ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

PROBLEMS OF ADMISSION AND PLACEMENT OF HIGH SCHOOL LEAVERS INTO THE HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF THREE FACULTIES OF EDUCATION

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Abbreviations and Acronyms

AAU- Addis Ababa University

ACSE- Advanced Certificate of School Education

BEd- Bachelor of Education

CGPA- Cumulative Grade point Average

COSC- Cambridge overseas School Certificate

CSE- Certificate of Secondary Education

E.C- Ethiopian Calendar

ERGESE- Evaluative Research of the General Education System in Ethiopia

ESLCE- The Ethiopian School Certificate Examination

FDRE- Federal Democratic Republic of Ethiopia

GCE-A- Level- General Certificate of Education -Advanced Level

GCE-O- Level- General Certificate of Education-Ordinary Level

GPA- Grade Point Average

HEC- Higher Education Commission

IIEP- International Institute for Educational Planning

IMIS- Education Management Information Systems

MOE- Ministry of Education

NSSC- Nigerian Secondary School Certificate

SNNP- Southern Nations Nationalities People

SSC- Secondary School Certificate

TGE- Transitional Government of Ethiopia

UME- University Matriculation Examination

UNDP- United Nations Development Programme

UNESCO- United Nations Educational Scientific and Cultural Organization

UNICEF- United Nations international Children's Fund

WAEC- West African Education Certificate

Abstract

The main purpose of this study is to assess the problems in the admission and placement process of high school leavers into the higher education institutions in the field of teacher education. To achieve this purpose, basic questions concerning the admission and placement process were raised.

The study was conducted in selected three Higher Education Institutions which train high school teachers. The sources of data are 126 academic administrative staff members and instructors and 454 students and one acting department head. Questionnaires, interviews and document analysis were the instruments used to collect data for the study. The data obtained are analyzed using percentage, frequency distribution and simple correlations and regressions. Based on the analysis made the following major findings are obtained.

Due to the nature of the exam and lack of proper management ESLCE alone is not a good instrument to select competent high school leavers into the teacher education programme.
High school leavers are assigned to different institutions using talent distribution system but the placement of freshmen students into different Faculities is based on academic achievement and interest. Both types of systems contradict each other and as a result both Education Faculities and students get no advantage. Due to lack of students' interest and talent and ability, the attrition rate is high in Education Faculities.

Admiting females and other high school leavers from the Developing Regions (Afar, Beneshangul, Gambela, Somalia) into the Higher Education Institutions with lower ESLCE-GPA helps to promote their enrollment only at freshman programme. Since no tutorial classes and other special supports are given in the Education Faculities the probability of attrition rate is high for these students.

Teacher education is the least favored programme in all institutions. The attitude of great majority of students towards education programme is low and thus the majority of them want to change their fields of study.

Based on the findings obtained the following recommendations are provided:
One of the preconditions to get competent and qualified high school teachers is to make the teaching profession attractive. This needs improving of teachers evaluation system and payment of hardship and housing allowances for remote and rural areas.

Students would be successful if they are assigned on the basis of their interests and talents, so that entrance examinations and interviews are good instruments to identify eligible candidates.

Establishment of preparatory schools help to collect potential students from the high schools and each higher education institution has to organize strengthened guidance and counseling services to help individual students to cope up their personal and psychological problems.

CHAPTER I

1 INTRODUCTION

1.1. Background of the Study

Higher Education is an important asset for any nation especially for the Third World countries to get out of poverty .It is a vital instrument to promote the living standard of the people. This has been explained by Albach (1987:2) that it is "not only because it trains elite and provides the basis for technological society, but it is the most important intellectual institution with widespread impact on culture, politics and ideology." One of the objectives of the higher education institutions is "to provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose." (Aggarwal 1982). That is why the demand for higher education is higher than the provision through out the world. Therefore, appropriate selective admission criterion is an important tool to choose right students on the basis of manpower needs of the country.

The number of Higher Education Institutions shows a relative increase but they could not absorb the fast growing student population. Furthermore, most of the institutions don't have diversified programmes except Addis Ababa and Jimma Universities. Due to this situation, there is a mismatch between the existing programmes and freshman applicants' choice of study.

Although different studies have shown that ESLCE is not a good instrument for selecting students for the Higher Education Institutions, it still serves as the only means for recruitment and placement. Due to the introduction of talent distribution, applicants don't have the chance to choose institutions, rather they are assigned into two streams i.e. Social Sciences and Natural Sciences based on a lot system using computer device. Consequently, most of the high school leavers are not interested to join the Education Faculties.

Kotebe College of Teacher Education (1994:209) has defined teaching as "the transmitting of knowledge, skills and attitudes acquired through many years to the young generation." It is a means to cultivate the new generation mentally, physically and attitudinally so as to enable them shoulder the responsibilities of the society and the state. In the teaching-learning process, teachers play a key role in producing the necessary skilled manpower. Gilbert (1950:154) stressed that teachers are "one of the forces which have helped to make our own civilization.... Many of the biggest advances in civilization have been the chief work, not of politicians or inventors, not even of artists, but of teachers."

The presence of efficient and effective manpower in each sector decides the growth of socio - economic development of a country. This manpower has to be generated from the young generation. Social scientists teach us that the future strength of a country is measured by the strength of the young that is based on the measure we take in teaching and preparation of the pupils (Abraham, 1976 E.C). For this, there must be an effective education system, however, requires many contributing factors of which teachers count the most.

To create qualified manpower, we have to make the quality of education high and again this needs well-qualified and committed teachers. A quotation quoted by the MOE (1972 E.C: 10) emphasizes the high importance of teachers.

> No printed word,
> Nor spoken Plea
> Can teach young hearts
> What men should be
> Not all the books
> On all the shelves
> But what the teachers are themselves.

This shows that without the initiative of teachers a pile of books and other teaching-learning materials alone cannot teach the young.

Similarly, Knezevich in Abraham (1976 E.C.: 33) pointed out that we could provide education in low quality even if school plants and other teaching-learning materials were

destroyed. But, education would be stopped to be functional if professionally prepared teachers and administrators disappeared. This indicates that people with special skills and professional talents are the most important inputs in the field of education.

It is the belief of all pedagogues that every literate person could not be a teacher. Teaching has its own discipline by which those who join the profession have to fulfill. As stated by the MOE (1983:30), the school leavers to be recruited for the teacher education must have not only the academic knowledge but also the interest in the teaching profession. They have to have personal interest on students. A high concern to children is one of the most necessary preconditions to become a teacher. A teacher must also have the ability to use different ways and means to develop the knowledge and skills of students. The other criterion needed from a teacher is that he must be able to improve his/her talent and knowledge through reading and taking further training. Furthermore, a teacher is expected to have healthy relationship with other persons. He must be able to understand the interest and problems of others so that he/she can give the necessary assistance.

The main concern of teaching is shaping the young mentally, physically and socially to make them good citizens of a country. That is why Chauhan (1995:5) said that teaching is an art and the teacher is an artist. Hence, to create best artists for high schools and bring the intended behavioral changes, competent high school leavers have to be selected and trained in the Higher Education Institutions.

The attainment of the higher education's goals needs the fulfillment of many conditions. Higher Education Institutions need a better organizational climate and effective management. They should be well facilitated with the necessary teaching learning materials. Competent instructors and motivated students are the life and soul of any higher education institution. To get the best or intended outputs, there must be the best inputs and through puts (Ayalew: 1989:26). This paper deals only with one of the inputs that are the admission process of high school leavers in the higher education institutions, especially in the field of teacher education.

1.2. Statement of the Problem

The admission process of high school leavers into Higher Education Institutions is usually done on the basis of the institutions capacity and the result of ESLCE. In addition to these main factors, there are some criteria like "Talent distribution" and "Positive discrimination" which are considered during the admission process.

Contrary to this, student attrition rate is high. Most of the high school leavers and parents do not appreciate the principle of "talent distribution" and as a result many of the applicants do not like to join the institution, which are out of their interest. They believe that those who score top in ESLCE have to get priority in choosing the institution they want to join. From their application forms, one can understand that the majority of applicants are not interested to continue their studies in the field of Agriculture and Teacher Education.

The placement policy could not meet the interest of freshman students. They are assigned mostly on two streams. These are natural science and social science. For instance, students who are interested in Engineering, Medicine or Pharmacy could be placed in Awasa Agricultural College or Wondogenet Forestry College where only agricultural education is given. Similarly, students who want to study Law, Management or Accounting may be assigned in Alemaya University, Bahir Dar Teachers College or Dilla College of Teachers and public health where those fields of studies are not given.

On the other hand, in institutions where there are different faculties, students are placed in the faculities of their choices provided that students have the required CGPA in the freshman programme. From experience, it is understood that students with better grades do not choose Education Faculities in all institutions. Unless students are assigned, they do not have the interest to join the teacher education programme. Usually, only less achievers who have no any alternatives are placed in Education faculities. This has negative effects on the quality of high school education after graduation because the poor talents of these teachers have multiplier effects on their young students.

Therefore, the paper tries to get responses to the following basic questions:

1. What are the strengths and weaknesses of the admission criteria to Education Faculities?
2. Who benefits from the admission policy?
3. What are the challenges encountered in assigning students to Higher Education Institutions of teacher education?
4. What are the factors that affect students' attitude towards teacher education?
5. What Policy measures should be taken to redress the admission and placement process?

1.3 Purpose of the Study

The purpose of the study is to

1. differentiate the strengths and weaknesses of the admission and placement criteria to the Faculties of Education,
2. identify the beneficiaries of the admission policy,
3. point out the challenges encountered in assigning students to the Faculties of Education,
4. identify the factors that affect students' attitude towards teacher education and,
5. propose possible strategies to redress the admission and placement process of the Faculties of Education

1.4. Significance of the Study

A poor country like Ethiopia needs a highly skilled manpower for its economic, social and political advancement. To secure this objective, talented high school leavers have to be admitted to Higher Education institutions and placed in the right departments according to their abilities and interests. For this, problems encountered on the admission and placement process have to be investigated. Therefore, the study of problems in the admission and placement process of high school leavers into the Higher Education Institutions could be significant for the following reasons.

1. Since high school leavers, parents, groups etc. have dissatisfaction with the admission process; the researcher believes that the study will help in the collection and compilation of information about the placement.
2. It is assumed that, it will provide the necessary recommendations for improving the admission process to the concerned decision makers.
3. It is also believed that the study will give some clues and ideas to policy makers and counselors as to how high school leavers choose their own field of studies.
4. The research may help to open ways for further study.

1.5. Delimitation of the Study

There are five Higher Education Institutions under the administration of the Federal state, which train senior high school teachers in Ethiopia. They are Addis Ababa University, Almaya University, Bahir Dar Teachers College, Dilla College of Teacher Education and Health Sciences, Kotebe College of Teacher Education and Nazareth College of Technical Teacher Education. But they differ in their programmes, capacity and system of placement of freshman Students.

Since Addis Ababa University has many teaching and non-teaching faculties, students are eager to join it with the assumption that they would get the type of stream they want. Moreover, the placement into different faculties is done after the completion of Freshman Program. Kotebe and Nazareth are unique from the rest. In the first place their yearly intake rate is very limited. Nazareth is unique from the rest that its curriculum is more technical. Graduates from this institution have better employment opportunities in different organization or could create their own employment, so that, students placed in Nazareth College are mostly volunteer to follow their education. Secondly, they start their training directly in specialized areas in physical education and sport and technical education to produce only sport and technical teachers.

The other three institutions (Alemaya, Bahir Dar and Dilla) have only limited number of faculties. Students placed in the field of social science stream in these institutions have no

any alternative except teachers' education. Due to this fact, many students placed in these three higher education institutions do not volunteer to continue their education and as a result high dropout rate is observed. Hence, the study is confined to these three institutions.

1.6. Limitations of the study

Since the researcher has been following his graduate study through distance programme with usual office work, he was confronted with time constraints. The next constraint the researcher met was shortage of well-organized data concerning student choice of study after freshmen programme, student attrition rate and other similar pieces of information.

Moreover, some academic administrative staff members, instructors and students seem exhausted in filling different questionnaires designed by different researchers. So, some of them did not volunteer to fill the questionnaires and return back on time. The researcher believes that the inclusion of high school teachers and educational managers at every educational administrative echelons has great importance to make the study complete and in depth. But, due to time constraints, it was impossible.

The other limitation that confronted the researcher was the lack of computer literacy and the computer itself. This makes him to depend on other secretaries for every minute correction.

1.7. Operational Definitions

- *Admission:* It is a formal acceptance of an applicant for enrollment in a school or program of study. (Page G & Thomas J. 1978.12)
- *Admission Criteria*: Admission criteria are rules or requirements laid down for student selection (Page G. and Thomas J., 1979:12)
- *Guidance and Counseling:* It is an assistance given to pupils in finding the most satisfactory offerings or groups of subjects to fit their proposed course of study and special needs .It is a concept as a continuing process which stresses help to all students

in all areas of their Vocational educational and personal social experiences at all stages of their lives. (Good C., 1973:271).

- *Higher Education Institution:* Higher education institution means an institution where education beyond high level is offered and which is located in any region but financed by the Central Government. (The Transitional Government of Ethiopia, 1994:1).

- *Placement:* Placement is the assignment of a person to a suitable class, course, job training institution in accordance with his aims, capabilities, readiness, educational background and aspiration. (Good C, 1973:424)

- *Policy: - Policy refers to a course of action or intended course of action conceived as deliberately adopted, after a review of possible alternatives, and pursued or intended to be pursued. (Gauld J. and Kolbo W. (ed), 1964:505)*

- *Positive discrimination:* Positive discrimination is a method by which the disadvantaged group of people gets a special support during the admission process of high school leavers into the Higher Education Institutions. It is a means to help students from the minority social group to participate in the higher education programme.

- *High School leavers:* are students who pass the ESLCE successfully and apply for admission of the Higher Education Institutions after completing their high education.

- *Social Prestige:* An influence or glamour attaching to an individual, profession, institution, etc, which has the effect of giving opinions, statements and the like, coming from that source, special suggestive value (Wallerstein, 1960:221).

- *Talent distribution:* Talent distribution is a process of assigning students who have equal GPA in ESLCE into different institutions proportionally according to their intake capacity. It is a method by which institution gets highly talented, average and less talented students based on the achievements of ESLCE-GPA.

- *Teacher Education:* Teacher Education is a professional education and training of teachers, usually consisting of course work combined with supervised practice teaching. (Page G. and Thomas J., 1979:337)

1.8. Research Methodology and Sampling Procedure

Since the research deals with the current problems encountered in the process of admission and placement of high school leavers in the field of teacher education, it will be a descriptive approach. So, the survey method is the appropriate method. For this, the following procedures will be employed to collect and analyze the data.

1.8.1. Data sources

The sources of the data are Education students excluding the freshmen and administrative staff members and instructors of the institutions. Besides, relevant and related books, periodicals and documents are consulted.

1.8.2. Instruments for Data Collection

The three basic instruments used in the process of collecting the important data are questionnaires, unstructured interviews and document analysis. The questionnaires are of two types. One set is for students and the other type is for academic staff members. Both types of questionnaires comprise close-ended and open-ended items to enable the respondents give their views and suggestions. Each type of questionnaire has three parts. They are respondents' personal data, questions related to admission and placement process and attitudinal measure towards the teaching profession.

In addition to questionnaires, two different types of interview schedules were prepared for the Vice Academic Deans of the Institutions and Department head of the Teacher Education at the MOE. These interview schedules consist unstructured items where

comments and views are required. Questionnaires are chosen because they are the most appropriate means to gather the required information within a given time frame from the large size sample population. These groups of people are chosen with the assumption that they know the problem of admission and placement more than any other people.

The pilot study was conducted in the Department of Higher Education Academic and Research Affairs at the MOE before the main research work started. These people were preferred with the belief they have more information about the problem of admission and placement of high school leavers. The questionnaires were given to the panel heads and experts of the department for comments. This gave the researcher a good opportunity to modify some of the research instruments. The advisor prior to dispatching to the sampled institutions critically commented on the instruments.

1.8.3. Sampling Technique

Concerning the sampling process, students who are enrolled in the Education Departments are chosen. Freshman students are excluded because their stream is not yet identified. According to the Educational Statistics Annual Abstract (MOE, 2000:118-135), there are a total of 2235 students from second year up to fourth year and 195 instructors in the field of education in those selected institutions. Therefore, twenty-four percent of the students (530), More than sixty percent of teachers (120) and all academic administrative staff members were the prospective respondents for the study due to the fact that they represent the total population.

1.8.4. Methods of Data Analysis:

The data obtained in the course of the study are analyzed using basic statistical techniques.

- The distributions of the data obtained in response to the major problems of the placement are analyzed using percentage, frequency distribution and simple correlations and regressions so as to identify significant difference and agreement of the two groups.

1.9. Organization of the Study

The study has four chapters. As it is shown in the above, chapter one includes the introduction, statement of the problem, the purpose of the study, significance of the study, delimitation of the study, limitation of the study and research methodology and sampling procedure. The second chapter deals with review of related literature, while chapter three treats the presentation and analysis of data. The last chapter consists of the summary, conclusion and recommendations of the study.

CHAPTER II

2. LITERATURE REVIEW

Different literature and research findings related to the admission and placement of high school leavers are reviewed in this chapter just to give background information about the study.

2.1. The Historical Development of Higher Education

2.1.1 Origin

Modern education was started in Ethiopia at the beginning of the twentieth century. It is said that at that time the people lacked consciousness about the advantage of education and were not willing to send their children to those schools. The government used to give a sort of gifts to motivate students for schooling. Sometimes parents were forced to send their children.

The Diplomatic, economic and other relationship created with other countries, the opening of different administrative sectors and development offices and the gradual development of civilization necessitated for the beginning of high education. The Italian invasion had also given an impetus for the expansion of modern education.

As population went expanding, the number of students who finished the high level education was becoming greater year after year. Some students especially from the ruling class were sent abroad for the tertiary level education. The motive for highly skilled manpower stimulated the establishment of higher education institution. According to A.A.University special publication (1973:2), Higher Education Institution was established in 1943E.C. Its main objective was to give education in Arts and sciences with certificate level. The college had started its function with nine teachers and seventy-one students. Gradually the college has extended its programmes and got its charter on the proclamation number 185/1947. It has promoted its programme from two years to four years and started to graduate students with Bachelor degrees.

A study of the MOE (1983:9) shows that the first high school teachers training center was opened in 1944 E.C. at "Section" level in Addis Ababa University. This section was promoted to "Department" level in 1951 E.C. When the University College become chartered university in the year 1954 E.C. the Department of Education again raised into Faculty level.

The training section has its own problem from the very beginning. High school leavers were not volunteer to join the teacher education programme. For example out of sixty-eight legible students for higher education in 1946 E.C, nobody was interested to be a high school teacher (Ibid, 1983:10). Due to this lack of students' interest, it is said that the department was able to give graduation approval only to seventy-three high school teachers between the time range 1946-1953 E.C.

In 1962, the university had signed a contract agreement with "Utah" university to organize the Education Faculty (Gashaw Abate, 1986:6). It was the time when more high school teachers were needed and at the same time a shortage of competitive students to be admitted into the Faculty. Thus, on the basis of the agreement, a study group had come to Ethiopia and recommended the opening of a preparatory school for the training of high school teachers. "Prince Baede Mariam" Laboratory School was opened in the year 1962 due to the recommendation of the study group (Idid:7). The school used to recruit 150 best students yearly through out all high schools from eleventh grade through entrance examination and give preparatory courses for one year (MOE, 1983:10). Students had to sign a contract agreement to serve eight years after graduation.

According to the MOE (1983:11), the number of students who quit the training was not easy but it has contributed a lot in meeting the shortage of high school teachers. It has been said that the yearly financial, material and other related costs of the school was so high when compared with the few number of graduates. It has been closed since 1970 E.C., however, there is no evidence why and how it was closed (Gashaw, 1986:30).

The Education Faculty was able to give graduation approval in its degree programme only for 492 teachers within twenty years from 1946-1965 E.C (MOE, 1983:11). Due to this shortage of high school teachers, the Ministry was forced to import expatriate teachers. Accordingly, in the year 1963 E.C. among 1693 high school teachers 956 (56.5%) were foreigners (Idid: 13). To ameliorate this shortage, Bahir Dar Teachers' college has started its training programme in 1966 E.C. with 96 students (Yalew, 1982 E.C: 1). Moreover, to give basic solution to the problem, the MOE after having a consultation with the heads of the institutions, Bahir Dar Teachers College, Nazreth Technical Teachers College, Kotebe College of Teacher Education Dilla and Alemaya Faculties of Teacher Education were reorganized in 1987 E.C. (Tekele Haimanot, 1992 E.C: 4).

During this time other institutions, which train their students with Diploma and Degree programmes, were opened in different places by different Ministry offices (Higher Education; 1981E.C). Building and Engineering colleges were established by the Ministry of Education and Fine Arts, Agricultural colleges by the Ministry of Agriculture and Gondar Health College by the Ministry of health. In 1951E.C. Italian missionaries established Asmara University. Its mission was to give a two years preparatory programme for the Italian students and to continue their higher education studies in Italy. It has served as a stepping-stone for the Italian communities. In 1958 E.C, the medium of instruction was changed from Italian to English.

