....	5
1.4	Significant of the Study	6
1.5	Delimitation of the Study.....	6
1.6	Limitation of the Study	7
1.7	Operational Definition of Terms	7
2. REVIEW OF RELATED LITERATURE		9
2.1	The Practices of Coordinating and Utilizing the Pedagogical Centers in Ethiopia.....	9
2.2	Guideline on Strengthening the Pedagogical Center Of the Teacher Training Institutes.....	12
2.2.1	Functions of Pedagogical Centers of the Teacher Training Institutes	13
2.2.2	Organization.....	15

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ADDIS ABABA UNIVERSITY
LIBRARIES

Page

2.3 Experiences of other Countries..... 16
2.3.1 Teacher Resource Center (TRC) in Botswana.... 16
2.3.2 Teacher Resource Center (TRC) in South Africa.. 17
2.3.3 Teacher Resource Center (TRC) in Tanzania..... 17
2.4 Effective Communication and the Instructional Process..... 19
2.4.1 Concept of Instructional Technology 21
2.4.2 The Role of Instructional Media..... 23
2.5 The Current Trend of Primary Education 27
2.6 The Importance of Teacher Training Programme..... 30
2.6.1 Evaluation Mechanism for Teacher Education... 34

3. RESEARCH DESIGN AND METHODOLOGY 37
3.1 Source of Data and Sampling Procedure 37
3.2 Instruments and procedures of Data Collection 38
3.3 Method of Data Analysis 40

4. PRESENTATION AND ANALYSIS OF DATA 42
4.1 Description of Data 42
4.2 Analysis of Data and Discussion of the Findings..... 46

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION 65
5.1 Summary 65
5.2 Conclusion..... 68
5.3 Recommendation..... 69

- Bibliography 72
- Appendices 75-88

LIST OF TABLES

		Page
Table 1	Years of Establishment	42
Table 2	Graduates of Debre Berhan TTI, years (1957-2000).....	43
Table 3	Types of Respondents	44
Table 4	Qualification of Respondents	44
Table 5	Experiences of Respondents	45
Table 6	Major Functions of the Pedagogical Centers of the TTIs as indicated by Respondents.....	47
Table 7	Provision of Facilities and Resources to pedagogical Centers of the TTIs.....	49
Table 8	Responses Concerning Availability of Guide Materials...	51
Table 9	Responses Regarding Source of Support to the Pedagogical Center of the TTIs.....	52
Table 10	Evaluation of the Support obtained from REB, TTI, And NGO to the PCs.....	52
Table 11	Responses of TTI Staff Concerning the Training Programme on how to utilize the pedagogical center Of the TTI	53
Table 12	Evaluation of the Contribution of the training programme.	54
Table 13	Evaluation of the Coordination between TTI Instructors and PC Coordinators.....	55
Table 14	Responses of TTI Staff concerning their Participation in the Pedagogical Center.....	55
Table 15	Evaluation of the Contribution of the Pedagogical Center of the TTI in Facilitating the Teaching-Learning Process.....	56

		Page
Table 16	Instructional Materials Available in the Three Pedagogical Centers of the TTI.....	58
Table 17	Major Problems of the Pedagogical Center indicated by TTI Instructors, Directors and Coordinators	60
Table 18	Suggested Solutions to the existing Problems of the Pedagogical Centers of the TTIs.....	62

ACRONYMS

PC	Pedagogical Center
APC	Awraja Pedagogical Center
SPC	School Pedagogical Center
TRC	Teachers' Resource Center
TTI	Teacher Training Institute
ICDR	Institute for Curriculum Development and Research
MOE	Ministry of Education
REB	Regional Education Bureau
ZED	Zonal Education Department
WEO	Woreda (Equivalent to District)Education Office
N.R.	No Response refered in the tables used in this study
SNNP	Southern Nation, Nationalities and Peoples (refers to the Southern Regions in Ethiopia).
NGO	None Governmental Organization

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ABSTRACT

To make the work of the Teacher Training Institute Programme more efficient and effective, certain changes on the major activities of the pedagogical center of the teacher training have taken place. Consequently, the Institute for Curriculum Development and Research has prepared in 1996 a Guide material on how to organize and strengthening the pedagogical centers of the teacher training institutes in line with the new directives indicated in the Education and Training Policy of 1994. It was given the task of preparing instructional materials, conducting action research, training and coordinating the instructional staff and trainees in the Institute.

The purpose of the study is therefore, to investigate the factors affecting activities of the pedagogical centers in the teacher training institutes. In accomplishing the task the researcher used questionnaire, interview, document inspection and observation check list as main instruments of collection.

The results of the study suggested that most of the instructors in the TTI's have expressed their views in that the stated objectives and functions of the pedagogical center of the TTI's were not easily attainable. The coordinators and directors of the three pedagogical centers of the TTI's believed that the available facilities and resources do not allow attainment of the stated functions in the respective TTI programmes.

It is, therefore, recommended that a guide material should be prepared in line with the need of the training programme. Center coordinators and teaching staff should be trained. The centers be provided with the necessary facilities and resources. Effective management that understands the roles of PCs and that has commitment to its profession must be in place.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

These days, names such as Pedagogical Center, Education Center, Media Center, Learning Resource Center, Instructional Support Unit and Teaching Materials Production Unit are being used to describe support services which a country, a training institution or an organization provides. What is there in a name? Of course, the name of a place is important because it has functional implications (Odharo: 1997).

" Education Center" or " Pedagogical Center " has many interpretations in many countries depending upon their economic factors such as budget allocation, level of educational development, and priority placed on education.

Pedagogy, as such, is the profession of the school instructional system where the school age children are helped in an organized way to develop their potential in socially accepted norms (Birara: 1988).

In a paper called, "The Significance of Multi Media Approach in Improving Instructional Process and The Role of Pedagogical Center, "Birara (1988:38) stated that:

> *Pedagogical Centers, though branded with names like Teachers Centers, Curriculum Centers, Educational (Instructional) Technology Centers and etc, are essentially institutions established to improve and up date instructional processes through systematic action so that the school aged population can be helped to develop mentally, physically and spiritually .*

Pedagogical Center (PC) in the Ethiopian context is a programmed center that could bring together teachers and other educators in the localities for the purpose of identifying problems, seeking common solutions, exchanging knowledge, skills and

experiences. The pedagogical center is one of the institutions created in response to the problems of implementation of reform in the education programmes (ICDR 1977).

The concept of Pedagogical Center grew out of the objective reality of the nations' multitudinous educational problems. There were no established programmed center that could bring together teachers and other educators in the localities for the purpose of identifying problems, seeking common solution, exchanging knowledge, skills and experiences. Inspite of the many difficulties, teachers were expected to fulfill the requirements of the curriculum and to attain the objectives of education. Most of the supervisors and directors were unable to assist and guide teachers and contribute to the teaching-learning process due to lack of establishments and facilities they needed. As a result, the pedagogical centers were mostly occupied with bureaucratic work rather than instructional activities.

It is in response to these acute problems of our education system that the pedagogical centers were established at different levels. Their main functions were listed as follows at all levels where learning takes place (MOE, 1977).

1.1.1 Coordination: One of the important roles of pedagogical center is to work closely and cooperatively with the community. It must involve and mobilize individuals, groups and institutional leaders to share their knowledge, skills, talents and experiences. It must coordinate these activities and resources towards the development and enrichment of the education system.

1.1.2 Research, Study and Planning: The activities under this category are many and varied but the major ones are:-

- Local Curriculum:- the concern here is to study possible ways of adopting the national curriculum to local conditions.
- Evaluation of curriculum and curricular materials:-

A Pedagogical center encourages the formation of subject matter committees in each institution. Through those committees, collect data, opinions, remarks and recommendations from subject matter groups on how best to adopt the curriculum to local conditions.

1.1.3 Preparation, Utilization and Distribution of Instructional Materials. The purpose of any instructional material in the teaching learning process is to assist the performance of the teacher, during his/her actual instructional activities. Pedagogical centers produce various types of teaching materials such as models, pictures, posters, reference materials etc. However, their main concerns were to serve as innovation center ready to assist teachers in their problems. To develop new ways and approaches to teaching and to produce models of prototypes that can be used by teachers are a point of departure for developing their own materials.

1.1.4 Training:- the central target of the training programme is the instructional staff. It aims at improving the professional competencies of teachers and other staff members so that, they have the proper understanding and tools to do the job they are entrusted in, (MOE, 1977).

According to the report of Pedagogical Centers Coordinating Panel in MOE, 1977 in the previous years numerous efforts have been made towards realizing the objectives and functions of PC at all level especially in the teacher training institutes, where they PC served as a facilitator of information, experiences, knowledge, skills, materials, resource persons between instructors and trainers. In short, the main functions of the centers include promoting the exchange of ideas and materials, fostering of the development of learning from one another, encouraging those who have the ability and know-how to come forth and

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demonstrate their skills and talents for preparing and distributing of teaching materials have been effectively materialized.

1.2 Statement of the Problem

Recognizing the fact that the traditional approach to teaching allows little real student involvement beyond the factual recall level; nowadays, considerable attention has been given to the idea of teaching-learning process, and is concerned more with encouraging the kind of teaching which pays attention to the way students learn. In line with this principle and in the New Education and Training policy, many guiding statements have been mentioned. One of the major ideas is that teacher-training programme should focus on creating teachers who are aware of their environment and could apply problem solving skills and abilities among the society. This training program should give considerable attention to develop the knowledge, skills and shape the attitude of the trainees so that they can serve the need of the society according to the intended goals cited in the policy document.

It is understood, from reports of evaluations of TTI instructional materials and field visits, that there are problems of proper direction and appropriate organization of pedagogical centers in the teacher training institutes (ICDR 1997). As it has been mentioned in the reports, they lack experiences, skills, interest and the necessary facilities. Besides, most of the TTI instructors contacted during the 1997 field visit and the 1998 TTI syllabi Revision Workshop have pointed out that they have problems of finding contemporary and relevant instructional materials. In particular, they have mentioned that pedagogical centers in the TTIs are not organized to the intended objectives and functions regard to curriculum, teaching-

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learning methodology, action research, and discussions on current educational issues. Further more, most of the Regional Education Bureau have confirmed that TTI instructors' claim is proper and well developed guide lines in the form of manual should be prepared in line to the TTI curriculum.

Hence the above critical problems have led the researcher to identify the attitudes of concerned bodies at pedagogical centers in the TTIs and other related factors that have direct bearings on the issue under study.

1.3 Purpose of the Study

The main purpose of this research is to investigate factors affecting the activities of the pedagogical centers in the teacher training institutes. It is aimed at identifying major quality control inputs necessary to the teaching-learning process that significantly affect the pedagogical centers activities in the requisition and allocation of resources and elements related to the function of the centers. The study further investigates the interest and attitude of Instructors, Trainees, Coordinators and Officials of the respective TTIs towards the proper functions of PCs.

1.3.1 Research Questions

1. What are the major functions of the pedagogical center of the TTI?
2. Are there adequate resources for PCs ?
3. Is there a Guideline in the TTI that could help to organize and Utilize the pedagogical center of the TTI at the school level?
4. What are the sources of technical and material support?
5. How often do TTI staff use their pedagogical center?

6. How much does the pedagogical center contribute to the intended training programme?
7. Are there enough instructional materials in the pedagogical center?
8. What are the major problems of the pedagogical centers?

1.4 Significance of the Study

The research findings are expected to come up with the necessary empirical evidences regarding the major factors that may influence the function of pedagogical centers. This could enable the decision-makers to make appropriate interventions in the development of a strategic plan with regard to the programmes of pedagogical centers. Additionally, the findings and recommendations will provoke the TTI PC coordinators and other stakeholders to take appropriate measures on observed problems.

1.5 Delimitation of the Study

The scope of the study is to be seen in the content of the Teacher Training Institutes and in identifying the factors currently affecting the activities of pedagogical centers in the training institutes. Due to man power, financial and other constraints, the study is limited to three selected regions: Oromia, Amhara and Southern Nation, Nationalities and Peoples.

All TTIs have their own training programmes in order to achieve the centrally designed syllabi for primary education. As a result, reaching all these training institutes and include all their population in the study would be difficult, time consuming and expensive, given the constraints of a student. Therefore, the study is delimited to only three TTIs in the selected regions. The source of data are pedagogical center coordinators, TTI Principals, instructors and responsible officials in the respective TTIs in addition to the PCs themselves.