In 1953 E.C. (Ibid.), A.A. University College was promoted into university and was named "Haile Selassie I University." Those colleges, which were established by different Ministries, were transformed into the university. The university has been expanding from time to time. Medical Faculty, Business College, Faculty of law were opened. To give appropriate guidance and control of the continuing education, a Department of Continuing Education was established. To give importance for research and development, Institute of Ethiopian Studies, Institute of Pato-Biology Studies and Institute of Educational Research Center were organized consecutively. Faculty of Education was also established to produce high school teachers, teacher training institutes teachers, and primary school principals. Due to the new ideology (socialism), in 1974 many of the programmes in Education, Social

work and Arts were restructured (AAU: 1992). New colleges and faculties were opened and the existing ones were expanded.

2.1.2 Mission

Higher education was started in Ethiopia when it's positive effects on the country's economical, political, social and cultural conditions was not well realized. A study of the M.O.E (1972) pointed out that without considering its relevance with the society's need and the development of the country, the higher education was started by Canadian Jesuits. At the beginning, it had no clearly defined objectives. Anyway, its purpose was to produce high-level leaders for the imperial government offices and to prepare young Ethiopians for higher-level education in foreign countries.

Although there was one main section for higher education in the M.O.E., the university was the only organization in charge of the higher education. The goal of the university has remained and represented the goal of the higher education in Ethiopia until the establishment of the Commission for Higher Education. The Military Government of Ethiopia on the proclamation No 109/69 established the Commission. It was organized to administer, guide and control the higher education institutions. After the establishment of the Commission, the higher education had the following national goals (Department of Higher Education 1981 E.C.).

1. Teaching and disseminating the philosophy of socialism,
2. On the basis of central planning, to produce the necessary skilled man power,
3. Conducting research and development to increase productivity,
4. To lay the foundation for science and technology
5. To arrange the in-service programmes for different employees,
6. To develop the country's cultures and make free of imperialism and reactionary substances.

The Commission, after having served for ten years, had been dissolved and reorganized as a main department in the M.O.E.

Another study (MOE: 1991) shows that since the establishment of higher education, it did not have clearly stated goals. Further more, there were no any short, middle and long-term plans for higher education. Due to this, the higher education could not have effective contribution towards the country's development and improvement of the people's social life. Therefore, to eliminate those problems, regulations were issued to provide for the Administration of National Higher Education Institutions Located in Regions by the Council of Ministry Regulation No 197/1994 (Negarite Gazeta: 1986). A Higher Education Institution Board shall be established in accordance with these Regulations in every Region where at least one Higher Education Institution exists. In line with this proclamation, the new Education and Training policy (TGE: 1994) states that Higher Education of diploma, first degree and graduate levels, will be a research oriented enabling students become problem-solving professional leaders in their fields of study and in overall societal needs.

Currently, those boards administer Higher Education Institutions. According to the proclamation, the institutions have academic freedom. Their administration is decentralized and democratized. They are autonomous in their administering it.

2.1.3 Expansion

As the country progressed in its civilization, the demand for higher education became greater. The human resource development with reference to high and middle level manpower was a basic need in different sectors. There was a pressing need for the junior and high school teachers. Qualified manpower was needed for the leadership positions relevant to rural transformation. To satisfy these needs, the Ethiopian Imperial Government took some measures to expand the Higher Education.

Different educational programmes were opened and expanded from time to time. When A.A.U. College was started, the aim was to train students in Science and Liberal Arts for two years with certificate. In 1947 E.C., the college raised its programme for four years

and began to graduate students with Bachelor degrees. Different colleges had upraised their programmes from Diploma level to Degree level.

In 1951 (E.C.) Asmara University got its legal entity and began to produce qualified persons with Bachelor degree (Higher Education Commission: 1976). On the agreement of UNESCO and UNDP with the Ministry of Education, Addis Ababa Teacher Training Institute was upgraded into junior college in 1962 E.C. (Ibid). The college was named Kotebie Teachers Education College. Polytechnic Institute, Debre Zeyit Vetrenary School, Ambo and Jimma Agricultural Schools started a two years programme training in the 1960s.

During this time, all institutions except Asmara University, at the tertiary level became under the umbrella of Addis Ababa University. The distribution of these institutions was not fair. They were situated in Addis Ababa, Alemaya, Bahir Dar, Gonder, Jimma, Ambo and DebreZeyit. These institutions were few in number and their capacities were also low. For this reasons, higher education enrollment rate was low. In 1966 E.C. the higher education enrollment ratio of the total population between the age 20-24 was 0.29 percent (Higher Edo. Commission 1976:9).

A report on the post-high educational scene verifies that it was complex and uncoordinated. Most of the institutes were controlled and financed by different ministries and other agencies where actions were generally independent of each other and the influence of the bilateral donor agencies on decisions made were often considerable.

Addis Ababa University and Asmara University have stayed the only higher education institutions until the 1974 Ethiopian Popular Revolution. As the need for more higher education increased, some measures have been taken to expand the higher education by the Ethiopian Military Government. College of Social Sciences, Faculty of Business and Economics, Faculty of Veterinary Medicine and Awasa College of Agriculture were established. Alemaya College of Agriculture was upgraded into a University level. Jimma Institute of Public health and Arba Minch Water Technology Institute were also

established. Addis Ababa Commercial School, Bahirdar Politechnic Institute, Ambo and Jimma Agricultural Schools were raised into Junior Colleges.

The fast growth of the student population, the expansion of private investment agencies and other political and economical factors necessitated for the expansion of Higher Education. Due to these pressures, the Ethiopian Federal Democratic Republic Government has continued the enlargement of the Higher Education Institutions. Dilla Teachers' Education and Public health, Makele Business College, Makele University College and Nazreth Technical College are established. Bahirdar Poly Technique Institute is promoted to an Engineering College.

Some institutions that served as teacher-training institutes during the last regime were turned into teacher-training junior colleges. These are Awasa, Gondar, and Jimma and serve SNNP, Amhara and Oromiya Regional states respectively. Abiy Adi teacher training junior college and Michew Technique College are the newly established institutions for Tigrai Regional State. Kotebie Teachers' Education College is demoted to Diploma level junior college and is now under the administration of Addis Ababa city council. It also serves those Regional states that don't have their own teacher training institutions.

To minimize the shortage of the necessary skilled manpower of the Regional states, Civil Service College with Degree level is being functioning under the Prime Minister Office's Administration. The Ministry of Information and Culture and Ministry of Defense have organized their junior colleges to fulfill their manpower need.

Private Higher Education Institutions are coming into existence these days. Kuyera Adventist College, Menchen Fur Menchen in Harar, Unity College, Selam Nurses College and Micro Link Information Technology College in Addis Ababa are conventionally recognized private institutions by the MOE. Africa Beza College in Awasa has also got recognition very lately. 'Alfa' Distance Education Institution is also another private higher education institution, which is recognized non-conventionally by the Ministry. St. Mary's College, Royal College Lancom Institute, Africa Beza College (in Addis Ababa), Admas

and Enafra Business Colleges are another institutions, which are waiting for the approval of M.O.E.

Besides Addis Ababa and Alemaya Universities, four additional universities are established in the year 2000 by lumping different colleges that are found in the nearby areas. These are Bahir Dar, Debub, Jimma and Mekele universities. In addition to these, the groundwork is being completed to upgrade seven technical schools into college level to increase the number of skilled manpower at Diploma level. They are Addis Ababa Technical School, General Winget, Dabena, Chiro, W/o Sihin, DreDwa and Burie technical schools.

2.2. The Experience of Other Countries

Concerning the experience of other similar countries, the writer has tried to refer different sources. Among these are 'World guide to higher education, a comparative survey of systems, by UNESCO (1982); International Handbook of Education Systems, Volume III (Robent Cowen 1985) and a document (Higher Edu. Teachers and students affairs 1985) presented for the 12th Higher Education Officials meeting are the main sources.

2.2.1 Access to higher education in Tanzania

The National Committee for Skilled Manpower decides the number of students yearly. The fields of studies are based on "Quota System" from the very beginning. Graduates above the quota system can be employed in the private sectors or will be given chance to continue their higher studies. The questions of how many students, in what areas of studies, etc, have to be answered by the M.O.E. of Tanzania on the basis of the need of the skilled manpower of the country. In their long-range plan, they know the number of students needed in science, medicine, engineering etc starting from the high high school.

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

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

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

2.2.2 Access to higher education in Egypt

The top twenty five percent of the TTI graduates are granted advanced standing for degree programmes (Fahmy, 1992: 7). Admission to universities is extremely competitive and is based on a students score in the General High Education Certificate or the Technical High Education Certificate.

The eligible students enter a university Faculty of Education where they complete a four year integrated program leading to Bachelor Degree in Arts and Education Science and Education or in Education alone. Graduates from other faculties have to complete a one - year postgraduate course leading to the General Diploma in Education if they want to be assigned as high school teachers.

2.2.3 Access to higher education in Nigeria

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

According to the Nigerian education system, completion of twelve years of schooling leads to the WAEC General Certificate of Education, which is now replaced by the Nigerian High School Certificate (NSSC). Students who complete senior high school are eligible to apply for entrance to any higher education institution. High school teachers are trained at Advanced Teachers Colleges and at University Institutes of Education. The Training consists of a three-year programme leading to the Nigerian Certificate of Education (NCE). Admission is based on the Senior School Certificates or the Teachers Grade II Certificate.

As Dorwood (1993: 15) pointed out, Senior High School Teachers may also undertake a four-year Bachelor of Education (BEd) course at a university. Students to be admitted for BEd, are required the same qualifications as for other Bachelor programmes. It is said that since 1978 all admissions to first-degree courses at Nigerian Universities have been organized through the Joint Admissions and Matriculation Board. Students have to have Senior School Certificate (SSC) to sit for the competitive Universities Matriculation Examination (UME) in order to gain admission in the field of their choice.

2.2.4 Access to higher education in Zimbabwe

Teachers for upper high schools are generally expected to hold the Degree of Bachelor of Education. To join this programme, school leavers have to complete six years of high education and hold the Cambridge Overseas School Certificate (COSC) or General Certificate of Education-Ordinary Level (GSE O-level) with passes in five subjects and Cambridge Overseas Higher School Certificate (COHSC) or General Certificate of Education - Advanced Level (GCE-A-level) with passes in two subjects (Edwards, 1993: 11). Candidates have to pass English Language at O-level to all programmes.

The other alternative method is admitting students who have already holding the Certificate of Education. Those who have at least three years of teaching experience may complete a Bachelor of Education in two years of full-time study. The admission to the universities is highly competitive, so that candidates generally require high A-level grades.

2.2.5 Access to higher education in Indonesia

Candidates are selected for higher educational institutions in four methods. The three methods are based on examination, while the fourth one is on grade record in the last three years of high school and recommendation of their teachers. All entrance examinations are theoretical and multiple choices. Therefore they have negative effects on the high high school education. The selection criteria's are the following: -

1. Candidates are recommended by their teachers on the bases of their grade record in class examinations, class participation and their interest.
2. School leaving examinations are given and corrected by computer, to avoid personal biases.
3. Each Region has its own university and recruits students from the respective region through entrance examination.
4. The selection criteria for regional university are easier when compared with others. This is purposely done to include students from other regions since the capacity of the university is beyond the number of the regional students.

2.2.6 Lessons learnt from the experiences of these countries

We can learn three major important points

1. The area of study by which the candidate is placed must enable him to study further and deeper what he had been familiar with.
2. There are different alternative methods for placement of high school leavers in the Higher education institutions.
3. The profession teaching needs not only academic training but also professional training. Both academic and professional qualifications are important elements for the quality of high school education.

2.3. The Criteria for admission of students

The Higher Education Institutes that we currently have could not accommodate all the students who pass the ESLCE. In a place where the supply cannot meet the demand, a form of mechanism has to be devised to match the two concepts. Therefore, to select the eligible students, the main criteria for *admission* is established which is known as ESLCE. All of other criteria are based on the achievement of the Ethiopian School Leaving certificate Examination (ESLCE).

2.3.1. ESLCE

ESLCE has served for the entrance of higher education institutes since 1942 E.C. (Higher Ed. Comm. 1972:3). Addis Ababa University used to prepare the examination. It was assumed as the right measurement to choose the cream of the student population because of many reasons. In the first place the number of schools were few and had well-established internal facilities. Secondly the number of students who took the examination were also few, so that it was easy to correct the essay type. It serves for many purposes.

2.3.1.1. The Purpose of the examination

The examination had the following objectives (Ibid)

1. To differentiate students who can be promoted from high to tertiary education level,
2. To give the approval whether the students have completed their high education level.
3. To make all high schools maintain the education standards,
4. To enable teachers know the standards of their students and make the necessary improvements
5. To introduce and control the work of the Ministry of Education.

In addition to the above stated objectives, ESLCE result has also served as a useful document for students to search for a job and participate in different short-term courses.

Validity, reliability and usability are the three important characteristics of a good examination (Hommadi, 1989:69). An examination is said to be valid when it is able to measure accurately. It is reliable if it measures accurately and usable if it is capable of being used effectively. Hence, a national examination has to satisfy the above three characteristics.

The individual group of the society knows that there is a corrupt practice in the administration of the ESLCE (Lakke Mariam, 1994:70). Getachew in Laekemariam has also exposed the malpractice administration of ESLCE that attempts to abuse the examination is becoming beyond the control. He pointed out that students, teachers, local officials, directors and even the policemen participate in the corruption practices.

Different studies show that there is weak relation between ESLCE-GPA and University Freshman performance/ Melaku: 1975, Tassewe and others (1990), kehoe 1964, Javis 1969 in Laeke Mariam, Zaudneh, Darge & Nardoss 1989). The study conducted by Melakeberhan and Melak (1995:89) has shown that there are a high number of academic dismissals among those admitted with better ESLCE scores. But, the following table disproves the findings of the above researchers.

Table 1. Comparison of the ESLCE – GPA and CGPA of the academically dismissed social science freshman students (2nd semester 2000)

GPA	No of Students Placed			No of students Dismissed					
	M	F	T	M	Perc.	F	Perc.	T	Perc.
3.00	5	49	54	-	-	7	14.3	7	13
3.20	195	46	241	14	7.2	6	13	20	8.3
3.40	155	32	187	1	0.6	5	15.6	6	3.2
3.60	186	21	207	5	2.7	-	-	5	2.4
3.80	175	11	186	-	-	-	-	-	-
4.00	40	3	43	-	-	-	-	-	-
Total	**756**	**162**	**918**	**20**	**2.6**	**18.**	**11.1**	**38**	**4.1**

Source: adapted from the report of 1992 E.C. recruitment & placement of higher education students and AAU. Social Science Freshman programme

The list of academically dismissed freshman students of the 1999/2000 academic year of the social science stream shows that a total of seventy-eight students were dismissed. Thirty-nine of them were the 1999/2000 entries, but one of these students is a foreigner. So, he is excluded from the analysis because he did not take the ESLCE.

The above table indicates that in the year 1999/2000, totally 918 Ethiopian freshman students were placed in Addis Ababa University in the social science stream. Of these students, twenty males and eighteen females were dismissed due to academic reasons. It is clearly seen that there is no single person who is dismissed from those students who have scored the GPA of 3.80 and 4.00 in ESLCE- results. Moreover, the percentage of students is higher in females than in males for each GPA group.

The total percentage/ratio of the dismissed students increases as one moves from higher to lower ESLCE – GPA. The number of students in percentage who have been dismissed with lower ESLCE-GPA is higher than those with higher ESLCE- GPA. In other words, the probability of being dismissed for those who had got higher ESLCE-GPA is lower than those who had got lower ESLCE-GPA comparatively. Therefore, there is a positive relationship between ESLCE-GPA and freshman CGPA.

As time passed, the number of schools who prepare students for the ESLCE is growing larger. But, schools differ in their inputs. They differ largely by their laboratories, libraries and teachers' qualifications. So, these differences and the malpractice administration of ESLCE affect the individual student ESLCE results.

2.3.1.2 Qualification of Teachers

The purpose of education is to make the youth to have a well balanced personalities, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self sufficient, and internationally liberal (AggarWal 1995). This could be practical if the teaching learning situations are dynamic and effective. For this, the qualification of teachers plays a great role. The following table shows the qualification of the high high school teachers.

Table 2. Senior High School Teachers by Qualification

R.No	Region	Urban				Rural				Total
		Below Diploma	Diploma	B.A /B.S.C	M.A./ MS.C	Below Diploma	Diploma	B.A B.S.C	M.A M.SC	
1	Tigray	33	281	175	30	-	-	-	-	519
2	Afar	8	58	27	-	-	-	-	-	93
3	Amhara	57	1093	878	20	2	72	34	-	2156
4	Oromiya	637	2020	1367	75	2	31	34	2	4168
5	Somalia	-	45	41	-	-	-	-	-	86
6	Benshangul	6	75	37	2	-	-	-	-	120
7	SNNR	247	1222	552	16	24	74	16	-	2151
8	Gambela	1	17	30	-	-	22	7	-	77
9	Harari	60	29	61	1	-	-	-	-	151
10	Addis Ababa	200	839	1249	127	-	-	-	-	2415
11	Dire Dawa	9	65	60	1	-	-	-	-	135
Total		*1258*	*5744*	*4477*	*272*	*28*	*199*	*91*	*2*	*12,071*

Source: Education statistics, Annual abstract 1990 E.C (MOE)

The table indicates that the qualification of 1286(10.7%) teachers are below diploma, 5943(49.2%) teachers are with Diploma level and 4486 (37.2%) teachers are Bachelor degree holders. The rest 274 (2.3%) are with Master's degree.

According to the standard of high school education (MOE; 1987 E.C: 12), high school teachers have to have at least a minimum of first degree. But only 37.2% of the high school teachers meet the standard. The majority of teachers in all regions except Addis Ababa and Harar are below the standards.

This shows that the qualification of teachers has negative impact both on the quality of education and the Ethiopian School Leaving Certificate Examination. Yigzaw (1983:33) has conducted a study that a large number of diploma holders are actually teaching in senior high schools for which they are not trained. In addition to the above discrepancies, he continued his explanation that teachers with various qualifications ranging from grade

twelve up to fourth year college dropouts are teaching on pedagogical aspects of teaching. He also warned that these circumstances undoubtedly threaten the quality of our education system.

2.3.1.3 The availability of libraries and laboratories

Well-equipped libraries and laboratories are the means to enhance the teaching-learning process. Theories taught in the classrooms have to be practiced in the laboratories. Students have to develop their knowledge and imagination through reading books in the library. They have to be encouraged for self-help study. Students learn more through reading and doing.

Both libraries and laboratories motivate the interest of students. Learning becomes meaningful through the help of these infrastructures. They attract the attention of students for learning and help to retain what they are taught in classes. They provide the means of effective communication between the educators and learners and as the result enhance the quality of education.

Table 3. Government and Non-government senior high schools and their infrastructure in 1990 E.C

R.No	Region	No of schools		Laboratories	Libraries
		Urban	Rural		
1	Tigray	23	-	16	14
2	Afar	3	-	-	-
3	Amhara	76	8	94	61
4	Oromiya	120	3	105	67
5	Somalya	3	-	-	-
6	Benshangul	9	-	6	3
7	SNNP	70	10	64	36
8	Gambella	3	3	2	2
9	Harari	3	-	6	2
10	Addis Ababa	41	-	35	25
11	Dire Dawa	4	-	3	1
Total		**355**	**24**	**331**	**211**

Source: Education statistics, Annual Abstract (1990 E.C.) MOE.

From the table we can understand that 93.7 percent of the total high high schools are found in urban areas. The rural population, which is over eighty-five percent of the population of the country (TGE: 1994), has only the share of 6.3 percent of the total schools. This shows the huge disparity of opportunities for high schools between rural and urban areas. Tekeste (1990:98) has described the condition that the regional disparity in the distribution of access to education is to a great extent a reflection of the degree of concentration of economic power of the country.

Moreover, all schools do not have similar internal facilities. 48 schools (12.7%) do not have laboratories and 144 schools (38%) are without libraries. Afar and Somalia have very few senior high schools without any laboratory and libraries.

2.3.1.4 Malpractice Administration of ESLCE

As it is stated earlier, ESLCE serves for many purposes. One of the major purposes is to differentiate the eligible students for higher education. Because of the limited number of places in the higher education institutes, ESLCE has served as the only screening instrument since the beginning of higher education.

The study (MOE 1985) shows that the 'London University certificate examination' was the only recognized exam in the 1940s. In the 1950s, ESLCE came into being and was given alternatively with the London examination. The foreign exam had its own shortcomings. It did not include Ethiopian history and geography; hence it was forbidden and replaced completely by ESLCE in the year 1959.

The nature of the ESLCE was essay type up to 1967. Essay type examination had its own advantages and disadvantages (Sattenly: 1989). Some of the advantages are:

- Uniquely assesses the cluster of intellectual components required,
- Encourages learners to develop study habits which will stand them in good steady in the higher education
- Has great potential for assessing the writer's ability to organize, integrate and synthesize one's knowledge are the major advantages.