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1.6 Limitation of the Study

This study will not include all TTIs in Ethiopia. Thus it is hoped that the findings of the research will be used along with the selected TTIs in their respective regions. Inavailability of adequate literature on the subject pedagogical center in general and experience of coordinators in the selected sample areas in particular, will have a negative effect to the results of this study to make it comprehensive.

1.7 Operational Definition of Terms

The following list of definition of terms covers most of the terms and words that appear in this study.

Awraja Pedagogical Center:-	Literally this means equivalent to a district pedagogical center established as resource center to serve schools in a district.
Birr:-	Ethiopian Currency
Pedagogical Center (PC):-	Reference is made here to the Teacher Training Institute Meaning " ... it is a research and Innovation place or meeting point for teachers and others for pooling the knowledge, experience, skills and talents of teachers, students and the community resources for improving and enriching the quality of education." (ICDR: 1982).
First Cycle Primary School:-	Schools for grades 1-4 in Ethiopia.
Facility :-	Refers to the pedagogical center of the TTI, rooms like-display room, store, hall, workshop and office with their basic furniture
Resource:-	Refers to the pedagogical center of the TTI human power, budget, raw materials and basic tools that are necessary to run the activities of the pedagogical center.

Terms Classification indicated in the PC activity are:-

Pictures:-	Including photographs, line drawings and paintings aiming at a true and life representation of a real object.
Diagrams:- (Graphic)	including engineering drawing cross-sections schematic diagrams, flow charts, aiming at a clear representation of an object, or specific characteristics of an object or a process, concept or phenomenon.
Still Media:-	from the traditional chalk board to flannel boards, Magnetic boards, wall charts, opaque, slide and strip projectors down to the modern overhead projector, which present diagrams photos, models and so on.
Models:-	is usually a simplified version of the real object, (3- dimensional) process or system under studies.
Real objects:-	those things/events that we can direct experiences hear or feel/ that occur in the real world.
Audio-Audio-Visual media:-	Radio, Gramophone, Tape recorder film, Television, etc. (Amare:2000).

From the different categories of instructional media, which are presented above I have recognized that there are different possible approaches to classify instructional media in a way convenient to understand and enable to identify them in the TTIs.

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CHAPTER TWO

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2. Review of Related Literature

2.1 The Practices of Coordinating and Utilizing the Pedagogical Centers in Ethiopia

The years 1976-80 are in many ways a key years in the history of educational development in Ethiopia, because it marks the implementation of a number of new and challenging projects. It is interesting to look briefly at the historical background of this new development, and to see how it all began.

According to the report of MOE (1977): the general picture was given in Thornbury (1973), of the British Teacher from where Ethiopia got the seed. And he was the one who introduced the concept of "teacher center" to Ethiopia.

A few centers were set up in the early 1960s such as the one at the London Institute of Education. As mentioned in one of the MOE document (1977): "1969 faced with falling standards of English at the secondary level, it was suggested by the head of the English Department at the Gonder Secondary School that an experimental programme of English supervision be set up at elementary level in the province, in the hope that specific professional support to English teachers at this level would lead to better English foundations being laid and a gradual improvement of English standards at higher levels."

The original objective of the programme was therefore, to start the regular supervision of English teachers by a qualified native speaker in the province as possible. Fortunately, this situation was changed rapidly. Just over some years ago the Ministry of Education Officials paid a short visit to the Gonder workshop and were able to judge for themselves just what sort of contribution a teachers' center can make to the support of

rural education (MOE, 1977). This new trend of giving support to teachers, in the Ministry of Education injected a new life and direction in the development of Awraja Pedagogical Centers in Ethiopia which was equivalent to District Education center of some African countries.

In the context of Ethiopia, the very creation of pedagogical center was attributed to the provision of the supervisory programme (MOE, 1982). In other words, pedagogical centers were established to provide a working facility to supervisors so that they would be able to carry out their duties more effectively, efficiently and responsibly.

Since 1977, numerous efforts have been made towards realizing the objectives of pedagogical center, most important of which include:-

- between 1977 – 1990 a total of 779 pedagogical center staff have participated in the in service programme organized by the former Department of Curriculum at different institutions in the country (ICDR, 1993)
- the Ministry of Education had provided funds for selected schools, had organized seminars and study visits for the staff of school pedagogical centers, and had made close supervision and follow-up of the programme in cooperation with the Regional and Awraja Education Offices. Accordingly, in 1979 and 1980 workshops were conducted in 97 Awraja pedagogical centers for a total of 4680 school pedagogical center leaders consisting of one school director and one teacher from each of the 2340 schools (ICDR, 1993).
- small workshops were organized in every school for the purpose of maintaining close link between the Awraja Pedagogical Center and the school as well as for the smooth exchange of ideas, experiences, information and materials (ICDR, 1993). To this end, a great effort has been made at all levels of the educational structure to familiarize all concerned individuals with the objectives and functions of

Pedagogical Centers. As a result today, pedagogical centers enjoy the support of many public and professional organizations and are making valuable contribution to the improvement of the education system. Although, for many reasons pedagogical centers vary in their stages of development, in general the progress they have made in the last twenty three years is very much encouraging and promising(MOE, 1982).

The innovative function of pedagogical centers, characterized by evolving problem-oriented experiences, creates the condition for undertaking functions which generate from it. The total outcome of the whole educational endeavor is manifested as an impact on curriculum improvement and quality of education. Accordingly the objectives of pedagogical centers presented earlier should serve as the criteria for determining the tasks they have to accomplish. According to ICDR (1996), pedagogical centers at all level should have the following four objectives:-

1) Encourage pupils and teachers to prepare and utilize instructional materials.
2) Organize orientation, workshop and seminar programmes for skill training
3) Accomplish basic research and evaluation activities.
4) Enrich National Curriculum and develop local curriculum.

The opportunity to observe the effects of teaching and learning based on the above objectives provides a rich ground of information for pedagogical centers to promote their services. Currently, due to the new educational structure, pedagogical centers are organized by regional education bureaux.

According to a guideline prepared by ICDR (1996); The main function of the pedagogical center activities in the future shall be the instructional process in all cycles of

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general education, and since the teachers are the decisive factors, in the instructional process, the main target groups will be the teacher.

In view of the above function, the highest priority shall be the improvement of the performance level of teachers in the implementation of the centrally elaborated syllabi. Thus, the aspect of in service training of teachers, especially in the methodological aspect will be the dominating one, and all the other activities like the production of teaching materials shall be subordinated activities.

2.2 Guideline on Strengthening Pedagogical Centers of the Teacher Training Institutes

According to a Guide line prepared by ICDR (1996), the overall purpose of the Pedagogical Centers in the TTI is to bring their services to the benefit of teachers and students and there by facilitate the work of teaching and learning process. In other words, it is an educational support component where instructors take a pioneer role in organizing and leading the instructional activity. It is a center where the beneficiaries of the education system get together to discuss common educational problems and issues to seek possible solutions by pooling the knowledge, experiences, skills and talents of teachers and the institute human and material resources for improving and enriching the quality of education (ICDR, 1996). It is also research and innovation center for student teachers and instructors.

The Teacher Training Institute Pedagogical Center also presents instructors with opportunities to interact with each other in a variety of ways for the purpose of sharing resources and exchanging ideas so as to improve the effectiveness of their teaching and improve classroom participation.

To fulfil the overall purpose of the pedagogical center of the TTIs, the coordinator and staff of the center should be selected based on their unusual varied talents which will have ability to challenge the ordinary and stimulate the exceptional. They should be proactive, therefore always strive to keep abreast of developments in education and be catalytic in bringing about change (ICDR, 1996).

2.2.1 Functions of Pedagogical Centers of the Teacher Training Institutes

The concept of pedagogical center is not new to the TTIs. For nearly 20 years the TTIs have operated as a means by which instructors and student teachers and schools are mobilized, oriented and convinced about the prevailing educational programme so that they gave the necessary support towards the attainment of the educational goals. Therefore, according to the Guideline prepared by ICDR (1996), the centers should have coordination, conducting research and disseminating results, training and preparation and utilization of instructional material as tasks to be accomplished successfully:

Coordination

Since education should be the concern of the community at large, the active participation and the genuine contribution of the student teachers, instructors and schools are of paramount importance for the development of effective training program. Hence, one of the important roles of the TTI pedagogical centers (PCs) is to work closely and cooperatively with TTI Staffs and schools in the surroundings /Communities. It must involve and mobilize individuals, groups, and organizations to share their knowledge, skills, talents and experiences. It must coordinate these activities and school resources to wards the development and enrichment of the training programme.

Conducting Research and Disseminating Results:-

The activities under this category are many and varied but the major ones are:

a) Development of Local Curriculum: - The concept here is to study possible ways of adapting the national curriculum to local conditions as well as to the needs of the community so that education will have a hearing on the transformation of the life and culture of the community.

b) Evaluation of curricula and curriculum materials.

c) Collecting the necessary research data and cooperating in experimental work and other related activities.

d) Studying the child's practical learning difficulties for the purpose of adjusting the teaching learning process and thereby attempt to create better conditions for his/her learning.

Training:-

One of the major functions of pedagogical center is to offer training services. The trainees could include school directors, instructors, teachers (regular and untrained new student teachers), and members of the school curriculum committee. However, the central target of the training programme is the teaching staff. It aims at improving the professional competencies of teachers and other educational staff members so that they have the proper understanding and tools to do the job they are entrusted upon.

Preparation and Utilization of Instructional Materials

The preparation of instructional materials is an important component of the pedagogical center activity. However, one must take note that PCs are not production and supply centers of instructional materials. They are rather centers of innovation ready to assist teachers in their problems to develop new ways and approaches to teaching, to produce models or prototypes that can be used by teachers as a point of departure for developing their own teaching materials.

2.2.2 Organization

The work of PC of the TTI should be coordinated by professional staff. At the TTI, the PC coordinator should be assisted by technicians and should be directly responsible to the TTI director and his/her duty is to look after all matters pertaining to PC. The necessary equipment and material supplies should be obtained through Regional Education Bureaus (REB) and be used effectively.

Alternative designs for the PC building have been sent to the Regions for their choice. It has also been suggested to them that the design could be modified to suit the TTI conditions, resources and building materials. The PC of the TTI should at least have, assembly and display hall, printing and duplicating room, workshop, office and storeroom.

Based on the functions listed above, the pedagogical centers are expected to perform a very broad role. The activities require an enormous amount of initial human and materials resource. A permanent commitment to allocate budget for annual plan is expected by respective REBs. Lack of budget support and qualified personnel will have a negative impact on their services (ICDR, 1996).

2.3 Experiences of Other Countries

To maintain quality in education, different countries have their own strategies. Teacher's professional development activity is one of the major strategies. This professional development is conducted in different ways in different countries. The experiences of Botswana, South Africa and Tanzania regarding education center will be presented as follows:-

2.3.1 Teacher Resource center (TRC) in Botswana

As it is indicated in the report of the educational study tour of MOE (1998): In Botswana, there are twelve education centers. All these centers are located based on school distribution and geographical location. They are established with the assistance of donor agencies. Their major activities are:

- participate in curriculum development process;
- Provide, prepare and disseminate teaching materials;
- Offering support for learning within the preprimary, primary, junior secondary, Senior Secondary, teacher training and teacher education programme.
- facilitate school clusters activities
- participate in school planning and activities
- Participate in skills related to computer awareness and information technology (MOE, 1998).

According to the report, each education center has the following facilities:-

- two full size training classrooms,
- a resource library,
- a materials production room,

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- administrative offices for Ministry of Education Staff;
- accommodation and catering facilities;
- housing for senior officers; and
- guest accommodation for trainers.

2.3.2 Teacher Resource Center (TRC) in South Africa

According to the Report of the educational study tour of MOE (1998); the expansion of TRCs through the country is one of the major aims of the South African National Education Department. The formation of TRCs Policies in South Africa are delegated to provincial departments but there is no national policy. However, each provincial department has to formulate its own TRCs policy, in consolation with education stakeholders. The major activities are:-

- conducting training of trainers and management training for school heads and others;
- preparing and distributing some guide line manuals.
- Facilitates school clusters' activities through provision of new publishing materials
- Running computer course to teachers and management staff (MOE; 1998).

2.3.3 Teacher Resource Center (TRC) in Tanzania

As indicated in the report of the educational study tour of Experts of MOE (1998), in Tanzania teacher resource centers are established in accordance with guidelines of the Ministry of Education and culture. Usually, they are located at host school, which is the one among the cluster schools mostly ideally placed, and most accessible and preferably in the proximity of a secondary school. Here TRCs are the focus for cooperation between cluster schools and the outlet for district support.