It had also its own disadvantages.

- It requires too much time to correct, and
- The grade given depends on individual marker (subjective evaluation).

When the student population who sit for the ESLCE has grown, changing the nature of the exam was needed, so that the subjective type was changed into objective type in 1967. The objective type examination is easy to correct. Computer easily corrects ESLCE papers within a short period of time. It has a

great disadvantage in that it does not help to differentiate candidates who have good potentials. Too many students take the exam sitting together in one class or hall. Since the examination is a multiple-choice type, they easily copy each other.

In Ethiopia, the access for higher education is mainly dependent of the ESLCE result. But the result is affected by the malpractice administration of the exam. Many places in the higher education are occupied by less competent students. As the result of malpractice administration, many competent and eligible students were penalized. For example, the result of 1998 ESLCE of two senior high schools (Gelemiso and Wereilu) was totally discarded for the whole candidates. Therefore, the nature of the exam and its malpractice administration could not evaluate students properly and as a consequence affects the placement process.

Due to these discrepancies, ESLCE could not measure the abilities and talents of students equally. It could not give equal opportunity to the whole society as well. Thus to give equal opportunity, "positive discrimination was started in the year 1972 E.C. (HEC: 1972).

2.4 Positive discrimination in the *admission Process*

It is a universal truth that there is a great disparity between female and male enrollment, rural and urban areas and among regions in most developing countries. To minimize this disparity, different mechanisms have been devised in different times in Ethiopia since 1972 E.C. Before this time, during Haile Selasie regime, the admission policy was based only on merit and performance of the students

In the last regime, attention was given to all schools, which lack the needed teaching-learning facilities and proper infrastructures. The present regime has paid special attention to female students, the blind and the developing regions. The main objective of positive discrimination was and still is to bring equity in the distribution of higher education among the different groups of Ethiopian people, but it contradicts with the resolution of UNESCO.

The World conference on higher education (1998:4) which was arranged by UNESCO has declared that "...no education on grounds of race, gender, language or religion, or economic, cultural or social distinctions or physical disabilities." It has emphasized that the higher education shall be equally accessible to all on the basis of merit and individual talent.

2.4.1 Positive discrimination in the past

The idea of positive discrimination, which was known as "Quota System", was started in Ethiopia in the year 1971 and 1972 E.C. (HEC, 1972 E.C.12). It was a special privilege given to those high high schools, which did not have the basic infrastructures and facilities for the teaching-learning process (HEMD, 1983 E.C: 11). The objective of the system was to reduce the inequality of access to higher education due to unequal distribution of educational facilities and qualities of staff members of the high schools.

Students from "poorly facilitated" schools used to be given special chance to join the Higher Education Institutions with lower ESLCE GPA (by 0.2) than the usual cut-off-points. The justifications given for its implementation were as follows (HEC, 1972 E.C: 12).

1. The ESLCE could not measure all high high schools students equally.
2. Students from big cities occupy most places in the Higher Education Institutions because many students pass the examination from the urban areas.
3. To give equal chance to the children of proletariats and peasants.

A fixed number of places used to be reserved for each province on the basis of the number of students who sat for the ESLCE, size of the population of the province and the level of educational development. For instance, according to UNESCO (1984:29), in the year 1979, out of the seven thousand available places in the Higher Education Institutions, one thousand and five hundred seats (21.43%) were reserved and divided among the fourteen provinces.

The quota used to be decided by the Central National Recruitment and Placement Committee. Anyhow, the system designed could not be practical for the following reasons (HEC, 1972:16).

1 Due to communication problems, schools were not able to choose and inform the quota students immediately and consequently, many vacancies in the Higher Education Institutions were left empty.

2 Students who were chosen for the second round could not be found around their schools. So, it was difficult to collect and make them fill the application forms.

3 Those who were involved in the quota system at school level tried to abuse their responsibility in selecting the right candidates and this has brought misunderstandings among students, parents and the community as a whole.

4 The information transmitted to schools from educational authorities at different levels lacked uniformity.

Due to these shortcomings, the "Quota System" ceased with the regime.

2.4.2 Positive discrimination at present

2.4.2.1 Positive discrimination for female and blind students

In most of the rural and sub-urban parts of Ethiopia the rate of female participation in education is clearly manifested at the tertiary level. The lower enrolment ratio at elementary and high levels contributes a lot for this. The factors that contribute for the disparity are related with economic, cultural, religious and location of the schools and their facilities.

According to the estimation of Gachukia (MOE, 1996:8), only fifty percent of the girls enrolled complete their primary school education. She accuses that adequate attempt is not being made to minimize the drop out rate. In response to this constructive criticism different measures are being taken to increase the participation of girls. One of them is

allowing females to join the Higher Education Institutions with lower ESLCE GPA than male students. This was put into practice since 1984 E.C. Both the MOE and the institutions are giving special support for female students to continue their education in the field of their interests. The blind students, due to their handicapness, are treated like female students during the recruitment and placement of high school leavers into the Higher Education Institutions.

2.4.2.2 Positive discrimination in the Developing Regions

In the Ethiopian economic development context, regions are divided into two. They are relatively developed regions and developing regions. As it is listed in the guidelines of higher education students' recruitment and placement (1990) the developing regions are Afar, Somali, Benshangul/ Gumuz, Gambela and Kaficho-shakicho and Bench-maji Zones in SNNP. The enrollment rate of higher education for these Regions and zones is very low, when compared with other regions.

These Regions and Zones were chosen on the basis of the number of high school students and population and other development indicators like the level of urbanization, School participation, health facilities, industrialization, road, postal and telecommunication services (MOE, 1987 EC: 13&14). Furthermore, it has been stated that the schools in these areas don't have the vital inputs.

It has been stated in the guidelines that to encourage and increase the participation rate of these regions, special consideration is given to these disadvantaged areas. Candidates from these areas are placed in the higher education institutes with less grade point average (by 0.2). In 1990 E.C. the minimum requirement grade point average common to all Diploma candidates was 3.00 for male students and 2.80 for female ones. Due to positive discrimination, male students with 2.80 and female students with 2.60 from the above mentioned regions were allowed to be enrolled in the higher education institutes. The chance was given only to certain ethnic groups who live in those Regions and zones. The following tables show the exact figure.

Table 4. No of students with a GPA of 2.6 and 2.8 and those who were selected for higher education

R. No	Regions	ESLCE Result			Selected		
		2.6 females	2.8 males	Total	Females	Males	Total
1	Afar	4	20	24	-	3	3
2	Somali	1	13	14	-	7	7
3	Gambela	3	5	8	-	3	3
4	Benshangul	8	15	23	3	4	7
5	SNNP						
	5.1 Bench Maji	4	12	16	1	2	3
	5.2 Kaficho-Shakicho	1	15	16	1	15	16
	Total	*21*	*80*	*101*	*5*	*34*	*39*

Source: adapted from the master list of 1998 ESLCE Result and Higher *Education* recruitment and placement report

The table illustrates that 21 female students got GPA of 2.6 and 80 male students scored 2.8. From these students, only 5 females and 34 male students were chosen for Diploma programmes. Students from Bench-Maji zone were equally treated. In the other regions, there is great difference between the number of students who achieved the minimum requirement of entrance and the number of selected students. Some are privileged students. These students were thought in the same school by the same teachers in the same schools but there is no sound logic why this division is created.

Table – 5 Comparison of the number of students who took ESLCE with those who get admission by sex in selected high schools.

No.	*School*	Zone/Region	*Sex*	*Sat for Exam*	*Admitted Students*	*Percent*	*Females with GPA 3.2. & above*	*Females with GPA 2.8 &3.0*	*Percentage admitted with lesser GPA*
1.	Lideta Catholic	Addis Ababa	M	87	46	52.9	-	-	-
			F	71	49	69.0	25	24	22.02
			T	158	95	60.1	-	-	-
2.	Nazreth Girls'	Addis Ababa	F	97	81	83.5	61	20	18.3
3.	Betel Mekanyesus	Addis Ababa	F	99	56	56.6	26	30	27.5
4.	Kokebe Tsibah	Addis Ababa	M	389	27	6.9	-	-	-
			F	411	18	4.4	8	10	9.2
			T	800	45	5.6	-	-	-
5.	Nefas Silk	Addis Ababa	M	450	43	9.6	-	-	-
			F	370	21	5.7	13	8	7.3
			T	820	64	7.8	-	-	-
6.	Medhane Alem	Addis Ababa	M	759	53	7.0	-	-	-
			F	573	25	4.4	12	13	11.9
			T	1332	78	5.7	-	-	-
7.	Addis Zemen	S.Gondar	M	86	2	2.3	-	-	-
			F	33	-	-	-	-	-
			T	119	2	1.7			
9.	Ataye	N.Showa	M	83	8	9.6	-	-	-
			F	55	1	1.8	-	1	0.9
			T	138	9	6.5	-	-	-
10.	Sekota	Waghumra	M	32	1	3.1	-	-	-
			F	40	-	-	-	-	-
			T	72	1	1.4	-	-	-

11.	Ankesha	Awie/Amhara	M	118	7	5.9	-	-	-
			F	78	2	2.5	1	1	0.9
			T	196	9	4.6	-	-	-
12	Abiy Addi	Tigrai	M	36	2	5.5	-	-	-
			F	34	-	-	-	-	-
			T	70	2	2.8	-	-	-
13	Wolde Nigus	Tigrai	M	14	1	7.1	-	-	-
			F	22	-	-	-	-	-
			T	36	1	2.8	-	-	-
14	Gorie	Ilubabor	M	138	7	5.1	-	-	-
			F	68	2	2.9	-	2	1.8
			T	206	9	4.4	-	-	-
15	Borena	Oromiya	M	102	4	3.9	-	-	-
			F	38	-	-	-	-	-
			T	140	4	2.9	-	-	-
16	Kuyera High School	Oromiya	M	135	3	2.2	-	-	-
			F	57	-	-	-	-	-
			T	192	-	1.6	-	-	-
17	Moristo	SNNPR	M	142	2	1.4	-	-	-
			F	48	-	-	-	-	-
			T	190	-	1.1	-	-	-
18	Gimbichu	SNNPR	M	202	3	1.5	-	-	-
			F	84	1	1.2	1	-	-
			T	286	4	1.4	-	-	-
	Total		M	***2773***	***209***	***7.5***	**-**	**-**	-
			F	***2178***	***256***	***11.8***	***147***	***109***	

Source: Adapted from ESLCE list of 1992 School Centers and application forms

Seventeen high schools are purposely chosen to show the comparison between the number of students sat for the ESLCE and admitted students and the opportunities given to the two sexes in urban and rural areas. The first three high schools which are found in Addis Ababa are owned by missionaries and work full day with no shift and with limited number of students in each class. They are well equipped with the essential teaching-learning materials. Due to these and others special learning environment, their school-fee is very high by which children from low-income families cannot afford. Thus, they serve only the children of high-income groups.

A total of 354 students sat the ESLCE in all the three missionary schools and 232(65.5%) of them were able to join the Higher Education Institutions in 1993 E.C. Of these admitted students, 186(80.2%) are females. Conversely, only 187(6.3%) students were able to succeed in joining the Higher Education Institutions out of 2952 candidates from the three government schools i.e. Kokebetsbah, Nefassilk and Medhanealem, which are also found in the same city. Sixty-four (34.2%) of them are females.

The remaining eleven government schools are found in different regions. The number of students admitted from these schools into the higher Education Institutions is insignificant. No female student has passed from Addis Zemen, Sekota, Abiy Addi, Wolde Nigus, Borena, Kuyera and Moristo High High Schools.

When we observe the number of girls who could join the Higher Education Institutions with a GPA of 2.80 and 3.00, girls from the high-income groups took the greater advantage again. Seventy four (67.9%) female students took the special privilege from the three mission schools, while only 35(32.1%)girls got the advantage from the rest of the fourteen schools.

Almost all government high schools operate in a two-shift system due to the over crowdedness of the schools. As pointed out by Hayden (1967:), the long idle hours out of schools could adversely affect the behavior of students. Hence, he suggested that students learning in well equipped and full day working schools should not be treated with students who are learning in schools with poor facilities and operating on a double shift system.

Access to higher education is affected by the socio-economic factors. Children from low-income families are more likely to leave school early than children coming from high-income levels comparatively (Robert, 1970:98). In most countries, university students come from economically privileged sectors of their societies and the majority of them are usually from urban, literate and well to do families (Altach, 1987:17 and International Encyclopedia of Education, 1985:2179). As it is traced by Blondel D. (1998:258), the rich get the lion's share benefit from the higher education than do the poor.

2.5 Admission Process

Bowels (1963:61) defined the admission process as the series of selection to which students are subjected by their country's educational system through the entire period in which they mature to the age of entrance to higher education. It is a screening process in which selections are made deliberately. It is a method of selection applicants using the admission criteria as means of eliminating the unqualified candidates (Brown J. and Thornton J, 1963:55).

The Higher Education Institutions are expected to produce qualified manpower. They prepare well-educated and trained individuals to fill posts needed in societal development. (Zaudnch, Darge & Nardos, 1989:1). For this, competitive students have to be selected and admitted. According to them, a learner who is deficient in background knowledge will find it difficult to grasp new information and could not manage his course successfully. It has been explained that a learner who has low or no interest in a subject matter is not likely to give a sufficient attention during instruction.

The process of selection of students for the higher education institutions involves the student's selection of the institution and the institution's selection of students (The Encyclopedia of Education, 1971:81). Their academic interests in comparison with what a higher education institution offers, the location and cost of the college, their own

ability and socio-economic status and the advice of their parents, peers and counselors could influence students. In choosing an institution, a student considers course of study the institution offers, tuition and living expenses and educational standards. According to the Encyclopedia, Higher Education institutions are not necessarily passive agents, which simply absorb students who come to them. They recruit their students by giving aptitude tests and other established criteria. Economists tell us that resources are scarce in developing countries like Ethiopia. Conversely, higher education is an expensive activity when compared with elementary and high education. As a result, we have to utilize this scarce resource effectively and efficiently for the benefit of the whole nation. For this, the existence of correct admission policy and implementers play a decisive role.

According to Rice A. (1970:21), the demand for opportunities for higher education is increasing at a rate with which the existing institutions cannot cope. In some countries, the demand is from the young who know that higher education leads to better careers. In others the primary demand is from societies for more qualified manpower. In most countries these demands reinforce each other. Thus, the policy must be formulated in such a way that it serves as a guiding document to address the issues of quality, equity, and access to all eligible students,

The admission process can be affected by the following different attitudes (Bowles, 1963:45):

1. Giving priority for academic programmes, which may bring occupation with prospective high incomes and status.
2. The avoidance of occupations involving manual skills and the possibility of employment in isolated localities.
3. Concentrating on specific practical preparation for examinations and not being volunteer to study beyond the prescribed requirements.
4. Taking into considerations only the student's rights and negligence of their responsibility.

2.6 The necessity of guidance and counseling Service in Placement

The concept of modern guidance and counseling service is not very familiar to most of the Ethiopian people. In a situation where this scientific service is not known, people tend to get traditional consultancy services from parents, elders, religious leaders, peer friends, etc. Due to this cultural practices and lack of strengthened guidance and counseling services, students make irrational choices, which affect the talents of students and the manpower need of the country. Hence, guidance and counseling service is vital for the following purposes (MOE, Women's Affairs, 1988 E.C: 9).

1) Since a school is a place where new ideas erupt, students have to be encouraged to grow up with the progress of human thinking. It is important to give guidance to students in order to make their talents and interests conform to the existing condition of the country.
2) With the development of science and technology, new education and professions are coming into existence. Thus, students and their parents have to know these phenomena.
3) These days the number of students who join the Higher Education Institutions is relatively large when compared with the past. So that, these students have to know the manpower need of their country.
4) Students, being acquainted to the curriculum have to cope up with it in their studies.

Hanfmann in Patterson (1968:24) showed that about five percent of college students need psychiatric assistance. According to Patterson, the dropout rate is greater due to personal or emotional problems rather than due to academic failure. He also cited (p.91) that a study conducted in 307 American Colleges and Universities in 1966 indicated that sixteen percent of freshman males and thirteen percent of freshman females were unable to decide their specific field of major studies. Woolfe, Murgatrayed and Rhys (1987:148) also displayed that many career decisions were made on the basis of emotions and chance without careful analysis.

Career guidance activities are so important that they must be parts of early childhood education and continue throughout a student's life (Seyoum Teferra and Tirusew Teferra, 1981:2). It should be rational and continuous process. This will help students to explore and harmonize their value, attitude and interest with the existing educational and occupational opportunities. On the basis of their talents and interest, they can adjust their future career development.

If students get the necessary guidance and counseling services, the future of these students i.e. when they complete their high schools they could not be full of uncertainties. Providing the right kind of leadership helps them to make a rational decision about their fields of study. This also helps the Higher Education Institutions to minimize the attrition rate of the students.

A career information system has the following eight objectives (Samaan Sanyal, (1993:95):

1. To develop the interest of the student in the world of work,
2. To stimulate students in giving careful consideration to the many educational and vocational possibilities they meet.
3. To provide experiences by which healthy attitudes of respect for all kinds of useful work are developed.
4. To help students make wise choices in educational experience.
5. To provide information about the opportunities in various colleges and universities.
6. To provide a continuous programme of experience which is well integrated with the university programme.
7. To keep a minimum frustration and indecisiveness, and eliminating wasteful trail-and-error approaches to decision-making.
8. To improve the self-understanding of young people who enable them appreciate other people. Therefore, the information service is an important part of the overall career guidance programme if it is properly organized.

UNESCO (1998:8) has also emphasized the importance of guidance and counseling. The guidance and counseling services should be developed, in cooperation with student organizations, in-order to assist students in their transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Such support is important in ensuring a good match between students and courses and in reducing dropout rates. Sodhi (1985:150) also suggests that students should have a clear idea of their career at the end of high education. A sound manpower utilization policy includes the provision of information, counseling education and training. Students have to get the right information about their career at the end of high education. According to Sodhi, this helps to satisfy the interests of students as well as the ambitions of their parents in relation to the employment market information needs.

2.7 Points to be considered during placement

2.7.1 Students Interest and Ability

Parents, teachers, siblings, other relatives, friends of the child, contacts in the community, religious groups or technology (mass media, computers) play a great role in creating and shaping the interest of the child to learn (Ames C. and Ames R, 1989:262). Family activities and discussions have also contribution to the growth of the child's cognitive skills, positive attitudes about schoolwork and improve daily work in school.

The interest of students in the institution of higher education they attend can be a vital asset. To have quality output, educational institutions have to have best inputs like any other production systems. The interest and ability of the students are the two important qualities, which help for the completion of their courses in a certain period of time.

Motivation theories assume that in real life, human beings have the inclination to maximize their pleasures and to avoid or minimize their discomfort (Birhanu, 1994:1). Students prefer to continue their studies on the basis of their interest. So, according to Chandler *et al* (1958), early adjustment to college is essential if it is to serve the interest, needs and hopes of the freshmen. For this, they require orientation to the physical aspects of the campus, the programme and curriculum of the institution.

The major problem concerning interest and ability is that students sometimes are not clear about their own interest and ability. Due to this fact, there is a good deal of wasted talents and some of the waste comes from complete ignorance (Gilbert, 1950:136). People simply are not informed how to apply their energies, especially young persons who don't know the world as well as themselves. They are confused with what they would like to be; with what that they can be. They simply accept or reject the choice of career because of parents or peers choice or fear of the unknown.

As Ashebir in Birhanu (1994; 5) stated, jobs that do not provide any future growth and development to employees is serious barriers to workers' motivation. Even resentment could

follow for circumstances in uncomfortable work places, lack of pay rise, lack of being appreciation, etc.

Students have to have the motivation to study if they are to be successful. Without motivation, the desire to study is little. If a student is able to see personal benefit and purpose in the learning situation, he/she will have the essential drive to learn (Cattell and Sharp, 1970:49). Students' attitude and interest towards a certain field of study could be affected due to over demanding parents. The two eminent writers (1970:55) have pointed out that parents who overestimate what their children can do and continually demand too much of them create permanent feelings of incompetence. Cattell and Sharp give their advice that a student should have a fair appraisal and respect for himself/herself. This would help a person from setting unrealistic goals.

Attitude plays an important role in the futurity of the young. According to Chopman (1991: 20), attitude is the way one looks at his/her whole environment. Students' attitude towards their field of studies has great impact on their career choice. There should be positive attitude to be successful in ones own goal. Attitudes must be friendly to make life productive and peaceful (Castle, 1995: 5). A positive attitudes is essential to career success for the following reasons (Chopman, 1991; 21):

1. A person with positive attitude is usually more energetic, motivated, productive and alert.
2. The first impressions are important on the job because they often have a lasting effect. A positive attitude receives a friendly, warm signal and attracts the person.
3. Both positive and negative attitudes are transmitted on the job. So, a person contributes to the productivity or non-productivity of others because others may imitate and follow him.
4. A positive person can build good relationship with his colleagues while a negative person could not.
5. The future success of a person is decided by the type of attitude he/she has.

Mostly the management gives greater considerations to those who have positive attitude

when special assignments and promotion opportunities arise. Thus students' attitudes towards different fields of study have to be considered during the process of admission and placement of high school leavers into the Higher Education institutions.

In addition to the trainees positive attitude as Ajimoko (1975: 99) listed out, high school teachers must have personal qualities like a sense of humor, evidence of the possession of initiative, intuition, resourcefulness, spirit of commitment and a cheerful and friendly disposition. The criteria for selecting competent trainees must consist of both cognitive as well as effective measurable traits. For this appropriate procedures should be established which enables institutions to select suitable candidates for teacher education.

The evaluation study (MOE, 1983 E.C: 66) indicate that in one need assessment study, out of 481 student respondents only 56 were volunteer to be teachers, while the rest joined the education faculties without their interest. Almost all Education Departments are located in institutions where other different departments or faculties are included. There is a big competition to avoid joining the field of education. The following two tables demonstrate this.

Table – 6 School leavers first choice of the field of study

No	Field of study	Male	Female	Total	Percent
1	Agriculture	49	5	54	1.3
2	Forestry/Wondogenet/	25	1	26	0.6
3	Natural Science	2207	238	2445	58.7
4	Physical Edu. & Sport	23	6	29	0.7
5	Social Science	1119	203	1322	31.7
6	Teachers Education	10	-	10	0.2
7	Technical Teachers Edu	22	-	22	0.5
8	Water Technology	255	3	258	6.2
Total		***3710***	***456***	***4166***	***99.9***

Source: 1992 E.C. Higher education students' recruitment and placement report (MOE)

The table indicates that natural science and social science are the most favored fields of studies. About 58.7% of the school leavers have chosen natural science while 31.7% chose social science. Water technology is in the third level in attracting many pupils. Teachers' Education is the least chosen. This shows that almost all school leavers don't have the interest to join the teaching profession.

A study conducted by TekleHaimanot (MOE, 2000:5) make known that academically competent students are reluctant to be trained as teachers. In 1991 EC, only 6.1 percent of the total applicants for higher education made Teachers Education their first choice. In 1992 E.C this number has gone down to 2.1 percent. Even at freshman programme level, the field of study has become a place for those who achieve the least GPAS.

Table 7. Placement of freshman students in selected different departments in Addis Ababa University (1993)

A. Social Science

No	Department	No of students	Placed in their 1st choice	Percent
1	Accounting	70	70	100
2	Law	59	57	96.7
3	Management	58	56	96.6
4	Economics	78	73	93.6
5	Business Education	38	4	10.5
6	Ethio-lang & Lit-Teachers	37	4	10.8
7	History-Teachers	31	3	9.7
8	Geography – Teachers	39	5	12.8

B. Natural Science

No	Department	No of students	Placed in their 1st choice	Percent
1	Per-medicine	60	59	98.3
2	Urban Planning	29	27	93.1
3	Pre-Engineering	188	171	91.0
4	Pharmacy	56	36	64.3
5	Biology-Teaching	68	13	19.1
6	Mathematics-Teaching	74	8	10.8
7	Physics- Teaching	36	-	0
8	Chemistry-Teaching	36	3	8.3

Source: Addis Ababa University Freshman programme

Sixteen departments are chosen for the purpose of comparison between non-teaching and teaching streams. From the table one can easily notice that the non-teaching streams are highly favored by the students. This is because these fields might have high income and high-status in the society. Conversely, departments with teaching streams are the least chosen. This might be due to the fact that the teaching profession has low income and low-status.

If we compare the CGPA of students who were placed in Accounting and History-Teaching, there was a great difference between the two groups. Out of the seventy students placed in the Department of Accounting, only twenty-three students had scored from 2.40 up to 2.90 while the rest had scored from 3.00 up to 3.70. When we observe the CGPA of history students, nine of them had scored below the average (1.90), while the rest twenty-two students have scored from 2.00 up to 2.40.

A similar condition is noticed in the field of natural science. Sixty students were placed in pre-medicine and they had scored a CGPA from 2.00 up to 3.90. Contrary to this, out of sixty-eight students placed in Biology teaching, only three students have scored

between 2.00 and 2.40. The rest sixty-five students have scored below average.

This indicates that students with high academic qualification have joined the non-teaching departments like accounting and pre-medicine, while the relatively weaker students with low academic qualification have joined the departments with teachers education. Since the placement of students into different departments is done on the basis of academic achievement and choice of students, academically poor students are assigned to the nationally essential areas of studies (Zaudneh, Darge & Narods, 1989:209). It would have been good if it were the vice verse because the teaching profession has a high responsibility of producing or molding the new generation with all rounded personality. High attrition rate is also observed in the teacher education programme and this is shown in the following table.

Table 8 Number of admitted and graduated students

No.	Institution	Time of Admission	No. of Students		Time of graduation	No of Graduates		Attrition Rate	
			Teach. Ed.	Public Health		Teach. Edu.	Public Health	Teach. Edu.	Public Health
1	Alemaya Univ.	1989E.C.	160	36	1992 E.C	72	37	55%	-
2	Bahirdar Teachers College	"	265	-	"	165	-	37	-
3	Dilla College of Teach. Edu. & Health Sciences	"	340	36	"	142	33	58%	3..3%
Total			765	72	-	379	70	50.5%	2.8%

Source: Adapted from the 1989 EC. Freshman students' recruitment and placement report and Education Statistics annual Abstract 1992 EC.

In the field of teacher education, Alemaya and Dilla have started to give graduation approval for the first time while Bahir Dar has a long time experience in producing high school teachers. Regarding the public health programme, it is found only in Alemaya and Dilla. The number of public health graduates in Alemaya is greater by one than the number of admitted students. This might be due to the readmission of the withdrawal students since the programme in Alemaya was started earlier.

Concerning the teacher education, out of 765 admitted students; only 379 (49.5%) were graduated after four years of study programme in all the three institutions. In the case of public health, 70 (97.2%) students could be graduated from 72 students who were admitted in1989 E.C. If we compare the attrition rate between the two programmes, the public health is very minute (2.8%), while for the teacher education it is more than half (50.5%) of the total admitted number.

The attrition rate is higher in Dilla College of Teachers Education and Health Sciences (58%) and Alemaya University (54.4%) than Bahir Dar College of Teachers (37.7%). This might be due to the fact that in Bahir Dar, there is only teacher education programme so that students may not have the possibility of comparing different programmes. The other reason could be the geographical location of the institution. Bahir Dar is the largest city with better facilities when it is compared with Alemaya and Dilla, so that these features might have attract more pupils.

Generally, the attrition rate is very serious in the teacher education programme by which it could not be compared with the public health. On top of this, the attrition rate is also very high after graduation. For instance, as Afar National Regional State Education and Culture Bureau has reported in a letter dated 27/03/93 Fef. No. 2/3396/8/12, from the 1992 E.C. graduates, 42 degree holders and five with diploma level, totally 47 teachers were assigned to the Region. Out of these, 18 degree and four diploma holders disappeared after having their two months salary in advance.

The same is true in Benshangul Gumuz National Regional State Education and Culture Bureau. According to its report in a letter dated 13/03/93, Ref. No. 24-778/62/2, within the last three years (1989-1991 E.C), 110 fresh high school teachers were assigned to the Region. Out of these, 54 teachers (49.1%) have evacuated. Similarly, out of 33 newly assigned high school teachers in 1993 E.C. 21(63.6%) of them did not go to the Region.

Teacher education programme is the most important field of study in producing the skilled manpower for all sectors in a country. That is why Ethiopia being a poor country, invests its scarce resources in the higher education, however, a great wastage is being observed in the teacher education programme. The above data indicate that many high school leavers are not interested to complete their study. The problem even continues after graduation by which many teachers cease their profession for different reasons. This has a negative impact on the educational plan and economic development of the country unless appropriate measure is taken.

2.7.2 Manpower need of the nation

Arega Yimam (1975:29) defined manpower planning as "the integration of manpower policies, practices and procedures so as to achieve the right number of the right people in the right jobs at the right time." The planning process has to enable to consider the demand and supply sides. In the demand side, the number and kind of manpower needed, and in the supply side, the type of action to be taken to get the necessary manpower needed have to be predicted.

Skilled manpower is the most decisive factor for economic development. Therefore, to promote this development, planners have to harmonize and synchronize the future manpower requirements with the number of educated labour force to be produced in the education system (PsacharoPoulos and Woodhall, 1991:72). This helps to reduce the risk of shortages or surpluses of the skilled manpower.

Hommadi (1989:28) also tells us that there should be a link between manpower planning

and university planning to integrate manpower requirement estimates and planning in the overall national development planning. There should be a manpower target in the national development planning process and the Higher Education Institutions have to respond to the target.

Higher education is an important asset if its mission and goal coincide with the manpower need of a country. Otherwise, unemployment of the educated would be high in the developing countries because the kind of technology used by capitalists has fewer jobs than people capable of filling them (Carnoy in World Bank 1980:157). Rensburg(1967:21) has pointed out that an expansion of education, which is not related to a development programme, means an overproduction of educated people who cannot find employment. In estimating the country's manpower requirements, the plan should provide a forecast breakdown of its particular needs of professional and technical personnel.

The cost of higher education in developing countries is very high when it is compared with the high and primary levels. According to the estimation of Psacharopoulos and sanyal (1981:24) the support of one higher education student in developing countries is equivalent to the support of twelve high school students or eighty-eight primary school students. On the other side, "the unemployment or under-employment of school leavers-from primary school all the way to university graduates has become a matter of growing concern and even potential political discontent in many countries." (Weiler in Carnoy, 1977:7).

To avoid the educated unemployment or underemployment, there should be a sort of planning exercises. Planning has the following objectives (Mbamba, 1992:64)

1. It helps to achieve effectiveness,
2. It enables to attain efficiency,
3. It encourages to meet the pressure of accountability,
4. It assists to use scarce resources,
5. It guides to avoid making silly mistakes,

6. It makes easier to match educational goals with its impact on development.
7. Empowers to synchronize and harmonize educational programmes projects and activities with other socio-economic and socio-cultural activities. This helps to avoid duplication of services and efforts which normally lead to waste of scarce resources and
8. Gives the chance to cope with significant social problems.

A country should be able to predict its future manpower structure. This prediction can serve as a basis for manpower planning (pscharopoulose G. & Woodhall M., 1985:72). The forecasting indicates the general demand for the educated manpower but there are controversial issues concerning manpower forecasting. Advocates of manpower forecasting argue that long-term forecasting ensures the education system to produce the right combination of skills. Contrary to this suggestion, critics argue that since the labour market is flexible, manpower planning is meaningless and forecasting techniques are unreliable to them.

According to the Ethiopian High High Schools Teachers Education Evaluative study (MOE, 1983:59), the demand and supply of teachers are not balanced due to the following reasons:

i) The MOE could not design its yearly manpower demand. This is because of the reason that there is no national target concerning the number of high school students to be thought.

ii) The number of recruited freshman students is not based on the absorption capacity of the economy but it is done on the basis of Higher Education Institutions.

iii) The number of graduates who are not volunteer to be employed by the MOE is increasing from year to year. On the average, about "8-13 percent" of the graduates are not employed by the Ministry. Consequently, teachers who are not fit for the level are assigned to teach in the high schools due to the shortage of well-trained teachers.

2.7.3 The distribution of Institutions and availability of different programmes

Currently, there are seventeen higher education Institutions under the administration of the Ministry of Education. When their distribution seen in relation to regions, it is unbalanced. Five institutions are found in Oromiya and five of them in SNNR, Addis Ababa and Amahara regions each have three institutions and Tigray has two.

Beyond this imbalanced proportion, the programmes available in these institutions are not similar. As it is seen in the Annex -F, Addis Ababa University which is the largest and oldest institution has more than sixteen types of programmes. Jimma Institute of Health Sciences are the next, which has relatively more programmes than the rest. Alemaya University of Agriculture, Mekele Business College and Mekele University College have three programmes each. Dilla College of Teacher Education and Health Sciences has only two types in degree level and three types in diploma programmes. The rest eight institutions have only one narrow programme each.

On top of this, their capacities differ from institution to institution. According to the 1991 E.C (MOE: 1991) Higher Education placement report, the least number of students assigned in the degree programmes was 72 in Wondogent forestry college and 2,330 was the highest in Addis Ababa University. There are also similar differences in the diploma programmes. Sixty students were assigned in the Addis Ababa Laboratory Technology Training Institute and 1004 students were assigned in Addis Ababa commercial college

Due to this limited number of programmes the Institutions have restricted students not to study according to their interest and talents. The Ethiopian Human Rights Council on its 25th special report (April 1999) has stated "Penalizing hard-working and capable students by forcing them to become what they have not chosen will undoubtedly kill their initiative and motivation."

Table 9 Number of students who appeared the ESLCE and placed in the Institutions

Year (E.C)	Students sat for ESLCE	G.P.A of 2.0 and above		Placed		placement in relation to the pass mark
		Both sexes	Females	Both Sexes	Females	
1991	174,505	32,196	8,484	9,516	1,894	29.6%
1990	164,372	20,223	4,444	8,315	1,436	41.1%
1989	158,429	13,419	4,156	9,067	1,693	67.6%

Source: A Report presented in a symposium held at the MOE (May 1991)

The table shows both number of students who sit for ESLCE and who pass the exam shows a great leap from year to year. Conversely, the number of placement in the higher education institutions does not show a significant difference. Beyond that, the placement has imbalance between the males and females.

2.8. Current practices and challenges of the placement

The admission process starts on the bases of ECLCE result and capacity of the institutions. After getting the feed back about the capacity of each higher education institute, the MOE decides the cut-off-points for both degree and diploma programmes. Candidates have to fill the application forms to show their preference of choices. They are allowed to choose only their desire field of study and the placement in most cases is done on two major areas-Natural Science and Social Science. As it is stated on the circular guideline how candidate fill the application forms (1992), this type of placement method has the following advantages.

1. It saves students from emotional choices of the areas of studies without analyzing their attitudes and talents
2. During their stay at the institution in the freshman programme, students are able to know more about the programmes given in the institution they are assigned before they make choices of specialization.

3. In the institutes where there are different programmes, the choice for specialized field of study is based on the results of the freshman programmes.
4. Higher Education Institutions are able to know their students and could give them necessary consultancy services.
5. Students who have joined the institutions in cheating are easily identifiable in the freshman programmes
6. It will avoid the rumors that there is corruption during the recruitment and placement of students at the ministry level.

The National Recruitment and Placement Committee does the placement of students into different higher education institutes with the help of computer. The Committee includes the representatives of each higher education institute. This method has two advantages. In the first place it makes the placement fair and unbiased. Secondly, it enables to finish the work within a short period of time saving lot of time, money and labour.

Some criteria like talent distribution, the number of subjects students have to pass, positive discrimination and malpractice administration of ESLCE are the sources of dissatisfaction for the portion of the society. The imbalanced distribution of institutions and the lack of diversified programmes also contribute for the dissatisfaction. The qualification of teachers and the internal facilities of high schools affect the opportunity of high school leavers to join the higher education institutions too.

2.8.1. Talent Distribution

This method of placement has been practical since 1990 E.C. and has its own disadvantages. Since, all the higher education institutes have no equal programmes, talented students could not get their choices of study. Above all, it does not give any consideration for high achievement in the ESLCE. The chance of placement for both high achievers and low achievers is equal. They are placed equally without any discrimination for the sake of talent distribution. This has aroused some dissatisfaction

in the part of applicants and parents. The Ethiopian human Rights Council (1999:2) was also the one which raised complaints. According to its statement the placement has failed to relate the examination results of the students to their study-field and institutional choices and give the regions fair and equal opportunities in getting their students placed in the various educational institutions of higher learning.

2.8.2. Number and type of subjects required for placement

Currently fifteen types of subjects are prepared for the ECLCE. Of these subjects, a candidate to place in one of the higher education institute has to have a minimum of passing grade of five subjects including English and Mathematics. The problem lies on the language subjects.

Language examinations like Amharic, as the official language of the country and English as medium of instruction have been given from the start of ESLCE. Other subjects like Tigrina and Afan Oromo have been included in the ESLCE since 1989 and 1990 E.C respectively. Some other nation-nationality languages are expected to appear in the ESLCE within short period of time.

The question of using the native language is the question of democracy and has to be treated democratically and equally. It is stated in the Education and Training policy (1986) that every Nation-Nationality has the right to use its own local language as a medium of instruction in the primary education level. The language could be given as a subject in high education level. It could be included in the ESLCE as long as it is given as a subject.

The problem lies on the standard of the examinations. The standards of language examinations in the ESLCE vary from language to language. The 1990 ESLCE result could give us an insight about the effects of the local language examinations. As it is indicated by Endale (1999), out of the total number of candidates in Tigray region, 76 (9.8%) of them passed the ESLCE as a result of Tigrigna examination. Similarly, in

oromiya region, out of 3060 candidates who have got the opportunity to join the higher education institutes, 232 (7.6%) have passed because of the Afan Oromo Examination.

Table 10. Number of students placed in the Higher Education Institution by Regions in 1990 E.C

No	Region	Degree programme			Diploma programme			Grand Total	Percent
		Male	Female	Total	Male	Female	Total		
1	Tigray	263	46	309	189	31	220	529	6.4
2	Afar	17	-	17	14	1	15	32	0.4
3	Amhara	1013	97	1110	513	121	634	1744	21.
4	Oromiya	1175	61	1236	758	143	901	2137	27.7
5	Somalia	28	4	32	22	3	25	57	0.7
6	Benshangul/ Gum	17	1	18	16	-	16	34	0.4
7	SNNR	297	24	321	213	29	242	563	6.8
8	Gambela	3	-	3	17	6	23	26	0.3
9	Harar	85	8	93	45	12	57	150	1.8
10	Addis Ababa	1266	421	1686	718	347	1065	2752	33.1
11	Dre Dawa	37	7	44	19	3	22	66	0.8
12	Aseb Community	2	-	2	3	4	7	9	0.1
13	Undefined	184	15	199	7	9	16	215	2.6
	Total	***4387***	***684***	***5071***	***2534***	***709***	***3243***	***8314***	***102.1***

Source: The 1990 E.C higher education students' recruitment and placement Report (MOE 1990)

One can understand easily from the table that Addis Ababa has got the highest share. Oromiya, Amhara and Tigray Region come second, third and fourth respectively. Afar, Somalia, Gambela , Benshangul/Gumuz Regions DreDawa council and Aseb community are the least, below one percent. This result could be the outcome of many reasons. The qualification of teachers and the internal facilities of the schools vary from region to region.

The study of the higher education futurity (MOE: 1989) has enumerated the following main points for the unfair practice of admission of high school leavers into Higher

Education Institutions.

1. When the programmes of higher education were designed, there was no equal opportunity for the whole society to take the advantage according to the individual interest and talents.
2. When students enter grade 11, they start to specialize on natural science or social science stream. But they simply join desperately without realizing their talent and future career. They don't get the necessary guidance and counseling services.
3. When students are preparing themselves for higher education during their 11^{th} and 12^{th} grade schooling, no guidance and counseling service is given to specialize on natural science and social science streams on the basic needs of the county's manpower need.
4. The higher education institutes do not have close relationship with the feeder schools. High school students know nothing what is expected of them and how to be ready for higher education. Because of this reason, students are placed with misguided choices and unable to complete their higher education programme.
5. Students who join the higher education are very few when compared with the number of students who appear in the ESLCE. Beyond this, due to poor academic performance and interest, the attrition rate is high at the end of every semester. This has negative impacts on their lives, families and the state in general.

2.9 Factors that affect students attitude towards teachers education

On a given point, attitudes of human beings could be negative or positive according to their liking and disliking. Someone's attitude can be influenced by what he/she sees in life (Chopman: 1991). A person who dwells on the unfavorable situations could have a negative attitude and the vice verse. According to Chopman, a positive attitude is essential to career success because a person with positive attitude is more energetic,

motivated, productive and alert while a negative attitude has the opposite effect.

The young school leavers who have passed through the Ethiopian education system could have a good experience about the teaching-learning process. So that, the following factors can affect the attitude of students towards teachers' education.

2.9.1 The working environment of teaching-learning situations

For effective teaching-learning process, an educational institution has to have a good site and well equipped with the necessary teaching-learning materials. This also calls for trained and highly motivated professionals. A school has to have a wide space for buildings and different play grounds. Classrooms should be wide enough to accommodate students with the vital materials. According to the standards of the MOE (1987 E.C), there should not be more than forty students in a classroom in high schools. Furthermore, it should be equipped with clean and efficient latrines, laboratories, libraries, etc.

But, the objective conditions of the schools are very far away from the above theoretical formulations. In most government high schools in urban areas particularly in large cities, educational activities have no enough staff members, space, money and physical facilities. They are not pedagogically organized. Their buildings and other physical facilities hardly allow students to be served fully. This type of educational organization could not help to create a good teaching-learning atmosphere. In other words, it creates educational havoc for students as well as for teachers. The number and size of classrooms do not articulate at all.