According to the report mentioned above, the two main approaches in the establishment of TRCs are :-

a) TRC's that are found at the district level which work as the nucleus of all teacher centers activities in the district;

b) The use of clusters as the nucleus. Where sub-centers or clusters are established as satellites for easy accessibility by many teachers. A district can have four or five clusters depending on the size of the district and number of schools (MOE, 1998).

The Functions of TRCs in Tanzania are:-

- conducting workshop and seminars;
- upgrading teachers;
- distributing materials to schools;
- assessing the quality of education
- follow up of cluster schools and communication between cluster schools and the District Education office (MOE, 1998).

The TRCs have facilities and equipment:- such as transport, photocopiers, scanner, duplicator, computer and printer, video recorder, TV screen and camera, over head projector, radio call, telephone and fax and library (MOE, 1998). To have these facilities, TRCs search funds from various agencies and arrange their own income generative activities such as materials sale (distance education modules), conference room rent, library service, etc.

The selection of TRC management committee is conducted through the school community dialogue workshop and the management committee is also elected in the first meeting of the committee. TRC's management committee consists of TRC coordinator, cluster schools head teachers, school committees chairmen, counselor, village government representatives (MOE, 1998).

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2.4 Effective Communication and the Instructional Process

When one says communication process, he/she should examine the necessary ingredients for the interaction among people. One must look at the factors which have to be taken into account and how these factors operate. One must be concerned with improving his/her ability to be understood and to understand others. These are some of the values in studying the communication process.

For clear understanding of communication process, one should start from the definition of communication. According to Schram (1971). "Communication is the human attempt to share or establish common understanding as the constant striving to create commonness among people." Two activities stand prominent in this definition:- 1/ It is an attempt, a trial process which depends on the amount of effort exerted contrary to the common assumption as a give and take process where it is too often taken for granted; 2/ It is a sharing business where the two or more individuals strive in the sharing process with mutual relationship (Berara;1988). In these views communication means trying to establish " Commonness" with some one and the communication process includes the sender, message, channel and receiver.

Friere in (Amare: 2000) stressed the need for democratization of the communication act. He argued that one-way communication results in domination and has the effect of suppressing creativity. In this famous and controversial book, the medium is the message, McLuhan (1965) strongly supported the idea that communication contents have little effect on their audience, in the same source point out that, " Minimum Effect Theory of Communication bases itself primarily on recognition of audience powers in determining communication effects. Such audience powers arise out of the active functioning of what are termed as selective processes-selective exposure or attention,

selective perception and selective retention typically indicate that one or more of these processes occur among stipulated percentage of the group but do not mean all the process occur among all people in all communication (Klapper, 1960 in Amare 2000).

When a particular source has developed a message, one has to decide what channel he/she will use to present this message; i.e. what medium (or media) of communication will be most effective. There are many ways that one can look at channels. Perhaps the simplest is to list the five senses that can be used to receive a message. Generally, communication is more effective when more channels are used i.e. when more senses are stimulated.

One may summarize these by listing the factors that one should consider in understanding the communication process. The purpose of effective communication is to motivate people to act, change, adopt and achieve desired results. To achieve desired results communication barriers must be eliminated.

According to the source, message, channel and Receiver SMCR Model of communication, all communication must come from a source. The source could be one person, a group of people or even an institution. Determining factors for the operation of the source in the communication process are:-

- communication skills; source's ability to think, to write, to draw, to speak, etc;
- attitude towards the audience;
- The source's knowledge of the subject, his/her audience, language, media resources, social acceptance of the subject, etc; and
- the social situation in which he/she operates, hence many things conditions how the source will communicate. Knowledge of these factors can help us to see ourselves as sources and to evaluate communications that we receive in

light of what we know about the source (Amare: 2000). Obstacles in communication include:

- hiding information;
- ignoring opinion leaders;
- ignoring traditional forms of communication;
- completed modern communication technology;
- too much emphasis on one medium; and.
- lack of properly trained personnel in communication and competition for attention.

To overcome barriers; the sender must know his/her audience's background, interest and language and the message must be timely, meaningful and applicable to the situation. Psychologists tell us that, we learn 11% through hearing and 83% through sight, and we retain 20% of what we hear 50% of what we see and hear. Therefore, using the multi-media approach will help us to establish, two-way communication.

2.4.1 Concept of Instructional Technology

In general, instructional technology contributes knowledge to training and education that aims to improve the individual's learning, mastery and competence. Training is understood as having the purposive intention of providing specific skills, knowledges, and abilities required on the job, and education provides the same which are generalizable and applicable to later related performance and life (Kaufman and Thiagarajan cited in Gagne 1987). Before we consider the meaning and significance of educational technology it will be desirable to maintain the concept of technology indicated in Aggarwal by Nanghton J. (1986) that " technology can be considered in two ways- technology as things and technology as social process:"

"Technology of things" is the application of scientific knowledge to practical tasks by organization that involves in 2m's – men and machines.

" Technology of Social process" is the application of scientific and other organized knowledge to practical tasks by hierarchically ordered systems that involve men and machines. So, technology is not only the "tool' for the development of science but also the 'change' in the social process. Another practice that internalizes the concept of technology is the definition cited by Hierra, (1973) in Aggarwal (1995): " Technology is the set of instruments and skills, which are used to satisfy the needs of the community". Alexander (1980) explains that technology describes a process as something that people do to solve problems or to achieve aims and products such as instruments and tools as some thing tangible that exists and can be used to satisfy the needs of the community.

Educational technology is an applied or practical study which aims at maximizing educational effects by controlling such relevant factors as educational purposes, educational content, teaching materials, education environment, conduct of students behavior of instructions and interrelations between students and instructors (Aggawal; 1995). In view of these considerations, it seems reasonable to deal with the learning of individuals by examining its effect on the organization and the organization's effects on society (Kaufman, 1985 in Aggrawal 1995). Educational technology, when applied to the specific purpose of classroom teaching learning process, its name could be replaced by the name of Instructional technology.

According to Aggrawal (1995): instructional technology suggests many tools, techniques, and understandings which are useful in designing and delivering results. It is important to know and be responsive to:

- where instruction gets delivered,
- what tools and techniques are available to deliver instruction,
- when to use them,
- how to design and deliver successful learning experiences,

- who gets which content and method
- where is the best place to deliver instruction,
- what do we use to determine if we have the expectations, and
- what to revise if we have not (Aggrawal: 1995) What we do and contribute on the job (and in our lives) determines in part, how well our organization do and survive.

2.4.2 The Role of Instructional Media

Research based works of different professional reveal that through careful selection or preparation and utilization of appropriate instructional media, many of the obstacles to effective learning can be overcome. As Erickson (1970) noted " obstacles like misconception, limited perception, verbalism can at least be minimized through the proper selection and utilization of instructional media". They have a significant role in developing learning experience, acquire or construct knowledge, skill and attitudes. They help to provide a frame work for a greater partnership between the learners and educational objectives.

A brief look at the research based conclusions that are summarized below can help us to have a clear understanding on the functions of instructional media. To cite the pertinent ones; instructional media;

- can provide the teacher with the necessary means for extending the horizon of experiences in his/her teaching.
- can help the teacher to overcame physical difficulties she/he may face in presenting a subject matter or a course.
- are helpful to encourage students' active participation in the teaching learning process.

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- play a significant role in carrying diagnostic, research and remedial works required to overcome learning difficulties of students and improve the teaching learning conditions.
- are necessary to break away the physical limits of time and space, events that are out of sight, out of reach (micro or macro level) and out of mind can come to classrooms with the help of instructional media through concrete representations, a case that asserts the power of instructional media to bring almost every thing to the class room.
- Instructional media encourage individualized learning and allow greater flexibility in the teaching learning process (Wittich and Schuller 1973). In sum, there are quite a number of advantages that can be gained from the utilization of instructional media, that could offer great opportunities to improve the teaching learning process.

2.4.2.1 Classification of Instructional Media at School Level

There are different possible approaches to classify instructional media in a convenient way to understand and use them. Cable (1977) notes that " The availability of the different ways again reveal that there is no recipe or fixed rule that would govern the classification of instructional media." Classification is basically held to incorporate all the different possible materials and group them on the bases of some common features and convenience.

This classification however, is not to mean all-inclusive, but rather to cover only those types that will be found and used at school level. It is mainly about those types that can be produced at local level. Thus, certain exclusions are apparent and it is open for further extension, moreover, recent media, like computers, simulators and teaching

machines are intentionally excluded for they are not commonly available or used in the lower level schools we are to work in the future. Thus, Wittich and Schuller (1973) classify instructional media in the above context as Visual media, Audio media, Multi media systems and Film and Television.

Visual media involve several forms of instructional media designed to facilitate the teaching learning process which convert meaning to words, concepts, events and objects are presented to students through photographs or drawings of certain objects or events in a lesson are example of visual media. The materials which belong to visual media can be classified as projected and non-projected visuals (Cable, 1977). Sounder (1972) defines non projected visuals as "Visual materials which students can observe directly with out magnification or enlargement. Real objects, models, photographs, and graphic materials belong to this class". Non-projected visuals are characterized by the following instructional advantages:-

- They are relatively in expensive
- They are easy to produce
- They are easy to use
- They provide concrete meaning to words
- They can be produced locally (Squnder, 1972).

Educators like Sounders (1972), Erickson (1970), and Cable (1977) argue on the following types and notes non project visuals:-

1) **Real Objects**:- refer to the presentation of the real things in a teaching learning process. Actual plants and flowers, rock collections, insects and sea shells, souvenirs, coins, stamps, instruments like the slide rule and drafting tools such as dividers and T-squares are typical examples of real objects.

Specimens like collection of different types of seed in smaller plastic bags are examples of real objects.

2) **Models**:- are recognizable three-dimensional likeness or representation of real things. Models may represent real things that are infinitely large (like the earth) or real things that are small as an atom. Models may be used to represent living organisms or organs such as the tiger or the human heart, or to represent objects like a building or a train etc.

3) **Flat pictures**:- are two-dimensional representations of a scene, objects and events. All of the photographic and non photographic representations such as photographs of objects and people, drawings or diagrams depicting certain objects, events, or any other type of information can be grouped under flat pictures.

- **Photographs**:- are two-dimensional likeness of real objects, people, and events that are picked by using films and a camera printed on papers available for this purpose.
- **Graphics**:- are non photographic or hand drawn representation of people, objects and events. They are used to summarize significant information through the combination of symbols, drawings and words.
- **Drawings**:- can be described as meaningful combination of lines and words designed to represent an object, or event. The diagram of the life cycle of an insect, or the diagram of the human skeletal system is examples of drawings.

Research indicates that learners generally remember 90% of what they say and do, 70% of what they say, 30% of what they see, 20% of what they hear and only 10% of what they read (Dale 1954:43).

Visuals, combined with lectures and other oral presentations, stimulate the auditory and visual sense simultaneously. To be effective, visuals must support the content of the spoken message. They must be interesting to the participants.

Visuals offer an excellent means for overcoming possible boredom. They provide variety that keeps the participant attentive. Visual planning helps the trainer to collect and arrange the lesson content in an orderly fashion.

To sum up, in choosing which pieces of audio-visual media to use in a lesson, there could be no one best answer. The choice are many and may be determined by such factors as:- lesson objectives, group size and shape of the room, your preference, lesson content, costs and portability.

Hence, teacher education syllabi should suggest as many audio-visual media as objectives and content of each subject area.

2.5 The Current Trend of Primary Education

Since 1991 educational reforms have been underway. The reforms were mainly in the areas of curriculum, teacher training, educational management and organizational structures. On the whole, the reforms being undertaken were geared to wards making the educational system more efficient and effective more professional, democratic and decentralized. As it has been stated in the introduction part of the Education and Training Policy, the former education system was bureaucratic, unevenly distributed and highly centralized. As pointed out in the ETP the country's education was entangled with complex problems of relevance, quality, accessibility and equity.

The Education and Training Policy (ETP) was issued after broad-based participation in educational matter. While the ETP was in the process of being issued the Education and Training Programme was prepared. This programme include the short term

plan for developing and implementing the New Curriculum (Education and Training Program, 1991).

In the Education and Training Programme, the students' profile of the first four years of primary schooling has been stated. Thus, it has been stated that students who finished the first cycle of four years of primary education.