The failure of educational facilities to cope-up with student population has led to a bedeviled overcrowding of classrooms and the school as a whole. Therefore, the smooth running of the school programme cannot be maintained.

The World Bank policy study (1988:42) has shown that dilapidated buildings, missing or

broken desks and chairs and lack of good ventilation systems and sanitation facilities are commonplace in any African schools. This could affect the interest of teachers to teach and discourage pupils' attendance. Tekeste (1990:32) also cited the schools situations that serious shortages of classrooms are created due to the great expansion of student population. In addition, there are great shortage of school instruments, beginning with the components for laboratories and textbooks. The ERGESE report in Tekeste (1990:33) pointed out that over 50 percent of the classrooms were overcrowded and had insufficient lighting and ventilations. Working in such conditions is tiresome and monotonous.

In Herzberg's two-factor theory, salary, job security, working conditions, status, organization's policies, quality of supervision and quality of interpersonal relations among peers, supervisors, and subordinates are the most important parts that are included in the hygiene factors (Attner & Morgan, 1986:91). They are specifically related to the work environment. The failure to provide these factors sufficiently brings job dissatisfaction. So, low pay, poor working conditions and poor prospects are cited as the causes for low morale, low professional commitment and unwillingness to do the job properly (Dore and Oxenham, 1984:7).

2.9.2 The social prestige teachers have

The Ethiopian education system was totally disrupted by the Italian invasion in the year 1936. After the liberation in 1941, there were no schools, teachers and educational materials (Tekeste 1990). As a result there was an acute shortage of educated personnel to run the government machinery. In response to this problem that is to produce a new elite group, many foreign teachers were employed and the state was able to provide full boarding facilities for some primary and for high and university students (MOE, 1984:6)

It was a time when there were only a few schools with a limited number of students in some urban areas of the country. In a situation where there was no large investment activity, to be a teacher was considered as a special gift. Teachers' monthly salary was

relatively high when compared with other civil servants. The society used to give great respect to teachers since they were models in all walks of life. Thus, the teaching profession was the most beloved profession through out Ethiopia and many able and competent students were eager to join the profession.

As time went, the number of students and schools grew at a faster rate along with the population growth. The student population had become beyond the capacity of schools. Due to this pressure the Imperial Government at that time tried to establish a new policy known as "Sector Review" to control the student intake to middle and high education, so as to avoid a huge pool of unemployed high school leavers (Tekeste: 1996).

Gradually, schools have become overcrowded which brought a shortage of teaching learning materials. Teachers have to be deployed into different rural and remote areas of the country where the means of modernization and the necessary social services are not known. Above all, due to the huge number of teachers and high cost of the education, they were not able to get good salary increment.

Nowadays, the teaching profession has ceased to be attractive, and only those who are not able to succeed elsewhere opt for this profession (Chaube S. & Chaube A, 1995:67). Teachers have no any social prestige. The reason they gave is that people have come to understand that teachers can neither do them any good nor harm. Therefore, the society doesn't give respect to teachers as policemen, judges, or any other government employees.

The ERGESE in Tekeste (1990:34) found out that the working conditions of the Ethiopian teachers were poor. Some of the difficulties teachers face were lack of accommodations, health care and teaching load. Beyond these hardships, the community did not appreciate teachers and the teaching profession. It might be due to these objective conditions that more than fifty percent of high teachers would have preferred to change their profession (Tekeste, 1990:26). The study conducted by Tilahun Gemta and Aklilu Habtie in the MOE (1972E.C: 7) shows that teachers were even

segregated from the act of marriage in the community they live because of their low income. These conditions made teachers feel inferiority complex about their profession.

2.9.3 Teachers Salary and Opportunities for Promotion

Naturally, any employee expects proportional payment for the services he/she renders. Teachers as government employees need reasonable pay in relation to the social service they give. The existence of better payment and opportunities for promotion are the means and motivating factors to attract and retain teachers in their profession.

Teachers take into account the conditions of service and promotion prospects of other jobs to compare the relative attractiveness of teaching (Williams p., 1979:55). Conditions of service that workers expect include payment, allowances, working environment, workload, housing
arrangement, etc. Promotion prospects are the most critical factors, which differentiate the teaching profession from others.

Although the teaching profession needs the greatest sacrifice, teachers are the least paid civil servants (MOE, 1983 EC: 59). The number of students allocated in every class is too large and the teaching load is also too high. Teachers face acute shortage of shelter and essential social services especially in sub-urban and rural areas. Moreover, the chance for promotion and better living standards is very rare.

Reports show that due to the above reasons, there is a serious teachers shortage and absenteeism in high high schools. Many teachers particularly from high schools and universities try to evade the profession to take up more remunerative opportunities in other sectors of the economy (World Bank, 1988:46). To produce qualified and productive members of the society, we have to have highly motivated teachers. This could be achieved if teachers' salary were attractive and could foresee good opportunity for promotion.

Teaching profession has the responsibility of molding the new generation mentally, physically and socially. These sacred and genuine activities need the full effort of the teachers. That is why it is said teaching is the toughest and noblest profession. Therefore, teachers measure the relative attractiveness of teaching and other jobs. The two important factors that teachers are likely to take into consideration include (11EP, 1979:27)

i) Conditions of services: these include payment, allowances, pension entitlement, housing arrangement, hours of work, etc.

ii) Promotion prospects: the starting rates of pay for teachers have become competitive with those for other occupations, while the ratio of senior to junior posts tends to be unfavorable in many countries.

Teachers are the key personnel in guiding and building the future citizens of any country but very little importance is given to their profession (Chaube S. & Chaube A, 1995:227). According to them, persons in other different departments like masons, engineers, doctors, lawyers, etc get higher salaries than teachers do. For instance in India "the government employees in other departments get fat salaries, handsome traveling allowances and beautiful houses to live in but teachers who are more able are given low salaries and there is no provision for even ordinary houses for them."

Similar condition is observed in Ethiopia. Although the MOE has the ambition to expand education, it could not pay attractive salary for teachers (Manna Olango and Tesfay Semela, 2000:2). As a result, the commitment and their satisfaction with the teaching profession started to be eroded. Therefore, the TGE, (1994:21) in its training and education policy has stated that a professional career structure would be designed to promote incentives to motivate teachers. The career structure has been effective since 1988 E.C. It is expected that it would improve the quality of teaching-learning process and invites better talented students to join the teaching profession.

CHAPTER III

3. PRESENTATION AND ANALYSIS OF DATA

We have seen the historical background of teacher education, the experience of other countries, the criteria for admission and some other important theories related to admission of students in chapter II. The discussion has tried to show the weaknesses and strengths of the admission and placement process of high school leavers into the Higher Education Institutions. The validity and reliability of the arguments and discussions thus would be examined in this chapter.

Primary data were collected by means of questionnaires designed for this purpose, and unstructured interviews. The data are analyzed and interpreted as follows.

3.1. General Characteristics of the Respondents

One type of questionnaire was prepared and distributed to academic administrative staff members and instructors and the other type to Education Faculty Students in the three selected institutions. The number of questionnaires dispatched and returned back is shown in the following table.

Table 11. Number of questionnaires distributed and collected

No	Institution	Aca. and adaminst. staff and Instructors			Students		
		Sent	Returned	Percentile	Sent	Returned	Percentile
1	Alemaya University	45	37	82%	130	102	78%
2	Bahir Dar College	60	48	80%	210	184	87%
3	Dilla College	45	41	91%	190	168	88%
Total		150	126	84%	530	454	86%

One hundred and fifty questionnaires for academic administrative staff members and instructors and 530 questionnaires for students totally 680 questionnaires were distributed to the three Higher Education Institutions. Of these, 126 (84%) from staff

members and 454 (86%) from students totally 580 (86%) are returned. Thus, the response rate is sufficient enough in collecting the necessary data. The general characteristics of the respondents are shown in the following table.

Table 12 General Information about the two types of respondents

A- Academic staff members

Item	No	Percent
Sex		
♦ Male	116	92.1
♦ Female	10	7.9
Total	**126**	**100.0**
Age		
♦ 20-30 years	33	26.2
♦ 31-40 years	37	29.4
♦ 41- 50 years	53	42.1
♦ Above 50 years	3	2.4
Total	**126**	**100.1**
Educational qualification		
♦ Bachelor	25	19.9
♦ Masters	96	76.2
♦ Doctorate	5	4.0
Total	**126**	**100.1**

B- Students

Item	No	Percent
Sex		
♦ Male	402	88.8
♦ Female	52	11.5
Total	**454**	**100.3**
Age		
♦ 20-25 years	388	86.7
♦ 26-30 years	47	10.3
♦ 31- 35 years	19	4.1
♦ Above 35 years	-	-
Total	**454**	**100.1**
Level of education		
♦ 2nd years	153	33.8
♦ 3rd years	158	34.9
♦ 4th years	143	31.6
Total	**454**	**100.3**

Among the respondents of the questionnaires, 116 (92.1%) of academic staff members are males, while 10 (7.9%) are females. Similarly, 402 (88.8%) students are males while only 52 (11.5%) are females. In both types of respondents, the number of females is very few. This reflects the truth that the cultural practices and the poor socio-economic status of the people have negatively affected the education of females.

Concerning the age of respondents, the great majority of students (86.7%) are between 20 and 25 years. Seventy (55.6%) academic staff members are below 41 years. The majority of the academic staff members are youngsters. It is a good opportunity for the institutions that these members will serve for a longer period if they are handled properly.

When we observe the education level, 153 (33.8%) of the students are second year, 158 (34.9%) are third year and 143 (31.6%) are fourth year. All of them have adequate experience in the teacher education program. The other important point is the educational qualification of the academic staff members. The majority (76.2%) is with Masters and 5 (4%) are with Doctorate degree. The rest 25 (19.9%) are with the first degree. This indicates that a large number of staff members need further education.

Table 13 Information about Students

Item	No.	Percent
Mother tongue		
♦ Amharic	335	74.0
♦ Oromigna	79	17.5
♦ Tigrigna	20	4.4
♦ Wolaitigna	7	1.5
♦ Agewigna	5	1.1
♦ Hadyigna	5	1.1
♦ Sidamigna	3	0.7
Total	**454**	**100.3**
Regional location of the last high school attended		
♦ Tigrai	17	3.7
♦ Afar	0	0
♦ Amhara	233	51.3
♦ Oromiya	121	26.7
♦ Somalia	0	0
♦ Benshangul	2	0.4
♦ SNNP	22	4.8
♦ Gambella	0	0
♦ Harrari	7	1.5
♦ Addis Ababa	47	10.4
♦ Dire Dawa	5	1.1
Total	**454**	**99.9**
Type of school		
♦ Government	454	100.0
♦ Private	0	0
♦ Missionary	0	0
♦ Community School	0	0
Total	**454**	**100.0**

Cont. table 13

Item	No. of repondents		Percent	
Type of Stream students were following				
♦ Agriculture	15		3.3	
♦ Academic Art	176		38.8	
♦ Commercial	22		4.8	
♦ Home Economics	0		0	
♦ Academic Science	241		53.1	
♦ Technical and Vocational	-		-	
Total	**454**		**100.0**	
	Fathers		Mothers	
Occupation of Parents	No.	Percent	No.	Percent
♦ Civil servants	67	14.8	20	4.4
♦ Retail traders	71	15.7	32	7.0
♦ Peasants	185	40.9	118	26.1
♦ Different Craftsmanship (proletariats)	75	16.5	13	2.9
♦ House wife	-	-	180	39.8
♦ No answer is given	56	12.4	91	20.1
Total	**454**	**100.3**	**454**	**100.3**
	Fathers		Mothers	
Education level of parents	No.	Percent	No.	Percent
♦ Illiterate	111	24.5	280	61.9
♦ Literacy	64	14.1	74	16.4
♦ Primary	99	21.9	46	10.0
♦ High	89	19.7	27	6.0
♦ Tertiary level	41	9.1	5	1.1
♦ No answer	50	11.1	22	4.9
Total	**454**	**100.4**	**454**	**100.3**

From the table one can observe that 74 percent of the respondents are Amharic speakers, 17.5 percent Oromigna and 4.4 percent Tigrigna. Very few respondents when compared with the first three languages speak the rest four languages. Due to historical, political and cultural reasons, most of the students in Ethiopia speak Amharic.

When we look into the geographical location of the student respondents, most of them have finished their high schools in Amhara (51.3%) and Oromiya (26.7%) regions. The

number of students from Addis Ababa (10.4%), SNNP (4.8%) and Tigrai (3.7%) comes next in descending order. Contrary to this, all high school leavers' admission and placement annual reports show that the highest numbers of students who are admitted and placed are from Addis Ababa. This implies that students from Addis Ababa might have achieved better scores and placed in other faculties or they might have dropped out due to other alternatives. The table also reveals that there is no a single student from the three Developing Regions (Afar, Somalia and Gambella).

Despite priority is given to students from these regions, no student is found enrolling in the three institutions. This could be a good indicator of high attrition rate for those who join the Higher Education Institutions with less ESLCE - GPA.

The type of schools respondents were following their high education were government schools. We have seen from table 5 that high proportion of students are admitted from non-government schools in Addis Ababa where there are better working conditions and teaching-learning facilities. Their background might help them to score better grades and this again assists them to take advantage in choosing faculties.

Most of the respondents (53.1%) were academic science students, while 38.8% were art students. No student is assigned from home economics and commercial streams. Since there is no teacher education program in the high schools, the placement seems on the basis of their high school background except 15 agricultural students and 22 commercial students.

Regarding the occupational background of the respondents, 40.9% of the respondents' fathers and 26.1% of mothers are peasants; while 14.8% of fathers and 4.4% of mothers are civil servants. On the other hand 15.7% of their fathers and 7% of mothers engaged in different small retail trading. The other 16.5% of fathers and 2.9 of mothers are proletariats who engaged in different craftsmanship. One hundred eighty (39.8%) of mothers are housewives. The occupation of 56 (12.4%) fathers and 91 (20.1%) mothers is not indicated. This might be due to death or other unknown reasons, which the

respondents don't like to mention. From the data one can easily deduct that except few middle-income parents (civil servants and retail traders), the majority of students (88.6%) are from poor families.

Concerning the education level of the respondents' parents, 24.5 percent of fathers and 61 percent of mothers are illiterates. Sixty four (14.1%) fathers and 74 (16.4%) mothers have literacy level of education, while 99 (21.9%) of fathers and 46 (10.2%) have primary level. As it is indicated in the table, 19.7 percent of fathers and six percent of mothers have high level, while 9.1 percent of fathers and 1.1 percent of mothers have tertiary level. The education level of the remaining 11.1 percent of fathers and 4.9 percent of mothers is not identified. This shows that the majority of respondents are from illiterate families.

Table 14 Information About Academic staff members

ITEM	NO	PERCENT
Post in the Institutions		
♦ Academic & Administrative Staff	17	13.5
♦ Instructor	109	86.5
Total	**126**	**100**
No of years of service at Higher Education Institutions		
♦ Below ten years	76	60.3
♦ 11-20 Years	47	37.3
♦ 21- 30 years	3	2.4
♦ Above 30 Years	-	-
Total	**126**	**100.0**
Field of specialization		
♦ Curriculum and instruction	17	13.5
♦ Mathematics	18	14.3
♦ History	13	10.3
♦ Biology	13	10.3
♦ English Language	10	7.9
♦ Physics	10	7.9

ITEM	NO	PERCENT
♦ Psychology	8	6.4
♦ Ethiopian Languages	8	6.4
♦ Linguistics	7	5.6
♦ Geography	9	7.1
♦ Educational Administration	6	4.8
♦ Chemistry	5	4.0
♦ Physical Education	2	1.6
Total	**126**	**100.1**
Nationality		
♦ Ethiopian	122	96.9
♦ Foreigner	4	3.2
Total	**126**	**100.1**

Regarding the respondents of the academic staff members, seventeen (13.5%) of them are academic and administrative staff members, while 109 (86.5%) are purely instructors. In the case of their service at higher education institutions, 60.3% of them have served below ten years, while 37.3% have served between eleven and twelve years. The rest 2.4% have served above thirty years. This shows that the majority of the members of the Education Faculties have the lowest period of service.

Concerning their field of specialization, it seems that there are more specialized staff members in mathematics (14.3%), curriculum and instruction (13.5%), History and Biology each (10.3%). There are also sufficient staff members who are specialized in English language (7.9%), physics (7.9%) and Geography (7.1%). The least number of specialization is in physical Education (1.6%).

With reference of nationality, 96.9% of the respondents are Ethiopians. The rest 3.2% are expatriate teachers. When the first Higher Education Institution was established in Ethiopia fifty years ago, it was completely run by foreigners. Now, that condition has ceased and the Ethiopians have taken it over. The statistical data approves that except very few instructors almost all academic administrative staff members and instructors are Ethiopians.

፮.2. Responses Concerning the admission and placement process

Table 15 Type of measurement to select talented students

Item	Students		Staff Members	
	No.	Percent	No.	Percent
Do you believe that ESLCE can be a good instrument to select talented students?				
♦ Yes, I do believe	198	43.6	33	26.2
♦ No, I don't believe	256	56.4	93	73.8
Total	**454**	**100.0**	**126**	**100.0**
If the answer is "I don't believe," what is (are) your reason (s)?				
♦ Since the examination is only multiple type, it can be answered through guess work	74	28.9	19	20.4
♦ Due to lack of strict management, students copy each other	96	37.5	27	29.0
♦ Some one can take the examination for another person	2	0.8	6	6.5
♦ Other				
♦ All of the above	25	9.7	21	22.6
♦ It can not measure all the skills and talents of students.	0	0	14	15.1
♦ Talented students may fail due to psychological disturbance.	27	10.6	6	6.5
♦ No answer	32	12.5		
Total	**256**	**100.0**	**93**	**100.1**

Cont. table 15

What kind of instrument is more suitable for the admission of teacher education?				
a- High school record	89	19.7	3	2.4
b- Aptitude test	141	31.2	12	9.5
c- Interview	22	4.9	12	7.9
d- Work experience	116	25.6	14	11.1
e- ESLCE	12	2.7	6	4.8
f- Other				
♦ ESLCE and entrance exam	42	9.3	11	8.7
♦ a, c and e	17	3.8	51	40.5
♦ Preparing students starting from the high school for teacher education	0	0	19	15.1
♦ No answer	15	3.3	0	0
Total	**454**	**100.5**	**126**	**100.0**
Coefficient of Correlation (r)	**0.85**			
Probability (p)	**0.001 (**)**			

** highly significant

According to the responses given, 43.6 percent of students and 26.2 percent of the academic administrative staff members and instructors believe that ESLCE is a good instrument to select talented students, but the majority of the respondents i.e. 56.4 percent of students and 73.8 percent of academic staff members don't believe in ESLCE as good instrument. A question was forwarded to give their reasons if they don't believe in ESLCE. The respondents gave different reasons. Seventy four (28.9%) students and 19 (20.4%) academic staff members said that since the examination is only multiple type, it can be answered through guess work. Ninety Six (37.5%) students and 27 (29%) academic staff members admitted that students copy each other due to lack of strict management while two students (0.8%) and six academic staff members stated that some one can take the examination for another person. Others also have some other reasons.

For some of students (9.7%) and academic staff members (22.6%), all of the above are their reasons. Fourteen (15.1%) staff members have stated that the examination cannot measure all the skills and talents of students. On the other hand, 32 (12.5%) students abstained to give any reason. All the above justifications show that the examination is not a good means of recruiting talented students for teacher education programme.

If this is the case of the effectiveness of ESLCE, respondents were asked to choose more suitable instrument for the admission of teacher education. High school record is a good instrument for 19.7 percent of students and 2.4 percent of staff members. 31.2 percent of students and 9.5 percent of staff members support aptitude test. The majority of students (31.2%) preferred aptitude tests while 40.5 percent of staff members supported high school record, interview and ESLCE as one package. Preparing students starting from the high school for teacher education is the other suitable instrument proposed by 14.1% of the staff members. One hundred and sixteen (25.6%) students and 14 (11.1%) staff members chose work experience as the best instrument. Some students (3.3%) seem confused that they gave no answer. Any way, there is an agreement between the two groups of respondents that only ESLCE is not a good instrument for the admission and placement of high school leavers for the teacher education programme.

The simple regression and correlation matrix analysis was made to assess the differences between the students and staff responses to the type of instrument to select talented students (Appendix E). The result revealed that there is a highly significant correlation ($r=0.85$) showing the similarity between the students and staff's responses.

To help the institutions get talented students proportionally, the Ministry uses "Talent distribution" system during the admission and placement of high school leavers. The attitudes of staff members on this system are shown in table 16.

Table 16 The Evaluation of talent distribution and placement of freshmen into different faculties

Item	Staff Members	
	No.	Percent
How do you evaluate the "Talent distribution" system that the MOE uses during the placement of high school leavers in relation to the need of the country's skilled manpower in different areas of study?		
♦ Very important	43	34.1
♦ Important	53	42.1
♦ Not important	20	15.9
♦ No answer	10	7.9
Total	**126**	**100.0**
How do you observe the "Talent distribution" system vis-à-vis the right of students to choose their future prospective?		
♦ Highly supportable	10	7.9
♦ Supportable	37	29.4
♦ Not Supportable	66	52.4
♦ No answer	13	10.3
Total	**126**	**100.0**

	Students		Staff Members	
	No.	Percent	No.	Percent
How do you evaluate the placement of high school leavers into different Higher Education Institutions?				
♦ Very good	34	7.5	0	0
♦ Good	76	16.7	71	56.4
♦ Fair	89	19.6	36	28.6
♦ Bad	255	56.2	19	15.1
Total	454	100.0	126	100.1

How do you evaluate the placement of freshman students into different faculties in your institution?				
♦ Very good	17	3.7	10	7.9
♦ Good	46	10.1	29	23.0
♦ Fair	106	23.4	53	42.1
♦ Bad	285	62.8	27	21.4
♦ No response	0	0	7	5.6
Total	**454**	**100.0**	**126**	**100.0**
If your answer is bad, what do you think the possible reason/s would be?				
a- It does not serve the interest of the students.	175	77.7	9	33.3
b- it does not treat both sexes equally.	7	3.1	0	0
c- It is not based on high school educational background of students	12	5.3	0	0
d- Other				
♦ A & c	12	5.3	0	0
♦ Only students with the least grades are assigned	19	8.4	18	66.7
Total	**225**	**99.8**	**27**	**100.0**
Coefficient of Correlation (r)			**0.29**	
Probability (p)			**0.32** (NS)	

NS, none significant

As it is discussed in the literature review part, the interest of most talented high school leavers to continue their higher education concentrates on some fields of study outside the area of teacher education. In the past, the high achievers in ESLCE used to be placed on the basis of their choice. But, some faculties and institutions did not favour this because they became the host of low achievers. To satisfy the need of these

faculties and institutions, the Ministry has started the "Talent distribution" system, which enables all the Higher Education Institutions to get talented students proportionally.

Academic administrative staff members and instructors were asked to evaluate this system. Accordingly, 44 (34.1%) of the respondents said that it was very important, 53 (42.1%) it was important and 20 (15.9%) not important. The rest ten (7.9%) respondents did not seem to evaluate the system. From the statistical data, it is clearly seen that the majority of the respondents were positive to the system that it is a good means of getting better talented students.

They were also requested to evaluate the system from the point of view of students right to choose their future prospective. Most of them (52.4%) do not support the system. In interviews held with the academic vice deans of those institutions, all of them have approved that a committee does the placement of freshman students into different faculties in each institution. The determining principle of each committee for the placement is students' achievements (CGPA) in the freshman program and their choice of study. A question was posed to them why not they use the talent distribution system. The answer given was similar that students would be successful if they continue their study on the basis of their choice.

The majority of student respondents do not support both the placement of high school leavers into different institutions by the MOE (56.2%) and placement of freshman students into different faculties by the institutions (62.8). Conversely, both levels of placement processes are supported by the majority (73%) of academic administrative staff members and instructors. It seems that both groups of respondents evaluate the placement processes from the point of view of personal interest. Students might condemn the placements due to the fact that they cannot be registered in their choice of study. Similarly, staff members might support the placement process for the reason that they do not have any alternative means of getting competent students.

The student respondents who said the placement of freshman students into different faculties was bad, gave the following reasons: 77.7% said that it does not serve the interest of students, 3.1% said it does not treat both sexes equally, 5.3% said it is not based on high school educational background of students, both a & c (5.3%) and 8.4% of others stated that only students with the least CGPA are assigned in the teacher education program. Staff members who opposed the placement process also agreed with the first and last reasons given in the table. Most of them (66.7%) said that students with the least CGPA are placed, while some of others (33.3%) responded that the placement does not serve the interest of students.

The placement system of high school leavers into different institutions and freshman students into different faculties contradict each other. The Higher Education Institutions need to shared the talented students but are not interested to have shared them equally into different faculties. At the same time, from the above data, most of them believe that the talent distribution system violates the students' right to choose their careers. This indicates that the system is not a good mechanism to bring together the interest of both the institutions and high school leavers.

The simple regression and correlation matrix analysis, to assess the differences between the students and staff responses to the Evaluation of talent distribution and placement of freshmen into different faculties (Appendix E), revealed that there is no significant relationship ($r=0.28$) between the respondent groups.

The other criterion included in the admission and placement policy is that any high school leaver has to pass the two compulsory subjects. On the other side, due to the coming of different nationalities languages as instructional media instrument, they are included in the ESLCE. The views of the respondents on these issues are shown in the next table.

Table 17 Views on compulsory subjects and Nationalities languages

Item	Students		Staff Members	
	No.	Percent	No.	Percent
Does the compulsory subjects have significance for the teacher education?				
♦ Yes, they have	284	62.8	70	55.6
♦ No, they don't have	20	4.4	3	2.4
♦ Only English language has	148	32.7	53	42.1
♦ Only Mathematics	2	0.4	0	0
Total	**454**	**100.3**	**126**	**100.1**
Coefficient of Correlation (r)	**0.97**			
Probability (p)	**0.029 (*)**			
Is it academically sound to include different nationality languages as part of admission criteria?				
♦ Yes, they can serve	-	-	19	15.1
♦ No, they can not serve	-	-	85	67.5
♦ Make no change	-	-	16	12.7
♦ No answer	-	-	6	4.8
Total	**-**	**-**	**126**	**100.1**

* Significant

In studying the above table, 62.8% of student and 55.6% of staff respondents answered that the two compulsory subjects have significance in the teacher education, while 4.4% of student and 2.4% of staff respondents have an opposite stand. For 32.7% of student and 42.1% of staff respondents, only English language has significance.

A question was proposed to the staff members whether different nationality languages could serve as part of admission criteria. Nineteen (15.1%) said yes, 85 (67.5%) said no, 16 (12.7%) said they make no difference and 6 (4.8%) did not give any response.

Furthermore, academic vice deans were also interviewed whether there was any nationality language given as a subject in their respective institution. Their response was no except the national language Amharic.

The simple regression and correlation matrix analysis was made to assess the differences between the students and staff responses regarding on compulsory subjects and Nationalities languages (Appendix E). The result clearly showed that there is a highly significant correlation ($r=0.97$) showing the similarity between the students and staff's responses

Since English language is an instructional instrument in all the Higher Education Institutions and all subjects given are related with some statistical analysis and computations, the two compulsory subjects have great significance for the teacher education. In the case of different nationality languages, as long as they are not given in the Higher Education Institutions, they don't have any connection with the admission process.

Students were asked their reasons, for joining the Higher Education Institution and their choice of study. Their responses are tabulated as follows.

Table 18. Responses concerning students' choice and the counseling services

Item	No.	Percent
Why did you join the higher education institution?		
♦ To obtain a specific professional qualification	148	32.6
♦ To enjoy the free scholarship	10	2.2
♦ To study for its own sake	10	2.2
♦ To obtain better employment opportunities	245	54.0
♦ Other - lack of any other opportunity	41	9.0
Total	**454**	**100.0**
What was your first choice to join the Higher Education Institution?		
♦ Agriculture	2	0.4
♦ Natural Science	205	45.3
♦ Physical Education and sports	2	0.4
♦ Social Science	220	48.6
♦ Teachers Education	10	2.2
♦ Technical Teachers Education (Nazreth)	0	0
♦ Water Technology (Arba Minch)	15	3.3
Total	**454**	**100.2**
When you first filled the application from for placement into the higher education institution, were you given any orientation in your high school?		
♦ Yes	309	68.1
♦ No	145	31.9
Total	**454**	**100.0**

If the answer is 'yes' how helpful did you find the orientation?		
♦ Helpful	69	22.4
♦ Less helpful	175	56.7
♦ Not helpful	65	21.1
Total	**309**	**100.2**
Have you got guidance and counseling service in your freshman programme for your career choice?		
♦ Yes	126	27.8
♦ No	328	72.5
Total	**454**	**100.3**
♦ If your answer is 'yes', how helpful was the counseling service		
♦ Helpful	79	62.7
♦ Less helpful	30	23.8
♦ Not helpful	17	13.5
Total	**126**	**100.0**

The above table states that 148 (32.6%) student respondents have joined the Higher Education Institutions to obtain a specific professional qualification, 10 (2.2%) students to study for its own sake, 245 (54%) to obtain better employment opportunities and 41 (9%) respondents have joined due to lack of any other opportunity. This indicates that almost one third of the respondents are interested to be qualified in a certain specific profession. The majority of the respondents look around for a better income.

Respondents were asked to give the reason/s for their preference. Different respondents gave different reasons. Many of them have reasoned out that due to their background education at the high schools, they were fond of studying natural science and social science courses. Very few pupils have chosen teacher education because of their experience in elementary schools.

Regarding the first choice of field of study, only 2.2% of the respondents have chosen the Teacher Education Programme. This figure is greater than Agriculture (0.4%) and Physical Education and Sports (0.4%). No body was interested to join in Technical Teachers Education (Nazreth), while 3.3% of the respondents have chosen Water Technology. Almost all respondents were interested to study Natural Science (45.3%) and Social Science (48.6%). From this, we can deduce that the interest of the majority of high school leavers to join the teacher education stream was very low when compared with natural science and social science streams.

Concerning about the higher education programmes, 309 (68.1%) of the respondents had got the orientation, while the rest 145 (31.9%) said no. This points out that the orientation programme was not held at all high schools when students were made to fill the application forms.

Respondents were asked to rate the extent of the help of the orientation. Sixty nine (22.4%) said that it was helpful, 175 (56.7%) said less helpful and for the rest 64 (21.1%) the orientation was not helpful.

A question was forwarded whether students have got guidance and counseling service in their freshman programmee for their career choice. One hundred and twenty six (27.8%) student respondents said 'yes' while 328 (72.5%) said 'no'. Similar question was presented to the staff members if there is guidance and counseling service is facilitated for students. Fourty nine (38.9%) respondents said 'yes' and 77 (61.1%) said 'no'. The majority of both groups of respondents don't agree with the presence of the service.

Those respondents who have approved the existence of the service were required to make clear whether the service was helpful. Seventy nine (62.7%) student respondents have said that it was helpful and 33 (67.4%) of staff respondents believe that freshman students get advantage of the service. Thirty (23.8%) student respondents said that the service was less helpful and for 17 (13.5%) students, it was not helpful. On the other

hand, 3 (6.1%) staff respondents have answered that students get no advantage from the service, while 13 (26.5%) other staff respondents have no any information about the usefulness of the guidance and counseling services.

From the responses of both groups of respondents, one can understand that there is no guidance and counseling services in all institutions. Above all, even those who have already started giving the service are not effective in helping the freshman students to make them explore their talents and interests.

Table 19. Staff responses concerning positive discrimination and the attrition rate

Item	No.	Percent
Does admitting female high school leavers into the Higher Education Institutions with lesser ESLCE - GPA contribute in promoting females' enrollment?		
♦ Yes, it does	63	50.0
♦ No, it does not have	43	34.1
♦ I don't have the information	20	15.9
Total	**126**	**100.0**
Does admitting high school leavers from "Developing Regions" into the Higher Education Institutions with lesser ESLCE - GPA contribute in promoting the enrollment of students from these regions?		
♦ Yes, it does	46	36.5
♦ No, it does not have	57	45.3
♦ I don't have the information	23	18.3
Total	**126**	**100.1**
Has the positive discrimination any relationship with the attrition rate?		
♦ High relationship	36	28.6
♦ Weak relationship	7	5.6
♦ No relationship	0	0

Item	No.	Percent
♦ I don't have the information	83	66.1
Total	**126**	**100.3**
From your observation which Faculty has the highest student attrition rate?		
♦ Education	80	63.5
♦ Agriculture	8	6.4
♦ Public Health	0	0
♦ Medicine	0	0
♦ Engineering	17	13.5
♦ No response	21	16.7
Total	**126**	**100.1**
What do you think is the major reason for the high attrition rate?		
a. Lack of students' interest	32	25.4
b. Lack of students' talent and ability	36	28.6
c. Lack of good learning environment	9	7.1
d. Other		
♦ a and b	45	35.7
♦ No response	4	3.2
Total	**126**	**100.0**
Does ESLCE - GPA correlate with freshman CGPA for the majority of students?		
♦ Yes	17	13.5
♦ No	32	25.4
♦ I don't have the information	77	61.1
Total	**126**	**100.0**

With reference to positive discrimination, 63 (50%) of the staff respondents agree that admitting female high school leavers into the Higher Education Institutions with lesser

ESLCE GPA contribute in promoting females' enrollment, while 43 (34.1%) respondents do not agree. The rest 20 (15.9%) do not have the information.

Likewise, 46 (36.5%) staff respondents said that admitting high school leavers from the "Developing Regions" into the Higher Education Institutions with lesser ESLCE - GPA contribute in promoting the enrollment of students from those regions. Fifty seven (45.3%) respondents do not agree with the promotion of enrollment, while the rest 23 (18.3%) do not have any information.

As most of the respondents said, it is not debatable that admitting students with lesser ESLCE - GPA could contribute in promoting the enrollment. The problem lies whether these pupils can compete or not with other pupils. In the interviews with the academic vice deans, a question was forwarded to mention if any kind of support is given to retain these students. They confirm that except occasional discussions, no special support was given. The number of girls and students from "Developing Regions" increase at freshman programme due to less requirement of ESLCE - GPA. In contrast, as the levels of education increases, the enrollment rate may decrease unless special support like tutorial classes is given.

Regarding the relationship of positive discrimination with attrition rate, 36 (28.6%) respondents have said that it has high relationship. Seven (5.6%) respondents have answered that the relationship is weak, and 83 (66.1%) do not have information whether it has relationship or not.

In comparison of Faculties that have the highest student attrition rate, 80 (63.5%) respondents said Education, 8 (6.4%) said Agriculture, 17 (13.5%) said Engineering, and the rest 21 (16.7%) gave no response. Although all the three institutions differ in their variety of programmes, they have one common faculty, which is Education. The above data reveals that Education Faculty has the highest attrition rate.

Different reasons were given for the high attrition rate. Thirty two (25.4%) said that lack of students' interest, 36 (28.6%) said lack of students' talent and ability and 9 (7.1%) lack of good learning environment. For the majority of respondents (35.7%), the reasons are both lack of students' interest and talent and ability. If this is the reality, students who do not have the interest may quit their study or face academic dismissal.

Concerning the correlation of ESLCE - GPA with freshman CGPA for the majority of students, 17 (13.5%) staff respondents said that it correlates, 32 (25.4%) said 'no' and the rest 61.1% responded that they don't have the information. This shows that studies are not conducted in all institutions regarding the correlation of the two types of exams.

Table 20 Responses on the decision of the capacity of the institutions

Item	No.	Percent
What is the basic criterion for deciding the capacity of the Education Faculty?		
♦ Capacity of the Faculty	66	52.4
♦ Manpower need of the county	11	8.7
♦ Taking the yearly in take rate	22	17.5
♦ Other		
♦ No clear criteria	20	15.9
♦ The MOE decides	7	5.6
Total	**126**	**100.1**

The table reveals that 66 (52.4%) respondents said that the basic criterion for deciding the capacity of the Education Faculty is the capacity of the faculty itself. Eleven (8.7%) said that it is decided on the basis of manpower need of the country, 22 (17.5%) said taking the yearly intake rate, 20 (15.9%) stated that there is no clear criteria and the rest seven (5.6%) suggested that the MOE decides. From the statistical data, the majority of the respondents believe that the decision is based on the capacity of the faculties.

Ato Befekadu G/Tsadik who is acting Head of the Department of Teaching & Educational Management Staff Development was asked to share the experience of his department whether there is a master plan for the training of high school teachers and if the Higher Education Institutions are informed about the plan. His response was that both the pre-service and in-service training programmes are included in the five years plan. According to him, the plan is not strange to the Department of Higher Education Academic and Research Affairs, but he does not have any information whether the plan is made known to these institutions for its practicality. Continuing his briefing, Ato Befekadu said that the teachers supply is not palatable with the demand and due to this

shortcomings, 60% of the high school teachers are under qualified through out the Federal State.

From the responses of the staff respondents and explanation of Ato Befekadu, we come to understand that the capacity of the Education Faculties is only decided on the basis of their internal facilities. It seems that there is no coordination between the Department of Teaching & Educational Management Staff Development at the MOE and Education Faculties.

Table 21 Student responses about their field of study and their interest

Item	No.	Percent
Were you given a chance to choose faculties after the freshmen programme?		
♦ Yes	383	84.6
♦ No	71	15.7
Total	454	100.3
If your answer is yes, what was your first choice of study?		
♦ Education	26	6.8
♦ Public Health	179	46.7
♦ Agriculture	14	3.7
♦ Medicine	62	16.2
♦ Engineering	102	26.6
Total	383	100.0
Is the programme you are following now the course you wanted?		
♦ Yes	123	27.1
♦ No	331	72.9
Total	**454**	**100.0**
If yes, how did you come to choose it?		
♦ Due to the advice of the guidance and counseling officer	0	0
♦ Influenced by friends	0	0
♦ Due to family influence	0	0
♦ For its employment opportunity	42	34.2
♦ For its wide choice of future careers	0	0
♦ Due to the absence of social science programmes	76	61.8
♦ No response	5	4.1
Total	**123**	**100.1**
If your answer is no, how were you placed?		
♦ Through academic performance	196	59.2

Item	No.	Percent
♦ By chance	64	19.3
♦ Through quota system	27	8.2
♦ No opinion	44	13.3
Total	**331**	**100.0**
How do you find the teacher education in your institution after placement?		
♦ More satisfying than expected	128	28.2
♦ Less satisfying than expected	190	41.9
♦ Not Satisfying	136	30.0
Total	**454**	**100.1**
If you were allowed to do so, would you like to change your present field of study?		
♦ Yes	287	63.2
♦ No	86	18.9
♦ Not sure	81	17.8
Total	**454**	**99.9**
If your answer is 'yes' what type of programme do you prefer to study?		
♦ Social science	122	42.5
♦ Agriculture	12	4.2
♦ Public Health	35	12.2
♦ Medicine	49	17.1
♦ Engineering	69	24.0
Total	**287**	**100.0**

Concerning the faculty choice, 383 (84.6%) respondents have confirmed that they were given a chance to choose faculties while the rest 71 (15.7%) respondents said they were not given. Students who are assigned in social science stream have no other alternative because there is no other social science programme in these three institutions except

teacher education. Hence, those who did not get the chance to choose faculties might be students who are placed in the name of social science.

Among the students who have got the chance to choose faculties, 6.8% of the respondents chose Education, 46.7% Public Health, 3.7% Agriculture, 16.2% Medicine and 26.6% chose Engineering. The statistical data point out that the interest of the majority of the respondents was not to study education. Of the total respondents, only 123 (27.1%) are following the course they wanted, while the greater number (72.9%) of the respondents is made to study because they had no other alternative.

Those who are assigned on the basis of their choice were asked to give their reasons. Forty two (34.2%) respondents chose Education for its employment opportunity, 76 (61.8%) chose it due to the absence of other social science programmes and the rest 5 (4.1%) refrained from giving any response.

In the same way, those who responded earlier that they are assigned in the programme they don't like gave different answers about the mechanism they are placed. One hundred ninety six (59.2%) respondents are placed in accordance with their academic performance, 64 (19.3%) by chance, 27 (8.2%) through quota system and the rest 44 (13.3%) have no any opinion. The data suggest that academic performance plays great role in the placement of freshmen students. If students are placed in the programme they are not interested, it implies that they have low academic performance since the placement committee in all institutions give priority to the high achievers.

Regarding their satisfaction with the teacher education after placement, 128 (28.2%) respondents have found that the programme is more satisfying than they expected, 190 (44.9%) said they were less satisfying and the rest 136 (30%) are not satisfied. This indicates that the teacher education programme does not satisfy the needs of the majority of respondents.

Due to this dissatisfaction, 63.2% of the respondents are interested to change their field of study if they are allowed to do so. This indicates that the Education Faculties could not change the attitude of their students. The other 18.9% don't like to change, while the rest 17.8% are not sure what measure to take. Those who responded not to change their faculty and those who do not like to take any stand may be interested in the teaching profession or they may not want to lose their three or four years of study.

Respondents who want to change the teacher education programme preferred different fields of studies. One hundred and twenty two (42.5%) prefer to study social science, 12 (4.2%) Agriculture, 35 (12.2%) Public health, 49 (17.1%) Medicine, and the rest 69 (24%) are interested in studying engineering.

Some of the main reasons given are the following:

- Teaching is a low paid profession.
- Because of interest and background in the high school;
- To be employed in non-teaching profession,
- Teaching profession is less appreciated by the society,
- To escape from working in rural areas.

The above data reveals that social science and engineering are the two beloved field of studies for the majority of the respondents. Most of them have wrong images about the teaching profession.