- Will be able to write in standardized calligraphy, read properly and compute correctly with the four basic principles of numeric.
- Know (value) the purpose of the different materials at home and can use these materials and take proper care of them
- Will be able to observe the work and production activities practiced in their surroundings and can also participate in labour activities of their choice.
- Will be able to examine and compare and identify useful and harmful out looks beliefs opinions and practice at individual family and societal levels and will be able to make decisions for themselves.
- Will be able to seek information when faced with problems and make rational use of it.
- Will exhibit great willing to try and practices different activities which are compatible with their abilities.
- Will be able to look after personal hygiene and environmental sanitation.
- Will be able to work cooperatively with others of the common good (Education and Training Programme: 1991).

These statements of profile are subjected to being improved from time to time. In essence they are statements of life long learning skills. They can be improved in the Education and Training Programme.

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The preparation of syllabi has been started on July 7, 1996 based on the procedure and schedule of the New Curriculum. The procedure was issued in April 1994. The working syllabi was typed, duplicated and sent to Regional Education Bureaus and other education institutions for comments, suggestion etc in October 1996, There are nine subjects to be taught in the first cycle. These are:- Mother Tongue, English, Federal Language, Mathematics, Natural Science, Social Science, Physical Education, Music, and Arts. These nine subjects have been integrated as Language, Environmental Science and Aesthetics and Physical Education. Mathematics is given as a separate subject. Thus the nine subjects constitute three integrated subject areas and one separate subject area (ICDR:1997).

The flow Charts for the integrated subject areas of the first cycle grades 1-4 primary education has been developed discussed and approved March, 1996. The syllabi were approved by the workshop participants held in December, 1996. Members of the subject area panels usually engage in very heated arguments in developing the syllabi. They draw upon their previous experiences and present observation as well as their exposure to new ideas.

The content selected, the objectives derived from educational aims and goals, the methods that relate to objectives and are proposed, the evaluation that also relate to objectives, content, and methods according to some curricular models are also subject of serious group discussion comments, suggestions etc were considered in the syllabi manuscripts. The syllabi was improved and approved by Regional Education Bureaux.

Regional Education Bureaux undertake the preparation of the student text and teacher guides using the manpower available in their respective regions. Due to the mandate given by most regions, ICDR prepares students' texts and teachers guide for grads 4 and 8. It is prepared in English for previous regions 2,3,4,5,6,SNNPR, and Dire

Dewa. In addition to the preparation of the English instructional materials for grades 4 and 8 ICDR under take preparation of manual for science kit. This is done to assist Regions on one hand and to ensure the efficient and effective utilization of science kit. Based on the guidelines prepared by ICDR, the preparation of text and teachers guides was executed by the Regions.

Curriculum development and implementation of the first cycle of primary education has many challenges. ICDR; Regional Bureaus and various department of the Ministry of Education have been engaged in the challenges and have been able to cope with most of them. The Education and Training policy has played role. It presents directions and commitments. We have programmes that regulate our action. There are no authority demarcations in these undertaking. The MOE has convened, coordinate and participate in many meetings that required resolutions of problems.

2.6 The Importance of Teacher Training Programme.

It is obvious that the demand for qualified teachers in any school system is not debatable. Various reasons could be given to justify this statement. Studies made on the impact of teachers' education and training on their effectiveness could reveal this fact. Avalos (1980), for instance, summarizes studies made on this point as follows:

1. Trained teachers have better professional attitudes and relationships and are less authoritarian and make better lesson preparations.
2. Trained teachers have more positive effects of pupil achievement than untrained teachers at both primary and secondary levels.
3. However, youths or peers with rudimentary teacher training and good teaching materials have positive effect on pupil achievement at lower levels of the primary school.

Similarly, Fagerlind and Saha (1983), pointed out that qualifications, length of experience, amount of education and verbal knowledge of teachers do have a positive effect on pupil achievement.

In general the studies indicate that teacher training does improve teacher performance (competence) and pupil achievement. This implies that a profound teacher education is indispensable for implementing any curriculum and disseminating new innovations in schools.

Various criticisms have been forwarded on the education system of this country. These include: a) irrelevance of the curriculum, b) failure of the system to maintain quality and equity c) the existence of inappropriate content and mode of delivery d) the existence of a highly centralized curriculum e) lack of clear educational policy f) absence of language policy to meet the needs of different nationalities.

Since teacher education is a sub-system of the entire education system, problems encountered in the various parts of the education sector are also reflected in teacher education programmes. Thus, some of the specific problems confronted in teacher education and measures taken to alleviate or overcome these problems will be discussed in the preceding pages.

The emphasis given to education is reflected through the curriculum. This is true in the education system of Ethiopia where curriculum planning and development has been practiced for the primary school teacher training programme.

Research on our country's teacher training curriculum for primary school teachers seems scant. Dove (1986) believes that such problems exist everywhere, however, the degree varies from country to country. The same author on this issue stated that "... what is certain is that the professional literature on teacher training over the last twenty years has focussed on organization and structure while serious study of the curriculum and

process of training has been neglected". The quality of teacher training curriculum has been affected by various factors. As indicated by the MOE (1995), some of the indicators of poor quality teacher training curriculum are:

- The curriculum was remote from the realities of primary schools.
- The curriculum was overloaded, often with academic contents. The professional content was undervalued.
- Too many subjects (17 courses) were given in a one year programme
- The nexus between teacher training institutes' curriculum development, teachers' performance feedback from primary schools and the community relationship was missing.
- The teaching methodology suggested was poor and did not pay attention to the assessment of students' cognition, skill and understanding of lessons.

These and other problems are, therefore, one of the crucial areas that brought the New Education and Training Policy which has helped to mitigate and overcome multidimensional educational bottlenecks. Thus, teacher education issues addressed in the policy are the following: (TGE, April, 1994).

- Teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology and practical training.
- Teachers, starting from kindergarten through to higher education, will be required to have the necessary teaching qualification and competency in the media of instruction, through pre-service and in service training.
- Teacher training institutions of all levels will be required to gear their programmes towards the appropriate educational level for which they train teachers.

- Teacher training for special education will be provided in regular teacher training programmes.
- The language of teacher training for kindergarten and primary education will be the nationality languages used in the area.

One of the concerns of the New Education and Training Policy is to provide a good quality of primary education with an ultimate aim of achieving universal primary education (TGE, September, 1994). To this end, adequate teachers are indispensable. Training of teachers for the primary school is designed to be conducted in two programmes:1) Teachers trained for the first cycle of primary schooling (grade 1-4) b) teachers trained for the second cycle of primary schooling (grades 5-8).

Teachers trained for the first cycle of primary schooling are trained in the self-contained system in order to make the trainee meet the objectives of the first cycle. Basically, the general objective of education for this cycle will be the attainment of literacy, numerically and basic awareness about oneself and one's surroundings. Teachers for the first cycle of primary schooling will be trained for one years through pre-service programme, after completing grade 10. Upon completion of the programme, trainees will receive certificate (10+1). However, until the policy is fully implemented, a one year training programme (following the completion of grade 12) will be operational for a transitional period.

Regarding the profile of teachers for the first cycle of primary schooling, it is indicated in the Education and Training Programme (1991) that teachers for the 1-4 level are:

1. To be able to impart basic education in an integrated approach, i.e. to teach as generalists.

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2. To be equipped with the necessary professional capabilities, i.e. the ability to select and apply appropriate teaching-learning methodology and teaching materials as well as carry out classroom organization and management
3. To be equipped with a profound understanding of the professional ethics, i.e. love for children, commitment to the teaching profession and to be able to act as advocates for peace and international understanding
4. To be able to teach in the mother tongue at their place of assignment.

Teachers trained for the second cycle of primary schooling (grade 5-8) will be trained in the linear approach. This is mainly because teachers for this level are expected to achieve the objectives cited for this level. Thus, the objective of the second cycle of primary (5-8) and the firs cycle of secondary education (9-10) is to give a graded general education in mathematics, language, biology, physics and social sciences. Teachers for this level are trained in colleges.

2.6.1 Evaluation Mechanism for Teacher Education

Evaluation is a yard-stick by which knowledge, skills and attitude of the learners are measured. Cooper (1986) indicates that it enables teachers to obtain information and make decisions about teaching process. Apparently, there are two general categories of evaluation known as formative and summative evaluation.

i. **Formative Evaluation**: It takes place continuously and focuses on present mastery of content and skills. It aims at helping the teacher to diagnose daily progress of learners to meet their current instructional needs.

One of the strategies of formative evaluation is homework. It has got great educational benefit since it enables the learners to independently plan and perform their work; helps to improve their ability to use books and resources outside the school;

develops moral and intellectual qualities of self-reliance, self-direction and initiative, establishes a habit of reading-a habit which goes a long way in the pursuit of knowledge (Kochhar 1985:103).

Quiz and class work also play tenacious role in that they provide immediate feedback in learning particular elements of the curriculum and facilitate the arrangement of remedial work.

ii. **Summative Evaluation**: This generally takes place near the end of a semester or unit, focuses on an in depth assessment of learners' achievement for the purpose of assigning grade and determining their levels (Grand 1982: 299 and Harrison 1989: 1-6).

Placement and proficiency tests are strategies for summative evaluation. They have got paramount importance. Placement tests enable one to sort out new learners into certain groups; concerned with students present standing (entry behaviors) and general activity rather than specific point of learning. On the other hand, proficiency tests aim at assessing the student's ability to apply what he/she has learned in actual situation. It answers the question, " Having learned this much, what can the students do with it?"

Evaluation need to go beyond using only paper pencil tests. Observation, follow up and anecdotal reports should be employed. Interviews shall be used; checklists need to be developed per curriculum objectives and serve as tools of evaluation. For instance, detailed checklists can be prepared on the required competencies of teachers pertaining to:

- Teaching methods and techniques;
- Subject/content/ theme understanding/mastery;
  School-community relationships;
- Teaching in the mother tongue of the learners;
- Professional ethics;
- Using proper evaluation mechanisms.

Self-evaluation is another important aspect to be concerned. Both the learners and the teachers shall develop the habit of self-evaluation. It is essential that teachers and students continuously review their practice to monitor their own effectiveness. We have a professional duty to ensure what we are teaching is to the standard, up to date with recent developments in our field and meets both pedagogical and social goals. One important behavior that must be developed is an opens to evaluation and commitment to self-evaluation.

CHAPTER THREE

3. Research Design and Methodology

The main objectives of this study is to investigate and identify factors affecting the activities of the pedagogical centers in the TTIs. To accomplish this objective, a descriptive survey method was used. This method is very important to collect relevant information through document inspection as well as the use of instruments such as questionnaire, interview and direct observation.

3.1 Source of Data and Sampling Procedure

The Shortage of time coupled with extra assignments under taken by the researcher have made the study to be limited to the three pedagogical centers of Teacher Training Institutes in Ethiopia, namely Amhara Region (Debre Berhan TTI), Oromia Region (Asella TTI) and SNNP (Arbaminch TTI). In order to have some information on the major issues of pedagogical centers of the TTIs, instructors, principals and Coordinators were used as sources of data. The available instructors, principals and Coordinators of the three TTIs were taken as a whole to be sources of the data using available sampling techniques. Educational officials at the Ministry of Education (MOE), Zonal and Woreda levels were used as supplementary sources of information. Accordingly 25 from Debre brehan TTI, 22 from Assella TTI and 48 from Arbaminch TTI were included in the sample population. This brings the total sampling to 95. Which means 90% from the available staff of the three selected TTIs.

The population of the study includes directors, instructors and coordinators of the three TTIs. This makes the total population 106 as indicated in table 3 of this research paper.

The selection of TTI was purposely made on the basis of their conducive nature for the researcher.

Since the guide material on how to establish and strengthen the pedagogical centers of the TTIs was prepared by the Institute for Curriculum Development and Research (ICDR). And at the same time, the Institute is also responsible to develop the Curriculum of the Teacher Training Institute and evaluate the implementation procedure. Due to these reasons and other related factors, the writer of this research has chosen the study area for better understanding than any other areas.

The sample pedagogical centers of the TTIs were identified in two ways. First, through the contact made by the researcher with Teacher Education Panel of the Ministry of Education assuming that the panel would represent a variety of pedagogical centers of the TTIs that could have different backgrounds and working conditions. Secondly, during the discussion made with educational officials in testing the research instruments, six pedagogical centers of the TTIs from the aforementioned regions were identified by their activities and experiences. Based on these evidences, the three pedagogical centers of the TTIs were selected as sample areas by the writer of this study.

3.2 Instruments and Procedures of Data Collection

The major data collection instruments in the study were questionnaires, interviews, document inspection and direct observations. These were found to be suitable to obtain the necessary information, opinions and attitudes in a structural frame-work from the respondents.

The instruments were constructed for instructors, directors and Coordinators of the TTIs. All instruments were prepared in English. In order to ensure the appropriateness of the items, a pilot study was carried out in two different Teacher Training Centers, i.e.

Kotebe College of Teacher Education of Primary Teachers Training Section and Nazareth TTI. Based on the results obtained from the pilot study, the final instruments were revised and prepared.

A try out of the instruments was made to determine its quality when used by respondents. Comments like, the number of instruments should be decreased and some open-ended question from each of the instruments should be cancelled were taken into considerations. After taking the comments into account, necessary improvement of the instruments was made and applied to a total of 95 respondents in the three TTIs.

The data used in this study can not be claimed to be adequate so as to cover the whole sources of information. Nevertheless, the writer has gone through the various reports and documents compiled by the Department of Teacher Education of the MOE and Institute for Curriculum Development and Research as well as through discussions with the people concerned in running the centers. Officials of the TTIs, District and Zonal Education Officers as well as pedagogical center coordinators were consulted and interviewed.

3.2.1 **Interview:-** Each of the selected centers were visited by the researcher and interviews were carried out with coordinators and principals of the TTIs. An attempt has been made to reflect the major areas of the problem in the content of the interview. In conducting the interview, the writer has made all efforts not to get biased and clear responses by giving explanation on the objectives of the study and making note of the points they have reflected on the existing situations of their respective pedagogical centers of the TTIs.

3.2.2 **Questionnaires:-** Different sets of questionnaires were prepared and personally administered. In administering the questionnaires, the writer

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has made it clear to the respondents that they will not be affected in any way as a result of the responses they give to the questionnaires to the rest of their knowledge. The respondents were not required to write their names on the questionnaires.

3.2.3 **Observation**:- The researcher applied two types of observation techniques. The first was inspection of document sources in the centers such as activities, reports, the daily records of participants in the centers and other professional activities in relation to the instructional media. Through inspecting the document sources, the writer attempted at finding out how much useful the instructional materials prepared in the centers were, and had gone through the inventory of the prepared materials and noted the quantity and their classifications under the instructional media. The second part of the observation was more of evaluation in relation to the set objectives and functions of pedagogical centers of the TTIs.

3.3 Method of Data Analysis

Depending on the number of respondents and the type of instruments used to collect the information, frequency counting and percentages were used in the study. The data collected based on the designed instruments was analyzed using qualitative and quantitative methods to show the disparity in responses among different group of respondents. The information obtained using document inspection and interview were used to strengthen relevant data that were gathered using the instruments designed in the questionnaires & interviews.

Based on the percentage obtained from the statistical tables, a comparison and analysis of different factors were made to determine the functions of pedagogical centers of the TTIs.

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CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This part of the report deals with the systematic presentation and analysis of data on the various aspects of the pedagogical centers of the TTIs considered in the survey. It is assumed that the data obtained from three TTIs would give sufficient ground to make some generalizations about the current status of pedagogical centers of the TTIs and identify the main factors affecting the activities of the pedagogical centers in the Teacher Training Institutes, and this will help to review the future tasks of the pedagogical centers Programme of the selected TTIs.

For the sake of clarity and easy interpretation, the data has been presented in the following three main parts.

- Main functions of the pedagogical centers of the TTIs
- Major problems of the pedagogical centers of the TTIs
- Suggested solutions to the problems.

The survey comprises three pedagogical centers of the TTIs in three regions, Amhara, Oromia and SNNP.

4.1 Description of Data

Table 1: Years of Establishment of the Three TTIs

Institute	Year of Establishment	
	TTI	PC
Debre Birhan	1957	1984
Assela	1995	1997
Arbaminch	1988	1990

According to Table 1, Debre Birhan TTI is the oldest institution compared to the two TTIs. Since its establishment in 1957 the Institute has contributed a lot to the education of Ethiopia by producing a significant number of primary school teachers, directors and supervisors as shown in table 2.

Table 2: Graduates of Debreberhan TTI, Years (1957- 2000)

No.	Type of Training	M	F	Total
1	Pre-service training Programme	10384	3690	14074
2	In-service training Programme	3407	617	4024
3	Continuous training Programme(Summer)	1781	337	2118
4	Head teachers and Supervisors	5470	63	5533
	Grand Total	21042	4707	25744

Source:- Debre Birhan TTI (2001) North Shoa, Ethiopia

In the academic year 2000, to make the teacher training more relevant to the first cycle primary education curriculum, Social and Natural Science courses are combined to make up Environmental Science, and Physical Education, Music & Art are integrated are called Aesthetics & Physical Education. The number of departments now is 5.

In addition to the above courses, the following areas receive full attention at the Debre birhan TTI:

- Radio Lessons
- Research methodology
- Supervision and evaluation
- Study skills (Debre Birhan TTI: 2001).

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Table 3: Types of Respondents

Type of Qualification	Available Staff				Respondents			
	M	%	F	%	M	%	F	%
Directors	6	6	-	-	6	6	-	-
Instructors	91	85	6	6	80	85	6	6
Coordinators	3	3	-	-	3	3	-	-
Total	100	94	6	6	89	94	6	6

As indicated in the Table 3 the majority of the respondents are TTI instructors as compared to directors and coordinators which constitute 85%, 6% and 3% respectively. Altogether 95 members of teaching staff responded to the questionnaire. Gender distribution was 94% being malls and 6% females.

Table 4: Qualification of Respondents

Type of Qualification	Instructors		Directors		Coordinators	
	No.	%	No.	%	No.	%
• 12 + TTI	10	12	-	-	2	66.66
• 12 + 1	2	2	-	-	1	33.33
• 12+ 3	-	-	-	-	-	-
• Diploma	18	21	-	-	-	-
• BA/BSC	44	51	6	100	-	-
• MA/MSC	10	12	-	-	-	-
Others not reported	2	2	-	-	-	-
Total	86	100	6	100	3	100

Table 4 shows that, the majority of TTI instructors (63%) are graduates from higher institutions with BA/B.Sc. or MA/ MSc. All directors (100%) are graduates of higher institutions with BA/B.Sc.

According to the requirement of MOE, the minimum qualification for the first cycle TTI instructor is BA/B.Sc. Most of the staff members in the three TTIs fulfil the qualification requirement, but due to shortage of human power, 35% of the instructors are working as temporary staff being below the required qualification. This group needs to be trained or replaced by other qualified staff. When the qualification of directors is examined all are qualified But the PC coordinators are underqualified or do not meet the set minimum requirement. It is, therefore, necessary to prepare a training program for this group.

Table 5: Experience of the Respondents

Services in years	Instructors	Directors	Coordinators	Total	
				No.	%
1-5	16	1	-	17	18
6-10	22	2	2	26	29
11-15	26	2	-	28	29
16-20	12	1	-	13	13
21-25	5	-	1	6	6
Above 26	5	-	-	5	5
Total	**86**	**6**	**3**	**95**	**100**

As Table 5 indicates, a large proportion of the instructors (82%) had above 6 years of experience in teaching. From the discussion made with directors, few of the instructors taught in TTIs and primary schools respectively. It is important to note from these data that most of the instructors had more experiences in secondary school curriculum and teaching-

learning activities rather than serving as training instructors at the TTIs. To elaborate this point further, the existing instructors in the three TTIs were not trained for the TTI programme. Most of them were trained to be teachers for the secondary school level.

4.2 Analysis of Data and Discussion of the Findings

Basically, the TTI pedagogical center is considered as a center where the beneficiaries of the education system and educators or teachers get together to discuss common educational problems and issues to seek possible solutions. It is a research and innovative center both for the trainees and instructors. To this effect, Institute for Curriculum Development and Research (1996) has prepared a guideline on how to establish and utilize the pedagogical centers in the TTIs. According to the guideline, the main functions of the pedagogical center of the TTIs are listed below.

- Coordinating TTI staff, trainees and the surrounding schools towards the development of the training programme;
- conducting action research;
- offering training on current educational issues; and
- producing models or prototypes of instructional materials. And these functions were approved and got acceptance by workshop participants conducted at the national level in ICDR in the year 1996.

In line with these major functions questionnaire items were prepared and distributed to the TTI Instructors, Directors and coordinators and the following responses were obtained.

Table 6: Major functions of the pedagogical centers of the TTIs as indicated by respondents

No	Functions	Responses by R. Sc.											
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Coordinating TTI Staff and Related members	43	45	17	18	9	9	10	11	16	17	95	100
2	Conducting action research	35	37	27	28	20	21	13	14	-	-	95	100
3	Offering Training	60	63	22	23	13	14	-	-	-	-	95	100
4	Producing models or prototypes instructional materials	77	81	10	11	5	5	3	3	-	-	95	100

We can observe from Table 6 that a large proportion of the respondents (81%) had indicated that producing models or prototype of instructional materials is the main function of the pedagogical centers in the TTI. Offering training to TTI staff members, trainees and concerned community members is rated by 63% of the respondents, while 45% and 37% of the respondents thought that functions coordinating TTI staff and related members and conducting action research could be considered as functions of the pedagogical center of the TTIs. It is important to note from these data that most of the instructors had more practical experience with the production and utilization of low cost

instructional materials and skill training activities coordinated in the pedagogical centers of the TTIs rather than the two functions referred as coordinating TTI staff and related members and conducting action research.

Some of the reasons for low performance of the two functions of the pedagogical centers of the TTI as indicated by the directors through discussion are:

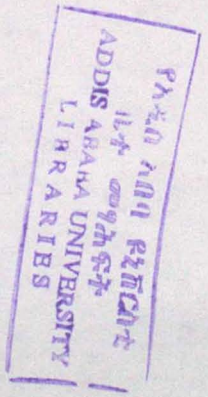
- lack of awareness and skills of coordinators,
- lack of interest,
- large amount of tasks assigned to the coordinators and shortage of resources.

Instructors and directors are the significant resources that play vital role in facilitating and strengthening the pedagogical centers in the teacher training institutes. They determine the quality of the preparation of instructional materials and internal activities of the pedagogical centers. Thus, this part of the study analyzes the major problems of the pedagogical centers of the TTIs. For this purpose, the functions of the pedagogical center programmes, and the physical facilities of the pedagogical centers in the TTIs were observed. The responses of instructors, directors and coordinators were also assessed with regard to availability and adequacy of resources and facilities of pedagogical center pertinent to the training programme. The instructors of the three TTIs were interviewed as regards to the existing conditions of the pedagogical centers and the results were summarized in Table 7.

Table 7 Provision of Facilities and Resources to Pedagogical Centers of TTIs.

	Instructor			Director			Coordinator			Total					
										Yes		No		N.R	
	Yes	No.	N.R	Yes	No.	N.R	Yes	No.	N.R	No.	%	No.	%	No.	%
A. Facility															
a) office	10	73	3	3	3		2	1		15	16	77	81	3	3
b) Workshop	7	79		2	4		1	2		10	11	85	89	-	-
c) display room	75	11		3	3		3	-		81	85	14	15	-	-
d) Store	22	64		4	2		-	3		26	27	69	73	-	-
B. Resources															
a) hand tools	33	46	7	5	1		3	-		41	43.1	47	49.5	7	7.4
b) raw materials	21	58	7	4	2		-	3		25	26.3	63	66.3	7	7.4
c) budget	5	79	2	6	-		1	2		12	13	81	85	2	2
d) man power	83	2	1	6	-		3	-		92	97	2	2	1	1

* Note:- N.R = No response



The observed TTIs were in shortage of the basic facilities mentioned in Table 7 which are necessary for a full, smooth and effective utilization of the pedagogical centers. The respondents 89%, and 81% and 73% have respectively answered that the facilities and resources of the pedagogical centers of the TTI don't have workshops, stores, offices. None of the three TTIs has an Assembly Hall to facilitate and coordinate the functions of the pedagogical centers.

One of the recommendations in the early guideline was to establish the pedagogical centers with the necessary facilities. However, this recommendation has not been implemented in any of the TTIs. Information obtained regarding the budget allocation also shows that TTIs do not provide enough financial resources to the activities of the PCs. Some pedagogical centers from the TTIs have a good supply of tools and equipment for skill training. In general, the respondents suggest that the TTI pedagogical centers should be reorganized in order to meet the most important functions of the training Programme.

Availability of Guide Material

The pedagogical center guideline, either the original one (ICDR, 1996) or any of the revised and adapted were expected to have been available for the establishment and strengthening of the PCs in the TTIs. The responses of instructors, directors and coordinators are discussed as follows.