3.3. Responses Concerning the Teaching Profession

Table 22 Attitude of respondents towards teacher education

Item	Student		Staff	
	No.	Percent	No.	Percent
What is the attitude of your parents towards your placement in the teacher education?				
♦ Positive	79	17.4	-	-
♦ Negative	217	47.8	-	-
♦ They don't bother	141	31.1	-	-
♦ No response	17	3.7	-	-
Total	**454**	**100.0**	-	-
Which one is highly favored programme (found in your institution) by the majority of students?				
♦ Education	46	10.1	0	0
♦ Agriculture	17	3.7	0	0
♦ Public Health	217	47.8	78	61.9
♦ Medicine	48	10.6	16	12.7
♦ Engineering	122	26.9	32	25.4
♦ Medicine and Engineering	4	0.9	0	0
Total	**454**	**100.0**	**126**	**100.0**
Which one is the least favored programme by the majority of students?				
♦ Education	410	90.3	112	88.9
♦ Agriculture	30	6.6	14	11.1
♦ Public Health	13	2.9	0	0
♦ Medicine	0	0	0	0
♦ Engineering	1	0.2	0	0
Total	**454**	**100.0**	**126**	**100.0**
Coefficient of Correlation (r)	**0.982**			
Probability (p)	**0.001 (**)**			

* * Highly significant,

The table disclosed that 17.4% of parents are positive about the placement of their children in the teacher education programme, while 47.8% are negative and 31.1% don't bother. The rest 3.7% of the respondents gave no response at all. From the responses given, we can say that most of the parents are not happy in their children joining the teacher education programme. This could be a revealing symptom about the outlook of the society towards the teaching profession. A good number of parents are not interested in teaching and this in turn has a social impact on the interest of students to join the teacher education programme.

Regarding the highly favored programme 47.8% of the student respondents and 61.9% of the staff respondents said that Public Health is highly favored programme. The next highly favored programme is engineering which 26.9% of the student respondents and 25.4% of the staff respondents supports. Education comes fourth next to medicine.

The simple regression and correlation matrix analysis was made to assess the differences between the students and staff responses regarding the attitude of respondents towards teacher education (Appendix E). The result clearly demonstrated that there is a highly significant correlation ($r=0.98$) showing the similarity between the students and staff's responses.

Contrary to the above responses, 90.3% of student respondents and 88.9% of staff respondents said that Education is the least favored programme. Next comes Agriculture and Public Health respectively. All these responses are good indicators of students' interest. In general, the interest of high school leavers to the teacher education programme is very low.

Table 23 Measure of tendency towards teaching profession

Item	Students		Staff	
	No.	Percent	No.	Percent
The attitude of students towards the teacher education programme is				
♦ High	69	15.2	0	0
♦ Moderate	185	40.8	7	5.6
♦ Low	200	44.1	119	94.5
Total	**454**	**100.1**	**126**	**100.1**
The financial reward of high school teachers is not good.				
♦ Strongly agree	329	72.5	73	58.0
♦ Agree	69	15.2	46	36.5
♦ Disagree	10	2.2	4	3.2
♦ Strongly disagree	30	6.6	3	2.4
♦ No response	16	3.5	0	0
Total	**454**	**100.0**	**126**	**100.1**
The teacher-student relationship in the high schools is not good.				
♦ Strongly agree	193	42.5	63	50.0
♦ Agree	151	33.3	43	34.0
♦ Disagree	74	16.3	17	13.5
♦ Strongly disagree	36	7.9	3	2.4
Total	**454**	**100.0**	**126**	**99.9**
Academic freedom in high schools is less impressive				
♦ Strongly agree	123	27.1	33	26.2
♦ Agree	175	38.6	63	50.0
♦ Disagree	86	18.9	23	18.3
♦ Strongly disagree	47	10.4	4	3.2
♦ No response	23	5.1	3	2.4
Total	**454**	**100.1**	**126**	**100.1**

The workload of high school teachers is heavy.				
♦ Strongly agree	212	46.7	62	49.2
♦ Agree	119	26.2	37	29.4
♦ Disagree	86	18.9	17	13.5
♦ Strongly disagree	37	8.2	7	5.6
♦ No response	0	0	2	2.4
Total	**454**	**100.0**	**126**	**100.1**
The working environment of most high schools is not attractive.				
♦ Strongly agree	291	64.1	76	60.3
♦ Agree	126	27.8	40	31.8
♦ Disagree	27	5.9	5	4.0
♦ Strongly disagree	10	2.2	2	1.6
♦ No response	0	0	3	2.4
Total	**454**	**100.0**	**126**	**100.1**
The teaching-learning facilities of most high schools are not good.				
♦ Strongly agree	284	62.6	73	58.0
♦ Agree	156	34.4	43	34.1
♦ Disagree	5	1.1	7	5.6
♦ Strongly disagree	9	2.0	3	2.4
Total	**454**	**100.1**	**126**	**100.1**
The opportunities of high school teachers for further education is not favorable.				
♦ Strongly agree	284	62.6	49	38.9
♦ Agree	111	24.5	56	44.5
♦ Disagree	37	8.2	13	10.3
♦ Strongly disagree	22	4.8	8	6.4
Total	**454**	**100.1**	**126**	**100.1**
The opportunities of high school teachers for promotion is not promising				
♦ Strongly agree	225	49.6	38	30.2

♦ Agree	175	38.6	66	52.4
♦ Disagree	40	8.8	16	12.7
♦ Strongly disagree	14	3.1	6	4.8
Total	**454**	**100.1**	**126**	**100.1**
The social prestige of high school teachers is low.				
♦ Strongly agree	299	65.9	96	76.2
♦ Agree	112	24.7	14	11.1
♦ Disagree	41	9.0	11	8.7
♦ Strongly disagree	2	0.4	5	4.0
Total	**454**	**100.0**	**126**	**100.0**
The teachers' career structure brings no advantage for the majority of high school teachers.				
♦ Strongly agree	175	38.6	40	31.8
♦ Agree	146	32.2	63	50.0
♦ Disagree	49	10.8	20	15.9
♦ Strongly disagree	52	11.5	3	2.4
♦ No response	32	7.0	0	0
Total	**454**	**100.1**	**126**	**100.1**
Coefficient of Correlation (r)	**0.84**			
Probability (p)	**0.001 (**)**			

* *, Highly significant,

The table shows that 15.2% of students respondents said the attitude of students towards teacher education is high, 40.8% of student respondents and 5.6% of staff respondents said moderate and 44.1% of student respondents and 94.5% of staff respondents said low. The majority of students believe that their attitude is somewhat in favour of the programme while a large number of staff respondents disagree with the response of the students. Staff members' judgement could be more reliable since they have more practical observation from their students' class activities, assignments and academic performances.

As regards to the financial reward of high school teachers, almost all respondents i.e. 87.7% of student respondents and 94.5% of staff respondents support the idea that the reward is not good. A study conducted by Workneh (1993 E.C: 10) supports this responses that economic problem is the major problem for the 23.8% of the sampled teachers. On the other hand, the work of teachers is complicated and tiresome.

Concerning the teacher-student relationship, 42.5% of the student respondents and 50% of the staff respondents strongly agree, 33.3% of student respondents and 34% of staff respondents agree, 16.3% of student respondents and 13.5% of staff respondents disagree and 7.9% of student respondents and 2.4% of the staff respondents strongly disagree with the statement that the relationship is not good. If the relationship between teachers and students is not good, communication gap will be created which in its turn affects the teaching - learning process and teachers could feel depressed.

With reference to the academic freedom, 27.1% of student respondents and 26.2% of staff respondents strongly agree, 38.6% of student respondents and 50% of staff respondents agree, 18.9% of student respondents and 18.3% of staff respondents disagree and 10.4% of student respondents and 3.2% of staff respondents strongly disagree with the suggestion given that the academic freedom in high schools is less impressive. But 5.1% of student respondents and 2.4% of staff respondents gave no response at all. In relation to this problem, Workneh's study (1993 E.C :11) indicate that 19.4% of the sample teachers notified that there are administrative problems like treating teachers unequally. In a country where poverty, ignorance and political insecurity are rampant, full academic freedom is not expected. Therefore the responses given by the majority of respondents are logical outcomes.

Two hundred and twelve (46.7%) student respondents and 62 (49.2%) staff respondents strongly agree, 119 (26.2%) student respondents and 37 (29.4%) staff respondents agree, 86 (18.9%) student respondents and 17 (13.5%) staff respondents disagree and 37 (8.2%) student respondents and 7(5.6%) staff respondents strongly disagree with the idea that the workload of high school teachers is heavy. The rest 3 (2.4%) staff

respondents gave no response. Similarly, in Worknesh's study, the majority of his respondents (13.9%) have stated that unbalanced workload is one of the major problems teachers faced. Different studies conducted in different times (Takeste, MOE) have also revealed that over crowded class rooms in urban areas and shortage of qualified teachers in rural areas have great impact on the workload of high school teachers. Moreover, teachers are made to work in both the morning and afternoon shifts.

In regard to the working environment, 291 (64.1%) student respondents and 76 (60.3%) staff respondents strongly agree and 126 (27.8%) student respondents and 40 (31.8%) staff respondents agree that it is not attractive, while very few respondents are against the statement. It is clear that in Ethiopia, most of the high schools are found in areas where electricity, piped water, medical services, cheap transport, sufficient residential houses and other basic necessity of modern life are not available

In the case of teaching-learning facilities, 62.6% of student respondents and 58% of staff respondents strongly agree, 34.4% of student respondents and 34% of staff respondents agree with the idea that most high schools are not good. The explanation of the Social and Administrative Affairs Branch in the Prime Minister Office (1985 E.C: 75) consolidates the above responses. Schools are left with the scarcity of material and financial resources. There is a shortage of teaching-learning facilities almost in all government schools. Sufficient budget is not allocated for the purchasing and maintenance of those facilities. Thus, even some buildings are changed into schools without any assessment and this has exposed students for undisciplined activities. Thus, lack of the teaching-learning facilities does not allow teachers to accomplish their mission effectively. This could have negative influence on the interest of teachers.

When we take into account the opportunity of high school teachers for promotion, 49.6% of student respondents and 30.2% of staff respondents strongly agree and 38.6% of student respondents and 52.4% of staff respondents agree that it is not promising. Conversely, 8.8% of student respondents and 12.7% of staff respondents disagree and 3.1% of student respondents and 4.8% of staff respondents strongly disagree with the

responses of the above respondents. In the Ethiopian objective condition, teaching is the largest industry, which has a lot of job opportunities for the young generation next to the military force. So, the chance of getting promotion is less when compared with other offices that have very few staff members.

The regression and correlation matrix analysis were made to assess the relationship between the students and staff reaction towards the measure of tendency towards teaching profession (Appendix E). The result clearly demonstrated that there is a highly significant correlation (r=0.84) showing the similarity between the students and staff's responses.

Teachers' promotion guide (1988 E.C: 11) states that teachers are expected to perform many exercises. They have to be evaluated twice a year for two consecutive years by three different groups of evaluators and must achieve high scores. But, according to the Ethiopian Teachers Union press release (Addis Zemen, 7 March 2001), due to the inefficient management of educational administrators, the teacher promotion policy which was set forth in 1988 E.C. could not be practical in certain regions. In certain others, the guide lacks clarity and this being misinterpreted. In addition to these administrative problems, the low payment and undisciplinary behavior of the students accelerate the evacuation of teachers from their teaching profession.

Girma Amare (1982:73) has already briefly described the profession and the attitude of teachers as follows:

> *Teaching is the least attractive of the professions for many reasons, among which*
> *are the meager pay of teachers, their low status in society, the hardship suffered particularly in the rural areas where health and recreational facilities do not exist, and the limited possibilities for professional growth. Not only are young people not attracted to it but also those who are in the profession tend to leave for other jobs.*

With reference to the social prestige of high school teachers, 65.9% of student respondents and 76.2% of staff respondents strongly agree and 24.7% of student respondents and 11.1% of staff respondents agree that it is low. Conversely 9% of

student respondents and 4% of staff respondents strongly disagree with the low social prestige of the high school teachers. This indicates that the majority of respondents are not considerate to high school teachers. The study of Workneh (1993 E.C: 9) could be again a good evidence for this. More than 29% of his respondents do not have respect to their profession because it does not have social prestige like any other profession and 43.8% also do not have proper attention because of its low payment and promotion conditions.

Concerning the teachers career structure, 38.6% of student respondents, and 31.8% of staff respondents strongly agree and 32.2% of student respondents and 50% of staff respondents agree that it brings no advantage for the majority of high school teachers. Contrary to this, 10.8% of student respondents and 15.9% of staff respondents disagree and 11.5% of student respondents and 2.4% of staff respondents strongly disagree with the statement that it brings no advantage. The rest 7% of student respondents became neutral. This may be due to lack of information. The data explain that a good number of respondents do not believe the advantage of the career structure. In the same way a question was forwarded to Ato Befekadu whether the career structure could develop the teachers' motivation or not. He replied that it is under investigation.

Different additional questions were forwarded to Ato Befekadu regarding the admission and placement policy and graduated teachers. He was asked to point out the strong and weak sides of the policy. He found no strong point except weak points. According to him, students are placed without their interest and psychological readiness. This may be one of the factors for the high attrition rate in both before and after graduation. Due to lack of interest, students do not follow their classes strictly. Furthermore, they don't like to work in remote areas particularly in the "Developing Regions" after graduation. He said that a report from Somalia shows that 80% of the newly assigned teachers did not go to the region this year. For these reasons, there is a high shortage of teachers in rural areas.

The other question forwarded to Ato Befekadu was to give the reasons why most of students are not interested to join the teacher education both before and after graduations. Some of the reasons he highlighted are:

- The social prestige of the profession and its salary are low.
- Unlike other offices, promotion probability is very rare.
- Mostly, the working areas are rural while other graduates stay in urban areas.
- The job is tiresome and doing the same type of job without incentives brings monotony since human beings need variety.

Still another question was posed to him if there is any type of proposal that has been arranged to make the high school teachers stay in their profession for long period of time and also to make the high school leavers to be attracted to the teacher education programme. Ato Befekadu said that this needs improving the working conditions, giving continuous training, increasing salary, etc, but nothing is done so far at the ministerial level. He also recommended that the admission and placement of high school leavers should be based on interest and needs. For this, the institutions have to choose their own students through entrance examination. He also emphasized that arranging preparatory schools like the former "prince BeideMariam" School is very important.

CHAPTER IV

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary

The objective of this paper was to assess the effectiveness of the admission and placement process of high school leavers into the higher education institutions in the field of teacher education. If tried to point out the shortcomings of the process and finally attempted to evaluate the attitude of students towards the teaching profession. This chapter therefore gives the summary, conclusion and recommendations based on the major findings.

Descriptive survey method (approach) was employed to conduct the study. Questionnaires, interviews and document analysis were the instruments used in the process of data collection. The subjects for this study were chosen using a purposive and availability sampling procedures. On the basis of this methodology, the study included two groups of people. They were students and academic administrative staff members and instructors. One of the policy makers in the MOE was also involved in the research. The study was carried out in the three higher education institutions. The major findings are summarized as follows:

4.1.1 The students chosen for the study are from second year and above education level. The majority of them are from Amhara Region. The Federal State tries its best to promote the enrolment rate of students from the Developing Regions by admitting them with less ESLCE-GPA, but no student is found in the target group. Although the proportion of students who are admitted and placed from Addis Ababa and Non-government high schools is high, but only 10.4% are found in all the three Institutions Moreover, all student respondents were from government schools.

4.1.2 Regarding the social background of students, more than 88% of the students are from poor families. Mostly poverty is related with low education level. When the statistical data is observed, 60.5% of the student respondent fathers and 87.6% of their mothers have primary and below education level.

4.1.3 The number of examinees taking ESLCE yearly is very large so that to make the correction fast and easier the type of the exam is only multiple-choice type. Due to its nature, it cannot measure all the skills and talents of the high school leavers. Beyond this, the examination is exposed to different type of corruption due to lack of strict management.

4.1.4 The talent distribution system by which the Ministry uses during the admission and placement of high school leavers has temporary advantage in sharing the talented students proportionally among the different Higher Education Institutions. But, after the freshman programs the system has no place rather it will be replaced by merit and students preference

4.1.5 English language is the instructional media through out all Higher Education Institutions and Mathematics is the central nervous system to all sciences, financial sectors, industry, research, consultancy service and education. Any student has to have some knowledge in basic English and Mathematics to follow his/ her higher education at ease. Concerning the Nation Nationalities languages, except Amharic, which is the Federal state working language, no other language is given in the teacher education programme.

4.1.6 The majority of students who have joined the Higher Education Institutions are to get jobs that have better income. The motive of the majority of students is to get job that has better income. On the other side, the teaching profession is one of the least paid professions that cannot attract high school leavers. Although orientation was given about the higher education programmes for the high school leavers, it was less helpful for their carrier choice. Furthermore, there is no strong guidance and counseling service in all institutions

4.1.7 Admitting females and other high school leavers from the Developing Regions into the Higher Education Institutions with lesser ESLCE-GPA helps to promote their enrollment only at freshman programme. It has been discussed that no assertive training like tutorial classes is given, except occasional seminars and discussions.

4.1.8 As it is already mentioned, faculty choice is based on merit and interest. Those students with good performance prefer to join the non-teaching programmes while the less achiever and those who are assigned without their choice have no any alternative choice except the teacher education programme. Due to lack of students' interest and talent and ability, the attrition rate is high in education faculties.

4.1.9 There is a high shortage of high school teachers through out the country. The majority of the existing teachers are under qualified. In other words the institutions themselves decide the yearly intake rate. These institutions have no close link with the Department of Teaching and Educational Management Staff Development at the MOE.

4.1.10 Institutions have no equal and similar programmes. Engineering and Medicine are the highly favoured programmes in Baher Dar while Public Health is in Alemaya and Dilla. In all the three institutions, Education is the least favoured programme. The majority of the students are not interested continuing in education faculty so that they are fond of changing their field of study for different reasons.

4.1.11 The attitude of the great majority of students towards the education programme is low. Most of the parents have negative attitudes towards the placement of their children in education faculty as well. The main factors that affect attitude of high school leavers towards education are the followings:

- The monthly salary and other incentives of high school teachers are very low when compared with other professionals having the same qualifications. The level of the payment is not balanced with the amount of effort the profession requires.

- The over-crowdedness of classrooms and schools in urban areas and the shortage of qualified teachers in rural areas have brought great impacts on the workload of teachers. Basically, teachers are expected to prepare lesson plans and demonstrations, give lectures, notes or handouts, exercises, tests, etc. They have to handle different behaviors of students and communicate with parents, department heads, schoolmasters, and so on. In addition, they are expected to conduct research works. The job is somewhat sophisticated, laborious and needs great care and responsibility. All these and others made the profession tiresome.

- Since students are from different social, economical, cultural and political backgrounds, they act differently. Besides the right given to evaluate their teachers and other different factors put pressure for undisciplined behaviors of students. The development of information technology and the urgent needs could also contribute for the undisciplined of students. All these elements make the teacher-student relationship worse.

- Teachers are evaluated by three different groups of evaluators with different level of education, experience and outlooks. They have to satisfy the needs of all members of three groups if they want to get salary increment. Beyond this, teachers face administrative problems like unequal treatment. In a situation where such types of problems exist academic freedom is not expected.

- Most of the high schools are found in sub-urban and rural areas where modern means of life are not facilitated and the climatic conditions are not suitable. The working environment of most high schools is, therefore, not attractive.

- Government high schools are badly in need of teaching learning materials and financial resources. There is no sufficient budget allocation for the purchasing of new materials and maintenance of the existing facilities. Thus the teaching learning facilities of most high schools are not good.

- Although there is a shortage of qualified teachers, the number of high school teachers is very high when it is compared with other government offices.

The competition is too high even if there is few opportunities for promotion and further education. Even those who get these rare chances could not take the advantage due to managerial shortcomings. So that, the opportunities for high school teachers for further education and promotion is not promising.

- Due to poor academic performance and lack of interest the student drop out rate is high in the Education Faculties. In the same way, because of low payment, heavy workload, bad working environment, absence of good teacher-student relationship and other related factors, teaching has become much less attractive and low prestigious profession. For these reasons most teachers are trying to change their profession. The interest of the young people to join the profession is also too low

4.2. Conclusion

4.2.1. So far, the only selection criterion for higher education institutions is ESLCE, but the examination cannot measure the interest and talents of high school leavers. ESLCE alone thus is not a good instrument to select competent high school leavers into the teacher education programme.

4.2.2. Talent distribution when it is viewed from the government side it is important to share talented students proportionally to all institutions but the institutions do not apply the system in placing the students into different faculties after freshman programme. There is contradiction in the placement process, so that faculties like education are not able to get competent students. This is because students with the least CGPA are placed in these faculties. The system is not a good mechanism to bring the interest of both the high school leavers and faculties together. Hence, neither of them could take any advantage.

4.2.3 English language and mathematics are the two essential subjects for any higher education in Ethiopia. They help students to internalize and implement modern science and technology. Thus, making the two subjects compulsory is vital for high school leavers and institutions.

On the other way, knowing different nationality languages is important to communicate and understand the culture of societies. But, as long as different nationalities languages are not included in the curriculum of the teacher education programme, they have no importance to include in the admission criteria.