As shown in Table 8 all the coordinators 85% of the instructors and 83% of the directors indicated that a Guide material is available.

Table 8: Responses Concerning the Availability of Guide Material

No.	Respondents	Yes		No	
		No.	%	No.	%
1	Instructors	73	85	13	15
2	Directors	5	83	1	17
3	Coordinators	3	100	-	-

However, from document inspection what the researcher has observed were only some guide materials such as supplementary materials on specific topics of different subjects. Almost all centers do not have the general guideline prepared by ICDR in 1996 which was said to be used for purposes like organizing the center and guiding the work of the coordinator and instructors for preparation and utilization of instructional materials. To what extent the available supplementary materials are used for the above and other educational purposes, however was not possible to determine in the survey. Because, it requires further investigation on how the instructors have implemented the available supplementary materials for the use of their daily activities.

The financial and material supports are so crucial for the life of the centers that they deserve a much deeper analysis than what was possible within the scope of this survey. A few observations regarding these operations were made.

Table 9 : Responses regarding sources of support to Pedagogical Centers of the TTIs.

Respondents	From									
	REB		TTI		NGO		All of the above		N. R.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Instructors	9	10	48	56	4	5	13	15	12	14
Directors	-	-	6	100	-	-	-	-	-	-
Coordinators	1	33	2	67	-	-	-	-	-	-

As indicated in the Table 9, almost all of the respondents said that TTIs themselves are the major source of support to the pedagogical centers of the TTIs. However, REBs contribute to a certain extent.

Table 10: Evaluation of the Support obtained from REB, TTI and NGO

Instructors	High		Low		V. Low		N.R	
	No.	%	No.	%	No.	%	No.	%
Instructors	8	9	5	6	57	66	16	19
Directors	1	17	2	33	3	50	-	-
Coordinators	-	-	1	33	2	67	-	-

The Regional Education Bureau (REB) is responsible for the overall management and supervision of the TTIs and for organizing support at institutional level. The TTI administration is also the coordinating body in the involvement of the TTI staff and the

community in the pedagogical center programme. The financial and material supports are so critical for the operations of the PCs. A few observations regarding this issue were made. As shown in Table 9 substantial amount of the supports for the PCs were obtained from the TTIs themselves. The financial support given to TTI PCs is allocated for purchasing raw materials. And as it was reported by the coordinators, the same allocation of budget does not always seem to be available for the intended purposes. However, the researcher found out that the officials showed no concern for allocation of enough amount of budget to the activities of the pedagogical centers of the TTI.

As shown in Table 10, the support given to the pedagogical centers of the TTIs is evaluated as very low as agreed by 67% of the respondents. The most essential support observed at the three centers was the supply of raw materials and a few financial resources.

The coordinators of the three pedagogical centers of the TTIs have said that, TTI director; REB officials and instructors were not strongly encouraged to participate actively in the pedagogical center programme.

The respondents at the centers visited had participated in at least one in-service training programm for pedagogical centers of the TTIs, most of them in national or regional seminars of 1-2 weeks duration. The training received has only to a limited extent dealt with issues related to the functions of the pedagogical centers of the TTIs.

Table 11 : Responses of TTI Staff concerning training Programme on how to utilize the Pedagogical Center of the TTI

Respondents	Yes		No		N.R	
	No.	%	No.	%	No.	%
Instructors	52	61	21	24	13	15
Directors	4	67	2	33	-	-
Coordinators	2	67	1	33	-	-

* N.R= No response

The responses to the questionnaire item revealed that most of the instructors in the TTI had attended meetings, lectures, visited exhibitions and a workshop for short periods. From Table 11, we observe that 61% of the instructors, 67% of the directors, and 67% of the coordinators in the TTI (who had used the centers) said that they had the PCs for the above activities.

The Central task of the training Programme is the teaching staff. It aims at improving the professional competencies of teachers and other educational staff members so that they will have the proper understanding of the job they are entrusted with.

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Table 12: Evaluation of the Contribution of the training Programme.

Respondents	Adequate		Moderate		Poor		N.R	
	No.	%	No.	%	No.	%	No.	%
Instructors	6	7	10	12	51	59	19	22
Directors	1	17	2	33	3	50	-	-
Coordinators	-	-	2	67	1	33	-	-

The three centers were supposed to be situated where access was not problematic. However, from Table 12, we observe that 59% of the respondents thought that the training programme was poor and it was not realistic to the TTI programme.

From the observation carried out during data collection and personal experience, the researcher has proved that, there exists clear difference in knowledge, skills and experiences among the instructors, concerning the utilization of instructional media.

The researcher found out that the directors' offices in the TTIs were not concerned for valuable activities of the pedagogical centers. Consequently, the centers seem to suffer

because of lack of trained and qualified coordinators, who will assess their work, encourage and facilitate the operation and coordination of their programme. Although the primary aim of the TTI directors is to provide services of professional guidance and leadership to the centers, the survey revealed that the instructors and coordinators' evaluation were low and very low as shown in table 13 regarding coordination of the activities in the PCs, which indicated that the coordination between the instructors and coordinators are very low.

Table 13: Evaluation of the Coordination between TTI Instructors and PC Coordinators

Respondents	high		Low		V. Low		N.R	
	No.	%	No.	%	No.	%	No.	%
Instructors	6	7	26	30	44	51	10	12
Directors	4	66.6	1	16.7			1	16.7
Coordinators	-	-	1	33	2	67	-	-

It is obvious that directors are not experts in all field of education. But, if the pedagogical centers are expected to be fully functional, the services to be rendered to the centers should primarily be to assist coordinators and instructors in resolving multitude of problems that can arise in the teaching-learning process. Professional guidance and leadership must be encouraged in this regard.

Table 14: Responses of TTI Staff Concerning their Participation in the PC.

Respondents	always		Some times		never		N. R.	
	No.	%	No.	%	No.	%	No.	%
Instructors	28	33	43	50	6	7	9	10
Directors	-	-	4	67	-	-	2	33

In Table 14, the instructors of the three TTIs interest can be acknowledged since more than 83% of them were able to use the centers. But, they strongly felt that there was lack of appropriate communication in the absence of pedagogical guidance and counseling which is now fake. The survey made it possible to capture the skeptical attitude of instructors regarding the use of PC. As it was made clear in Table 14, TTI directors have an average 67% working interests. However, such enthusiasm will gradually fade out, if the pedagogical centers are to remain without the skilled and qualified human power they urgently need.

An effort was made in the survey to assess to what degree the contribution of the centers actually are being utilized. As indicated in Table 15, 80% of the instructors of the three centers responded that the contributions are low, whereas 83%, and 100% of directors and coordinators respectively indicated the contribution of the pedagogical center of the TTI was high in facilitating the teaching learning process.

Table 15: Evaluation of the contribution of Pedagogical centers of the TTI in facilitating the teaching learning process.

Respondents	High		Low		V. Low		N.R		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Instructors	10	12	69	80	7	8	-	-	86	100
Directors	5	83	1	17	-	-	-	-	6	100
Coordinators	3	100	-	-	-	-	-	-	3	100

The contribution of PCs as responded by instructors is low, but probably not lower than what is the case at most training institution of similar type which are operating under similar conditions. There are many factors contributing to the low level utilization. Some of these factors are within the control of the institutions themselves, and the rest are beyond the coordinators professional competence.

The finding from the survey is that the coordinators of the pedagogical centers of the TTIs are professionally isolated. This finding is reinforced by the fact that the responsible REBs are completely lacking any kind of professional contact with this group. This is a problem that needs a serious consideration by the pertinent parties.

Organization and Internal arrangement of the TTI Pedagogical Centers.

The physical facilities and internal arrangement of the three TTI pedagogical centers were observed by the researcher. The responses of the directors and coordinators were also assessed with regard to the system of organization and arrangement of physical facilities of pedagogical center related to the function of PC programme. According to the researcher's observation there were rooms in each three TTIs dedicated for pedagogical centers but they are insufficiently furnished. Instructors as shown in the Table 7 on page__ of this study paper also supported this opinion. The existing rooms need maintenance.

According to the guideline standard ICDR, (1996); any pedagogical center of the TTI has to have an office, workshop, store, display room and assembly hall (to accommodate up to 50 persons with enough furniture).

It was observed that currently there is inadequacy of rooms, as well as materials. The main inspection and discussion made with the TTI pedagogical center coordinators were the process of production, arrangement and utilization of various types of instructional materials in the selected pedagogical centers.

Instructional material enables the trainees to visualize, stimulate as well as grasp new concepts more clearly and promote interest. They are devices which assist the instructor and student teacher to be aware of their specific and general objectives. Hence, instructional materials promote quality of teaching and help children to acquire desired behavioral changes (i.e. cognition, conviction and practice). The materials should be developed on the basis of

the crucial need of the teachers, be relevant to the curriculum, trainees age level, ability and experiences.

As a result, some of the materials produced and utilized in 1999-2000 in the selected TTIs will be discussed below.

Table 16 Instructional materials available in the Three pedagogical centers of the TTIs.

No.	Classified Materials	Quantity (a rough count)							
		Asela		Arbaminch		Debre Birhan		Total	
		No.	%	No.	%	No.	%	No.	%
1	Real Objects	125	32.2	189	42	210	33.1	524	36
2	Graphic	189	49	201	44	315	50	705	48
3	Models	48	12.4	32	7	60	9.4	140	9
4	Print Material	9	2.3	11	2	15	2.3	35	2
5	Audio and Audio Visual materials (Radio, TV, Slide etc.)	16	4.1	21	5	33	5.2	70	5
	T O T A L COUNT	387	100	454	100	633	100	1474	100

* Note:- The instructional materials were produced and displayed for use in the years 1999-2000

Availability of instructional materials in the three pedagogical centers of the TTIs were directly observed by the researcher. During inspection, the production and arrangement of the materials observed in the pedagogical centers of the TTI were found to be satisfactory to the researcher. In the observed PCs 524 real objects, 140 models, 35 print materials, 705 graphic and 70 audio and audio-visual materials were displayed in the rooms. In this regard, most of the materials observed could be

categorized under graphics (diagrams, graphs, maps, charts etc) which constitute 48%. As it could be understood from the observation and discussion with the coordinators and the directors, the production of instructional materials takes place in cooperation with the trainees in the TTIs. Indeed, as confirmed by the coordinators, trainees consider production of instructional materials as part of their training programme especially during their teaching practice.

From the visited pedagogical centers of the TTIs although it was possible to see the displayed materials, most of the actual lessons observed were delivered without any instructional materials. This situation holds true for most of the instructors in the TTIs as it was reported by the directors.

In Table 16, the available materials in the three pedagogical centers of the TTIs could be classified as predominantly graphics. This is not a fair distribution. It could affect the effectiveness of the training programme. The production and utilization of various types of instructional materials will enable the trainees to think and develop skills clearly in the content areas that they are involved in everyday learning activities.

Therefore, it seems important that the pedagogical centers of the TTIs should prepare and make use of various types of media to create favorable teaching learning atmosphere in the respective TTIs.

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Major Problems of the Pedagogical Centers of the TTIs.

In order to implement all the expected functions of the pedagogical centers of the TTI , conducive educational climate should be there for the teaching staff in the respective TTIs. However, the observation made in the TTIs enabled the researcher of this study to observe certain problems. These problems are listed in Table 17.

Table 17: Major Problems of the PCs indicated by TTI Instructors, Directors and Coordinators

No	Problems	1st Rated		2nd Rated		3rd Rated		No Problem at all		N.R		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Lack of trained man power	59	62.10	9	9.5	21	22.10	-	-	6	6.3	95	100
2	Lack of facility and resources	40	42	25	26	18	19	10	11	2	2	95	100
3	Lack of clear direction from top management bodies	67	71	10	11	13	13	2	2	3	3	95	100
4	Lack of coordination	27	28	35	37	19	20	14	15	-	-	95	100
5	Lack of interest of teachers on the pedagogical center	55	58	12	13	19	20	7	7	2	2	95	100
6	Lack of knowledge and skills on how to utilize the pedagogical center	44	46	36	38	10	11	-	-	5	5	95	100

As it is observed in Table 17, instructors, directors and coordinators have responded to the main problems that they think should be ranked as 1st , 2nd, and 3rd, obstacles of the pedagogical center of TTIs. It was found out that 71% of the respondents indicated that lack of clear direction from top management as the major problem, while 62.10% the respondents made clear that lack of trained human power had certain effects in one way or another.

It was also observed that 58% of the respondents also made clear that teachers lack interest in the functions of the pedagogical centers. Moreover, it was made very clear that the problem originated from the absence of clear guidance. The instructors of the respective TTIs did not take the activities as their duties. This implies that the various departments did not give attention to the activities of PCs. On the other hand, the expected functions of the pedagogical centers cannot be practical without clear guidance for they are not available in the respective TTIs.

The problems identified by the respondents should therefore be taken as appeals for assistance fully or partially in solving the problems of the centers otherwise, these problems will continue to be obstacles for their further development.

Suggested Solutions to the existing problems of the Pedagogical Centers of the TTIs

Despite all the problems indicated in Table 17, the three TTIs respondents with their limited range of experiences and knowledge on how to utilize the pedagogical centers of the TTIs have suggested possible recommendations for tackling the problems listed above. The list of recommendation given by the directors, instructors and coordinators is indicated in Table 18.

Table 18: Suggested Possible Solutions to the Existing Problems of the Pedagogical Center of the TTIs.

No.	Item	Rating Scale													
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		N.R		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Clear guideline on how to use the PC should be prepared	10	11	65	68	9	9.5	6	6.3	-	-	5	5.2	95	100
2	Clear objectives and functions should be formulated	77	81	8	8.4	3	3.2	4	4.2	-	-	3	3.2	95	100
3	Appropriate and well trained manpower should be made available	57	60	13	14	15	16	4	4	6	6	-	-	95	100
4	Adequate facility and resources should be made available	30	32	36	38	17	18	5	5	5	5	2	2	95	100
5	Appropriate training should be given to instructors, trainees and directors	21	23	31	33	19	20	14	14	2	2	8	8	95	100
6	The necessary technical support should be given from REBs.	18	18.94	13	13.70	29	30.52	18	18.94	17	17.90	-	-	95	100

As it was indicated in Table 18, instructors, directors and coordinators have suggested possible solutions that should be sought. It was found that 89.4%, 79% and 74% respectively the respondents rated that clear objective and functions should be formulated, clear guideline on how to use the PC should be prepared and appropriate and well trained human resource should be made available.

Possible suggested solutions identified by the respondents can be read in order of priority as follows:

	Agree and Strongly agree
• Clear objectives and functions should be made available	89.4%
• Clear guideline on how to use the pedagogical center should be prepared	79%
• Appropriate and well trained man power should be made Available	74%
• Adequate facility and resources should be made available	70%
• Appropriate training should be given to instructors, trainees and the principals	55%
• Necessary technical support should be given to the Pedagogical center of the TTI by the REBs.	32.64

Teacher Training pedagogical center objectives and functions should generally undergo a series of revisions until the users feel that the specified activities drafted would meet the general objectives of training programme. The purpose of establishing the pedagogical centers in the TTIs is to provide some form of assurance that the planned activities of the pedagogical centers should infact lead to the achievement of intended training goals of the TTIs.

Obviously, the Guide for the pedagogical center of the TTI is at a tryout stage and empirical evidences about the effectiveness of a programme show that it needs further improvements. At the implementation stage, further studies have to be carried out on how the offices have selected, conceptualized, and formulated the functions of the pedagogical centers so that one would be able to detect and eliminate chains of obstacles and to make up for inadequacies in strengthening and leading the pedagogical centers. Certainly, the activities demand subsequent investment of human and financial resources.

Moreover, the respondents reported that firm actions should be taken or be initiated with out any delay on the proposed solutions. Others proposed further analyses and considerations. Furthermore, some of the suggested solutions outlined can be materialized while, others are suggestions to be tried out and be implemented gradually over a period of time.

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CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The data collected from instructors, directors and coordinators through questionnaires, interviews, document inspection and observation was presented and discussed in Chapter Four. This Chapter presents summary, conclusions and recommendations of the study.

5.1 Summary of the Findings

Except for the coordinators in the three Teacher Training Institutes pedagogical centers, there are no specific committees setup to provide the necessary interdepartmental and coordinated support for the pedagogical centers programme, as was recommended in the central guide material prepared by ICDR (1996). In general, the Teacher Training Institutes pedagogical center coordinators seem to be dedicated to the PC programme. But their competency and relations with the instructional staff as well as with the community around the TTIs are questionable. The good achievements made at the centers, specifically, the productions of low-cost-instructional materials are to the high extent the result of the coordinators and trainees' dedication and hard work.

Creation of positions as assistant coordinators and interdepartmental committee seem to be a must to enable the coordinators to fully and effectively cope with their diversified duties. Issues regarding the reactions of pedagogical centers of the TTIs and the role of REBs are not yet satisfactorily and mutually recognized or shared.

Almost all centers have not yet been furnished with offices, workshops, display rooms, stores, basic tools and equipment. All the above facilities are necessary for a full and efficient utilization of the PCs. Being given high priority in the programme should solve these problems and should aim at strengthen of the centers.

From the teacher training PCs observed /surveyed/, only one center had a practical manual and simple guide material related to the skills being taught at the TTI. There is a shortage of guide material that needs serious consideration since the guide materials are good means of integrating the training programme and skills with the functions of the pedagogical centers. Only one teacher training PC from the three seems to have a good supply of tools and equipment for skill training. There is the need to identify which tools preferably might be made by the centers themselves and what items may have to be supplied externally.

There seems the need for approaching the concerned supporters in- charge of marketing raw-materials necessary for skill training. The information obtained regarding financial issues was far from complete and do not provide sound base for any definite tasks. Some observations were, however, made and among those required further considerations are the actual amount of supply transferred to the centers are not in conformity with the REBs' budget allocations. For further information see Appendices VI.

The major functions indicated in the guide material of the Teachers Training Institute pedagogical centers are not covered or made practical in the current TTI pedagogical center programmes. By far, the heaviest emphasis is put on preparation and utilization of instructional materials, while on the other hand, comparatively little emphasis is put on up-grading the skills of instructors and trainees on producing local instructional materials.

The necessary guidance provided to the Teacher Training Institute PC on establishing and coordinating the PCs is not properly implemented. This shows us that the guide material also needs to be up-dated. This and other issues related to the functions of the pedagogical centers are obviously, priority areas in any programme which aimed at strengthening the activities of the pedagogical centers of the TTIs.

The major functions of the Teacher Training Institute pedagogical centers were categorized into four areas and the centers were expected to be continuously engaged in innovative endeavors to fulfill their duties, the activities of the pedagogical centers in the implementation of the planned/designed/functions have been severally handicapped.

The coordinators are deprived of almost all kinds of professional contacts outside their respective pedagogical centers. The instructional staff professional growth is also suffering from this isolation. A system for continued in-service training would help to over come these obstacles. Regional seminars, workshops or conferences and well developed working guide materials are other possible means to expose the instructional staff to ideas, concerns and experiences of interests. There are a number of strong reasons for paying considerably more attention in promoting and facilitating various activities, preparation of new instructional materials, creating a discussion forum on new concepts of instructional media and methods, new research findings and seminars, etc in the centers accomplished . Such efforts would strengthen the roles of the pedagogical centers as educational discussion centers, which encourage and develop new areas of interest among the participants. Least, perhaps, it would make the stay at the centers much more attractive and enjoyable for all concerned bodies.

Only one teacher training PC had high cost training material (HCTM) like TV, overhead projectors, slides, practical manuals and simple readers related to the skills being taught at the TTI, required for instructions. This type of shortage needs serious considerations in the other two TTI PCs. Modern Communication material is seen to be an excellent means of integrating learned knowledge and skills in the classroom with the learning experiences outside the training centers. Another important events observed in the Teacher Training Institute PCs' display rooms are those of 48% of the instructional materials available are graphics. This is not only unfair distribution but also limit the concept of applying a variety of instructional materials for effective classroom communication. It ignores, and this could affect the training programme. Therefore, the pedagogical centers should prepare and utilize variety of instructional materials for effective and efficient training programmes.

5.2 Conclusion

On the basis of the results of the study the following conclusions have been drawn.

- One of the major functions of the pedagogical centers of the Teacher Training Institutes being the improvisation of instructional media from local materials and the proper utilization for teaching learning process seem applicable in the three Teacher Training Institutes.
- The pedagogical centers of the Teacher Training Institutes were expected to be continuously engaged in conducting action research, coordinating training programmes and innovative endeavors to fulfill their training duties within the

TTI. But it was found out that the activities of the pedagogical centers of the TTIs in implementing the intended functions have been severely handicapped.

- The active role of the pedagogical centers of the TTIs in the implementation of the TTI curriculum has been hampered by lack of the creative power and innovative capacities of the pedagogical centers coordinators, furthermore, lack of an articulated organizational structural set-up and clear guidance on the part of the educational administration at all levels also put its effects on the activities. Programme activities have been affected by the misappropriation of human power, facilities and resources by offices both within the TTI and within Regional Education Bureaux.

The shortage of qualified coordinators, lack of training to all instructors and trainees and lack of professional support from the concerned education office have had an adverse effect on the pedagogical centers of the TTIs in their effort to realize the main objectives and functions set for them.

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5.3 Recommendations

This part includes recommendations and measures proposed to be taken in response to the findings and conclusions made in the survey. The proposals should be seen as humble contribution to answering the main research questions. In some cases, firm action may be needed to be taken or be initiated with out any delay on the proposals. Others, however, may require further analysis and considerations. Therefore, in view of the problems encountered by the pedagogical center of the TTIs, it is recommended that:

- A thorough consideration of the current curriculum of the Teacher Training Institutes and the needs of the primary education in the country, a planning and coordinating body at Regional level, representing all education offices and TTIs should be established for the prime purpose of providing integrated guidance and support to the pedagogical centers with clear tasks/functions.
- The guide material on how to establish and coordinate the pedagogical centers of the TTIs will have to be revised in the light of the findings and conclusions of this research.
- Creating positions for qualified pedagogical center coordinators of the TTIs with similar educational level, like that of TTI instructors. Long and good experiences of teaching has to be considered as candidates of these positions.
- There is a dire need for assigning at least one coordinator by each department at each center and assigning them as permanent members of pedagogical center coordinating committee at the TTI level. The duties of the coordinators from each department may include:
    - guiding and orienting instructors and trainees of the TTIs on instructional media, and methods and assisting them in conducting action research;
    - planning and conducting annual meetings, seminars and workshops at the TTIs level;
    - Preparing and distributing News Letter of the pedagogical centers of the TTI which aims at changing the ideas and experiences of

the community within the TTI for the benefit of concerned staff and trainees.

- facilitating the participation of school teachers by making budget provisions for covering cost involved in their duties.
- revising the pedagogical center guideline with a view to put emphasis on the TTI programme.

- Creating and expanding physical facilities that will enable the staff for a full utilization of the centers. The center should be organized with the necessary offices, workshop, displayroom, assembly hall, store, etc.
- Allocating sufficient amount of budget to the centers.
- Developing instructional manuals in collaboration with the departments to enrich the curriculum of the TTI and primary education.
- The pedagogical centers' coordinators and instructors need to be-well versed with the principles of guidance and counseling as well as skills in instructional media so as to be able to assist trainees and primary school teachers in their day-today activities on the basis of findings from case studies and research projects.
- A mechanism need to be created through which the TTI instructors and ex-trainees can reach the pedagogical centers of the TTIs and reciprocally through which the ex-trainees send feed backs to the TTIs. Refresher courses for primary school teachers should be organized.
- As this limited study could not come up with all possible problem identification, findings and solutions, further and deeper study must be conducted in order to provide a reactively, comprehensive solution to the problem under study.

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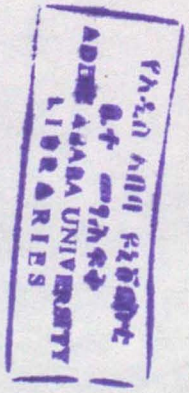
Appendices I-1

Variables to be Considered and Expected Respondents

Research Title:- Factors Affecting the Functions of PC in Some Selected TTIs in Ethiopia

No.	Research Questions	Variables	Instructors	Directors	Coordinators	Education Officials
1	What are the major Functions of the pedagogical center of the TTI?	• Coordination • Training • Action research etc.	✔	✔	✔	✔
2	Are there adequate resources for pedagogical centers of the TTI	• Facility • Resource	✔	✔	✔	✔
3	Is there a Guide line material in the TTI that could help to organize and Utilize the PC?(Pedagogical center)	• Clear Objective and function • Organization	✔	✔	✔	✔
4	From where do the PCs get technical and material supports?	• Professional Support • Material Support		✔		✔
5	Is there any organized training program for TTI Staff on how to utilize the PC?	• Training • Interest • Participation • Utilization	✔	✔	✔	
6	How often do TTI Staff use their PC . Official Visit to the PC?	" "	✔	✔	✔	✔

7	How much does the PC contribute to the intended training programme?	• Contribution	✔	✔	✔	✔
8	Are there enough instructional materials in the PC?	• Varieties of Inst. materials	✔	✔	✔	
9	What are the major problems of the PC in the TTI?	• Facility, Resource Training, Support Interest, Directions	✔	✔	✔	✔
10	What should be the solutions to the existing problems of the PC of the TTI?	• Guide material • Organization • Clear objectives and functions • Training, Professional support • Facility, Resource	✔	✔	✔	✔



Appendices II

Questionnaire for TTI Directors and Instructors

To equip the trainees with the necessary professional capabilities, well organized and coordinated teacher training pedagogical center is important. The purpose of this questionnaire is to identify the strength and weakness of the center and organize a research report which will enable to take timely corrective measures. To this effect you are kindly requested to fill in this questionnaire with the necessary responses.

Direction:- Please indicate your response by circling the letter or in words Depending on the nature of the question/ item.

1. Name of the TTI _____
2. Sex _____ 2.1 Age _____ 2.2 Qualification _____
3. Service _____ 3.1 As a teacher _____ 3.2 As a Director _____ Total _____
4. Number of trainees a) male_____ b) Female _____ Total_____
5. Number of instructors a) Male _____ b) Female _____ Total_____
6. Please rate your level of agreement using the given rating scale for the items mentioned below:

5=	strongly agree	2=	disagree
4=	agree	1=	strongly disagree
3=	undecided		

No.	Major functions of TTI Pedagogical Center	Rating Scale				
		5	4	3	2	1
1	Coordinating TTI Staff, trainees and the surrounding schools to words the development of the training programme.					
2	Conducting research and disseminating results, adapting curriculum to local conditions as well as to the need of the community.					
3	Offering training to instructors, trainees and school members					
4	Produce models or prototypes instructional materials that can be used by instructors and trainees.					

7. If you think that, there are other functions, please specify

_____

_____

* Use the space at the back of this page.

8. Is there adequate provision of facilities and resources for TTI Pedagogical center? Please indicate your agreement using a tick mark (✓) for each of the following items provided in the table.

A. Facility Response			B. Resources Response		
	Yes	No		Yes	No
a) office			a) hand tools		
b) work Shop			b) raw materials		
c) display room			C) budget		
d) store			d) human power		

9. Estimated yearly budget birr _____
10. Is there a guide material in your TTI that could help to organize and utilize the pedagogical center?

    A) Yes b) No
11. Where do you get finical and material support for TTI pedagogical center?
    a) from the Regional Education Bureau
    b) From the TTI
    c) From None government organization(NGO)
    d) All of the above
    e) No response
12. How do you evaluate the support obtained from REB, TTI and NGO

    a) high b) low c) V. low
13. Did you take any orientation/seminar/ workshop on how to utilize the TTI pedagogical center? a) Yes b) No

14. How do you evaluate the contribution of the training programme?

    a) Adequate b) moderate c) poor
15. How often do you use or visit the TTI pedagogical center?

    a) Always b) some times c) never
16. How do you evaluate the coordination between TTI instructors and PC coordinator?

    a) High b) low c) V. low

17. How do you evaluate the contribution of TTI pedagogical center in facilitating the teaching learning process.

a) high b) low c) V. low

18. Please, indicate the major problems perceived in implementing the functions of teacher training pedagogical center.

Statements	1st Problem	2nd Problem	3rd Problem	No Problem at all
Lack of trained manpower				
Lack of facility, resource and budget.				
Lack of clear direction from top management				
Lack of coordination				
Lose of interest of teachers on the pedagogical center				
Lack of knowledge and skills on how to utilize the pedagogical center.				

19. Which of the following do you believe to be the solutions to the existing problems of the TTI pedagogical center?

* Please rate your level of agreement using the given rating scale for the items mentioned below: -

5=	strongly agree	2=	disagree
4=	agree	1=	strongly disagree
3=	undecided		

No	Item	Rating Scale				
		5	4	3	2	1
1	Clear guideline on how to use the PC should be prepared					
2	Clear objectives and functions should be formulated					
3	Appropriate and well trained manpower should be made available.					
4	Adequate facility and resource should be made available.					
5	Appropriate training should be given to instructors, trainees, and directors.					
6	The necessary technical support should be given from Regional Education Office.					

* If you have another solution, please specify them, using the space at the back of this page. _____

_____

_____

_____

Thank you very much,

Appendices III

Interview for TTI Directors and Pedagogical Center Coordinators

The purpose of this interview is to identify the strength and weakness of the pedagogical center in the TTI and organize a research report which will enable to take timely corrective measures, to this effect, the interviewer is expected to take notes of what the respondent actually replies to each item.

Date _____

1. TTI _____ Wereda _____ Zone _____ Reigion _____
2. Language of instruction _____
3. Do you have pedagogical center in your TTI?
4. Please, indicate the main functions of your TTI PC
5. Is there adequate facilities and Resources for your TTI PC?
6. Is there a guide material on how to establish and coordinate the TTI PC?
7. Please indicate the major problems of your PC based on the following points.
   - 7.1 The amount of annual budget
   - 7.2 Source of Support to the TTI PC
   - 7.3 The status of training of the concerned bodies in relation to the objectives and functions of your PC
   - 7.4 The participation and interest of TTI community to the center.
   - 7.5 The coordination level of the PC coordinator
   - 7.6 The organization and arrangement of the center
   - 7.7 Availability and utilization of instructional material.

Appendices IV

Questionnaire for the TTI Pedagogical Center Coordinators.

To equip the trainees with the necessary professional capabilities, well organized and coordinated teacher training pedagogical center is important. The purpose of this questionnaire is to identify the strength and weakness of the center and organize a research report which will enable to take timely corrective measures. To this effect you are kindly requested to fill in this questionnaire with the necessary responses.

Direction:- Please indicate your response by circling the letter or in words depending on the nature of the question/ item.

1. Name of the TTI _____
2. Sex _____ 3. Age _____ 3.1 Qualification _____
4. Total number of years in the teaching profession _____
5. Total service in year as PC Coordinator _____
6. Did you take training on pedagogical center? _____ a) Yes b) No
7. If your answer to question number 6 is " yes " for how long did you take the training
   a) for two days b) for a week c) for two weeks
   d) more than two weeks
   e) if you have different answer please, specify _____
8. Does your TTI pedagogical center get any financial and material support?
   a) Yes b) No
   birr _____ in a year
9. If your answer to question number 8 is " yes" where do you get the support?
   a) from regional education Bureau b)from the non-government organization
   c) from the TTI d)all
   e) any other, please, specify _____

10. How do you evaluate the amount of annual budget allocated for the TTI pedagogical center? A) enough b) low c) V. low

11. Is there a guide material on how to facilitate and use the pedagogical center?

a) yes b) no

12. How do you evaluate the contribution of the TTI pedagogical center in facilitating the teaching-learning process? a) high b) low c) V. low

13. How do you evaluate the support obtained from Regional Education Bureau?

a) high b) low c) V. low

14. How frequently do instructors use the TTI pedagogical center?

a) always b) sometimes c) never

15. How do you evaluate the contribution of your TTI Director to support the TTI pedagogical center a) high b)low c)V. low

16. The collaboration between instructors, Director and pedagogical center coordinator is

a) high b) low c) V. low

17. Which of the following do you believe to be acute problem in your pedagogical center? Rank them from the highest to the lowest (example number 6 is the 1st problem and number 1 is the lowest problem).

_____ a) Lack of clear direction and guidance

_____ b) Lack of facilities (office, display rooms, workshop, stores).

_____ c) In adequacy of training

_____ d) Lack of equipment and materials

_____ e) Lack of interest of Instructors and Education officials to support the activities of the PC.

_____ f) Lack of finance

_____ g) any other, specify at the back of this page _____

18. Please, indicate your agreement using a tick mark (✓) for each of the following sentences that are provided in the table.

* Does your TTI Director perform the following activities.

No.	Activities	Alternative	
1.	He/she assesses the problems of instructors in utilizing the materials available in the PC.	Yes	No
2.	He/she makes the necessary effort to allocate sufficient amount of budget.		
3.	He/she plans and arranges workshop and seminars for the instructors and trainees		
5.	He/she offers incentives to those instructors who are superior in participating in the activities of the pedagogical center		
6	He/she supervises and give necessary comments about the proper functioning of the pedagogical center.		

19. Which of the following do you believe to be the function of TTI Pedagogical center?

* Please, indicate your agreement using a tick mark (✓) for each of the sentences that are provided in the table.

No	Functions	Yes	No
1	Coordinating TTI Staff, trainees and the surrounding schools to words the development of the training programme.		
2	Conducting research and disseminating results:- adapting curriculum to local conditions as well as to the need of the community.		
3	Produce models or prototypes instructional materials that can be used by instructors and trainees.		
4	Offering training to instructors, trainees and school members to improve professional competencies.		

20. If you think that, there are other functions, please specify them ?
21. What do you think are the solutions for the problems mentioned on question number 17 ? Please specify them?

Appendices V

TTI Pedagogical Center Observation Check-list

1. Name of the TTI _____
2. Address _____ 2.1 Zone _____ 2.2 Woreda _____ 2.3 Region _____
3. Is there pedagogical Center a) Yes b) No
4. Year of establishment
   - 4.1 TTI _____
   - 4.2 Pedagogical Center _____
5. Availability of: - a) Office ☐ b) Workshop ☐ c) Store ☐
   d) Display room ☐ e) Basic hand tools and equipment ☐ f) Materials ☐
6. Appropriations of the pedagogical center
   a) Well-organized b) disorganized c) any other _____
7. Availability of instructional materials and other produced materials in line with the pedagogical center functions / Contributions/
   - 7.1 Instructional material
     a) rich b) fair c) poor
   - 7.2 Research reports and adapted curriculum materials
     a) rich b) fair c) Poor
   - 7.3 Seminar, workshop and training organized and conducted by the pedagogical center
     a) two days b) a weak c) a month
     d) Other, specify _____
   - 7.4 Activities accomplished through coordination
     a) Instructional Staff ☐
     b) Trainees organized ☐
     c) Surround schools ☐
     d) Other _____
8. Most of the materials available in the TTI PC are:-
   a) Produced at TTI PC b) Purchased c) Supplied by REB
   d) Donated

9. Sample list of instructional materials available in the TTI PC (estimated quantity)
    a) Graphics/ Charts, maps, diagrams, graphs, poster/ _____
    b) Models/ _____ quantity
    c) Real objects (specimen) _____ quantity
    d) Pictures _____ quantity
    e) Print materials _____ quantity
    f) High cost Training materials (HCT) (Radio, T.V, Computer slides, Projectors etc.)_____ quantity.
10. Arrangement of the instructional materials

    a) Very good b) good c) fair d) Poor

11. Is there a guide materials? a) Yes b) No

12. Is there annual plan of action? a) Yes b) No

- Sample activities carried out by
    a) Instructors _____ quantity
    b) Trainees _____ "
    c) Coordinator _____ "
    d) Education Officials ____ "

13. Amount of annual TTI PC budget estimated birr _____

14. System of operation a) full day b) half day

    c) Structure and responsibility lines:-

    1)_____

    2) _____

    3) _____

15. Others _____

    _____

Appendices VI

Teacher Training Institute in Ethiopia

No	Institutions	Training Capacity	Region	Remark
1	Adwa TTI	550	Tigray	
2	Dessie TTI	550	Amhara	
3	Debe Berhan TTI	600	Amhara	
4	Assela TTI	550	Oromia	
5	Nekemt TTI	600	Oromia	
6	Robie TTI	550	Oromia	
7	Gambella TTI	550	Gambella	
8	Bonga TTI	550	SNNP	
9	Harar TTI	550	Harar	Not functioning
10	Kotebe TTI + TTC	550	Addis Ababa	
11	Jijiga TTI	550	Somali	
12	Arbaminch TTI	550	SNNP	
	T O T A L	**6,700**		

Budget Allocation to Pedagogical Centers of the Three TTIs

No	TTI	Amount in Birr	Academic Years
1	Debre Berhan	2,500	2000/1
2	Assela	2,000	2000/1
3	Arbaminch	2,500	2000/1