4.2.4 Admitting a certain portion of students into the higher Education institutions with ESLCE-GPA could create psychological frustration. These students may lack confidence to compete with their friends who were admitted with better grades. Moreover, since no special supports like tutorial classes are not given, the probability of attrition rate is high for these students.

4.2.5 Since faculty choice is based on merit, less achievers are placed in education Faculties. This leads to high attrition rate and has negative impacts on the efficiency of the Faculties and life of individuals as well. It is an obstacle to achieve the national plan of staff development programme. Placing less achiever students into education Faculties affects also the quality of education because it has multiplier effects.

4.2.6 Most of the students under training are not interested to continue their study in the teacher education programme rather they preferred to join in non-teaching programmes. This could be one of the basic reasons for high attrition rate in the Education Faculties since students don't give sufficient attention to their study. Even after graduation, many teachers take the profession as springboard for fetching other alternatives. It is therefore a great wastage to train students without assessing their interest and motivation.

To put it in a nutshell, low payment and social prestige, unattractive working environment , students' aggressive behavior, lack of promotion and heavy work load are the major factors that affect students' attitude towards teacher education. Due to this fact, top and talented students are not interested to join the teacher education programme. Incompetent and those students who could not get any other alternatives are thus placed and this has negative impact on the quality of high school education.

Besides, the admission criteria are not based on individual interest and requirements of the profession. This is also one of the major drawbacks to keep the quality of outcomes. Without competent and talented students and teachers, the quality of education can not be kept standardized and as a result there could be neither social progress nor national prosperity

4.3 Recommendations

Trained manpower is the primary input to facilitate economic, social, cultural and political change of a society. For this, there has to be efficient and effective education system since it is the main source of accelerated development of human resources. Education and development are the two interrelated elements in which one affects the other. Competent academic staff members and students are the flesh and blood of the system to function effectively. But, it has been explained earlier that due to different problems incurred in the teaching profession, it is much less attractive in Ethiopia.

High school leavers are not interested to continue their study in teacher education, which is one of the most essential programmes. The programme therefore has become the host of academically and potentially poor students. This has negative impacts on the outcome of the system. The quality of education depends on different types of inputs of which teachers play the highest role. That is why it is said, " every student resembles his/her teacher". To make the teacher education programme productive and enable

produce competent and qualified professionals, the admission and placement policy of the Education Faculties has to be improved. For this, the following recommendations are suggested:

If there are no adequately qualified teachers in the system, there will not be competent students because there will not be good cultivation unless there is good cultivator. The researcher realizes that the country is one of the poorest countries in the World, but, unless priority is given to the education sector, there will not be improvement in other sectors. The collapse of education is the collapse of other development sectors too and no other means of getting out from the vicious circle of poverty. The first and immediate measure that has to be taken therefore is making the profession attractive. This requires:

- Making teachers salary attractive helps to maintain the social prestige of the profession. This leads to retain the existing teachers and invites talented high school leavers to join the teacher education programme. The FDRE, realizing the problem, has already laid the foundation to improve the economical conditions and social prestige of the teaching profession. To keep the quality of education and promote the standard of living of teachers, a "career structure" has been already designed and implemented. But due to managerial problems and system of evaluation, most teachers could not obtain the advantage. The evaluation system thus has to be revised and teachers have to be evaluated by qualified professionals to make them rewarded properly.

- In a country where there is a big difference between urban and rural areas, the initiative to work in rural areas is very low. Hardship allowances and constructing furnished living room around the high schools therefore serve as good incentives for remote and rural areas.

- Among the means to develop and improve the curriculum, the participation of teachers plays a decisive factor. Constructive criticisms, debates among teachers, students, etc, reading of related literatures, expressing of ideas and views freely are the basic requirements to achieve such improvements. To enable teachers practice their democratic and professional rights, they have to be encouraged and supported to exercise their academic freedom.

- Special support has to be given for female students in order to improve their enrollments. Assertive training psychological encouragement, material assistant, etc. are some of the types of support that could strengthen the education of female. The supports have to begin from the very beginning. In the same way, equipping schools in the "Developing Regions" with the necessary teaching-learning facilities and materials is more productive and best solution in promoting their educational development rather than allowing them to join the Higher Education Institutions with lesser ESLCE-GPA. This encourages students to develop self-confidence and compete with their fellow students.

- Many people have insufficient awareness towards the teaching profession. This is because not only for its low incentives and unfavorable working environment, but also due to the fear of students indiscipline. The lack of good teacher-student relationship, particularly in urban areas, affects the interest of high school leavers to join teacher education programme. To change this condition or at least minimize the problem intensive studies have to be conducted concerning factors that affect teacher-student relationships and appropriate measures have to be taken by the MOE and Regional Education Bureaus.

- A student would be productive if he/she joins a programme on the basis of his/her interest and talent. It gives mental satisfaction and increases one's creativity. It is also a means of attracting others if pupils are made to continue their study or work in the field of their interest. It is more preferable hence,

    i. A trainee has to love the teaching profession, willing to help children and mature enough to accept social responsibilities. Standardized entrance examinations and interviews are good instruments to identify trainees with such qualities.

    ii. The hospitality given during the training period also matters so as to gets talented students. Financial incentives in the form of stipend therefore may help to attract many candidates particularly primary school teachers.

- Establishment of preparatory schools like the former Prince Baede Mariam school are vital institutions to select and prepare potential students from the high schools. There should be close working relationships among the high schools and education faculties.

- Guidance and counseling services help individuals to cope with their personal and social problems. It also assists them to adapt to their environment. Each higher education institution thus has to organize and strengthen guidance and counseling services.

- The national demand for trained manpower has to be identified and the educational planning activities have to correspond with the demand. To co-ordinate and implement this principle, national manpower planning committee has to be established or the responsibility has to be given to the concerned ministry.

- Due to the decentralization system, the previous teachers' transfer guide had already ceased since the implementation of the new education and training policy. All administrative work like employing, transferring, firing, etc is the responsibilities of each region. This makes graduates to have no hope to be

transferred from remote areas to urban areas particularly to Addis Ababa. This is also one of the contributing factors to the dissatisfaction and migration of teachers from rural and remote areas. Appropriate guide that could satisfy the interest of both parties therefore has to be designed to ameliorate the problem. To make the favorable Teachers mobility has to be free in order to make the profession favorable. The MOE has to take the initiative in preparing teachers transfer guide.

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የታተሙ ጽሑፎች

አዲስ አበባ ዩኒቨርስቲ (1973)፣ የሰላሳ ዓመት ዩኒቨርሲቲ ትምህርት በኢትዮጵያ 1943–1973፣ የአ.አ ዩኒቨርሲቲ የተመሰረተበትን ሰላሳኛ ዓመት በዓል መክንያት በማድረግ የተዘጋጀ

በትምህርት ሚኒስቴር ሴቶች ጉዳይ መምሪያ (1988)፣ የመምህራን ሚና በጋይዳንስና ካውንስሊንግ ሥራ፣ አዲስ አበባ፣ ብርሃንና ሰላም ማተሚያ ቤት ድርጅት፣

በኢትዮጵያ የሽግግር መንግሥት የጠቅላየ ሚኒሰትር ጽ ቤት 1985፣ አወቃቀይ የትምህርትና ሥልጠና መቂቅ ፖሊሲ ሚብራሪያ፣ ጥራዝ ሁለት፣ ት መ ማ ማ ድርጅት

ከፍተኛ ትምህርት ኮሚሽን 1977 ፣ ከፍተኛ ትምህርት በኢትዮጵያ ልዩ እትም፣ አዲስ አበባ፣ አርቲሲቲክ ማተሚያ ቤት

ተክለሀይማኖት ሃ/ሥላሴ /ዶ/ር/ 1992 የኢትዮጵያ የ2ኛ ደረጃ መምህራን ትምህርት አዲሱ አቅጣጫ፣ መጽሔተ ትምህርት፣ በየስድስት ወሩ የሚታተም፣ ቅጽ፣ ቁጥር 10፣ አ አ፣ ቻምበር ማተሚያ ቤት

ወርቅነህ ገ/ሥላሴ 1993 የላይ ማይጨው ወረዳ መምህራን በሙያቸው ላይ ያላቸው አመለካከት፣ መጽሔተ ትምህርት፣ በየስድስት ወሩ የሚታተምበት፣ ቅጽ 5፣ ቁጥር 11፣ ትምህርት ሚኒስቴር፣ EMPDE.

የኢትዮጵያ ፕሬስ ድርጅት 1993፣ አዲስ ዘመን ጋዜጣ፣ አርብ የካቲት 30ቀን 1993 ም 60ኛ ዓመት ቁጥር 180፣ ብርሃንና ሰላም ማተሚያ ቤት

ያልታተሙ ጽሑፎች

አብርሃም ሁሴን 1976፣ የኢትዩጵያ መምህራን ዝግጅትና ሥልጠና ከለሎች አገሮች ጋር ሲነፃፀር፣ ለት ሚ 17ኛው የትም አመራርና አስተዳደር ጉባኤ የቀረበ፣ አዲስ አበባ

አፋር ብ/ክ/መንግሥት የትምህርትና ባህል ቢሮ፣ የጠፉ መምህራንን የገለጸበት ደብዳቤ ቁጥር 2 /3396/8 12 /በ27/3/1993፣

ቤንሻንጉል ጉሙዝ ብ ክ መንግሥት የትምህርትና ባህለ ቢሮ፡ ሥራ የለቀቁትንና ሪፓርት ያላደረጉ መምህራንን የገለጸበት ደብዳቤ ቁጥር 24 /778/62/ 2 በ13/03/1993፣

ጋሻው አባተ 1986 ፣ የበእደማርያም ት ቤት አመሰራረት፣ ክንዋኔዎችና መዘጋት፣ አጭር ዳሰሳ፣ የትምህርት ጥናትና ምርምር ተቋም ፣አ አ ዩኒቨርሲቲ፣

ከፍተኛ ትመህርት ኮሚሽን 1972፣ የከፍተኛ ት ቤቶች መግቢያ ጥናት፣ አዲስ አበባ፣

ከፍተኛ ትምህርት ዋና መምሪያ 1983፣ የተማሪዎች ምልመላና ድለደላ አጠቃላይ ሪፖርት

ከፍተኛ ትምህርት ዋና መምሪያ 1985፣ የከፍተኛ ትምህርት ተማሪዎች፣ ለ12ኛው የከፍተኛ ትምህርት ሃላፊዎች ጉባኤ ለውይይት የተዘጋጀ፣

ከፍተኛ ትምህርት ዋና መመሪያ 1983፣ የተማሪዎች ምልመላና ድልደላ ሪፖርት፣

ትምህርት ሚኒስቴር 1972፣ የመምህራን የደመወዝ ሁኔታና ሊኖር ስለሚገባው የደረጃና የደመወዝ ምደባ

ትመህርት ሚኒስቴር 1983፣የኢትዩጵያ ሁለተኛ ደረጀ መምህራን ትምህርት ሥልጠና ጥናታዊ ግምገማ፣ አዲስ አበባ፣

ትምህርት ሚኒስቴር 1989፣ አጠቃላይ የትምህርትና ሥልጠና ፖሊሲ መንደርደሪያ ጽሑፍ፣ ጥራዝ አንድ፣

ትምህርት ሚኒስቴር 1987 የ2ኛ ደረጀ ትምህርት ስታንዳርድ፣

ትምህርት ሚኒስቴር 1987፣ ልኋላቀር አካባቢዎችና ልሴቶች ተማሪዎች የከፍተኛ ትምህርት መግቢያ፣

ትምህርት ሚኒስቴር 1988፣የመምህራን የደረጀ እድገት ሥርአት አፈጻጸም መመሪያ፣ ቁጥር 2፣

ትምህርት ሚኒስቴር 1989፣ የከፍተኛ ትምህርት ተማሪዎች ምልመላና ድልደላ ሪፖርት፣

ትምህርት ሚኒስቴር 1990፣ የከፍተኛ ትምህርት ተማሪዎች ምልመላና ድልደላ መመሪያ፣

ትምህርት ሚኒስቴር 1992፣ የከፍተኛ ትምህርት ተማሪዎች ምልመላና ድልደላ ሪፖርት፣

ያለው እንግዳየሁ 1982፣ የባህር ዳር መም ኮሌጅ፣ የመምህራን ትምህርት ይዘትና ሂደት እንደዚሁም የወደፊት አቅጣጫ፣

APPENDIX-A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

1

Questionnaire to be filled in by Education Faculty Students

Dear respondents!

The purpose of this questionnaire is to collect the necessary information about the problems of Admission and Placement process of high school leavers into the Higher Education Institutions in the Field of Teacher Education for postgraduate research purpose. Since your sincere response has a great importance to the study, your short, precise and honest response is highly appreciated. Hence, you are kindly requested to sacrifice some of your time to fill the questionnaire objectively and completely.

Note

a) It is not necessary to write your name on the questionnaire.
b) Please also be informed that the information you give will be kept secrete and hence try to express your ideas as much as you can.

Thank you for your cooperation!

Direction

a) Please try to answer every question in accordance to the instruction provided.

b) For multiple choice questions, please answer by putting "√ " sign in the box provided.

c) For questions that require your opinions, please give short, precise and honest answers.

Part one - personal data

1. Sex :- a) Male ☐ b) Female ☐
2. Age: - a) 20-25 ☐ b) 26-30 ☐ c) 31-35 ☐ d) Above 35 ☐
3. Mother tongue _____
4. Name of your present institution _____
5. Level of your education a) 2nd year ☐ b) 3rd year ☐ c) 4th year ☐
6. Name of the last high school attended _____
   6.1. Location of the school: Region _____ Town (city) _____
7. Type of stream you were following at your high school
   a) Agriculture ☐ b) Academic Art ☐ c) Commercial ☐
   d) Home Economics ☐ e) Academic science ☐ f) Technical ☐
8. Type of your high school a) Government ☐ b) Private ☐
   c) Missionary ☐ d) Community school ☐
   e) If any other, please specify _____
9. Occupation of your father _____
10. Occupation of your mother _____
11. Educational level of your father a) Illiterate ☐ b) Literacy ☐ c) Primary ☐
    d/ High ☐ e/ Tertiary level ☐
12. Educational level of your mother a) Illiterate ☐ b) Literacy ☐ c) Primary ☐
    d/ High ☐ e/ Tertiary level ☐

Part Two- Questions Concerning the admission and placement Process

13. Do you believe that ESLCE can be good instrument to select talented students?
    a) Yes, I do believe ☐ b) No, I don't believe ☐
14. If your answer is " I don't believe " for question No. 15, what is (are) your reason(s)
    a) Since the examination is only multiple type, it can be answered through guess work ☐ b) Due to lack of strict management (conduct), students copy each other ☐ c) Some one can take the examination for another person ☐ d) If any other, please specify _____
15. What kind of measurement (instrument) is more suitable for the admission of teacher education?
    a) High school record ☐ b) Aptitude test ☐ c) Interview ☐
    d) Work experience ☐ e) ESLCE ☐ f) Other (specify) _____
16. English language and Mathematics are the two compulsory subjects in the admission policy. Do these subjects have significance for the teacher education?
    a) Yes, they have ☐ b) No, they don't have ☐
    c) Only English language ☐ d) Only Mathematics ☐
17. What was your first choice to join Higher Education Institution?
    a) Agriculture ☐ b) Natural science ☐
    c) Physical Education and sports ☐ d) Social science e) Teachers' Education ☐ f) Technical Teachers' Education (Nazreth) ☐ g) Water Technology (Arba Minch) ☐
18. Have you had reason(s) for your preference?
    a) _____
    b) _____
    c) _____
19. Why did you join the Higher Education Institution?
    a) to obtain a specific professional qualification ☐
    b) to enjoy the free scholarship ☐ c) to study for its own sake ☐
    d) to obtain better employment opportunities ☐ e) if any other, please specify _____
20. When you first filled the application form for placement into the Higher Education Institution, were you given any orientation in your high school? a) Yes ☐ b) No ☐

21. If your answer is "Yes" for question No. 22, how helpful did you find the orientation?

a) Helpful ☐ b) Less helpful ☐ c) Not helpful ☐

22. Have you got guidance and counseling service in your freshman programme for your career choice? a) Yes ☐ b) No ☐

23. If your answer is "Yes" for question No.24, how helpful was the counseling service

a) Helpful ☐ b) Less helpful ☐ c) Not helpful ☐

24. How do you evaluate your admission and placement process into your institution?

a) Very good ☐ b) Good ☐ c) fair ☐ d) Bad ☐

25. If you have any suggestion about the admission and placement process, please write briefly

a) _____

b) _____

c) _____

26. How do you evaluate the placement of freshman students into different faculties in your institution?

a) Very good ☐ b) Good ☐ c) Fair ☐ d) Bad ☐

27. If your answer is " Bad" for question No. 28, what do you think the possible reason(s) would be?

a) It does not serve the interest of the students ☐

b) It does not treat both sexes equally ☐ c) It is not based on high school educational background of students ☐

d) If any other please specify _____

28. Were you given a chance to choose Faculties after freshman programme?

a) Yes ☐ b) No ☐

29. If your answer is yes, what was your first choice of study after completing freshman programme?

a) Education ☐ b) Public Health ☐ c) Agriculture ☐

d) Medicine ☐ e) Engineering ☐

30. Is the programme you are following now, the course you wanted?

a) Yes ☐ b) No ☐

31. If yes, how did you come to choose it?

a) On the advice of the guidance and counselor ☐

b) b) Influenced by friends ☐ c) Due to family influence ☐ d) For its employment opportunity ☐ e) For its wide choice of future careers ☐

f) Due to the absence of Social Science Programmes ☐ g) For its good income ☐

32. If your answer is " no" for question no. 32, how were you placed?

a) Through academic performance ☐ b) By chance ☐

c) Through quota system ☐ d) No, opinion ☐

33. How do you find the "Teachers Education" in your institution after placement?

a) More satisfying than expected ☐ b) Not satisfying ☐

c) Less satisfying than expected ☐

34. If you were allowed to do so, would you like to change your present field of study?

a) Yes ☐ b) No ☐ c) Not sure ☐

35. If your answer is " yes" for question No. 36, what type of programme do you prefer to study? a) Social Science ☐ b) Agriculture ☐ c) Public Health ☐

d) Medicine ☐ e) Engineering ☐

36. Would you give reason(s) for your response

a) _____

b) _____

c) _____

37. What is the attitude of your parents towards your placement in the teacher education programme?

a) Positive ☐ b) Negative ☐ c) They don't bother ☐

38. Which one is a highly favoured programme (found in your Institution) by the majority of students?

a) Education ☐ b) Agriculture ☐ c) Public Health ☐

d) Medicine ☐ e) Engineering ☐

39. Which one is the least favoured among programmes (found in your institution) by the majority of students?

a) Education ☐ b) Agriculture ☐ c) Public Health ☐

c) Medicine ☐ e) Engineering ☐

Part Three - Measure of tendency towards teacher education

40. What is your attitude towards the teacher education programme?

a) High ☐ b) Moderate ☐ C) Low ☐

* If your answer is " Low" for question No. 42, what do you think the major reasons are?

41. The financial reward of high school teachers is not attractive.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

42. Teacher-student relationship in high schools is not good.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

43. The academic freedom in high schools is less impressive.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

44. The workload of high school teachers is heavy .

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

45. The Working environment of most high schools is not attractive.

a) Strongly Agree ☐ b) Agree ☐ c) Disagree ☐

d) Strongly Disagree ☐

46. The teaching-learning facilities of most high schools are not good.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

47. The opportunities of high school teachers for further education is not favorable.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

48. The opportunities of high school teachers for promotion is not promising.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

49. The social prestige of high school teachers is low.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

50. The teachers' career structure brings no advantage for the majority of high school teachers.

a) Strongly Agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly Disagree ☐

51. What suggestions do you propose to attract more students to teacher education programme?

a) _____

b) _____

c) _____

APPENDIX-B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

2

Questionnaire to be filled in by academic administrative staff members and instructors of Education Department

Dear respondents!

The purpose of this questionnaire is to collect the necessary information about the problems of Admission and Placement process of high school leavers into the Higher Education Institutions in the Field of Teacher Education for a post-graduate research purpose. Since your sincere response has a great importance on the study, your short, precise and honest response is highly appreciated. Hence, you are kindly requested to sacrifice some of your time to fill the questionnaire objectively and completely.

Note

a) It is not necessary to write your name on the questionnaire.
b) Please also be informed that the information you give will be kept secrete and hence try to express your ideas as much as you can.

Thank you for your cooperation!

Direction

a) Please try to answer every question in accordance to the instruction provided.

b) For multiple choice questions, please answer by putting "√ " sign in the box provided.

c) For questions that require your opinions, please give short, precise and honest answers.

Part one - Personal data

1. Sex- a) Male ☐ b) Female ☐
2. Age:- a) 20-30 ☐ b) 31-40 ☐ c) 41-50 ☐ d) Above 50
3. Name of your institution _____
4. Your post a) Academic administrative staff member ☐ b) Instructor ☐
5. Number of years of service at Higher Education Institution a) Below 10 ☐ b) 11-20 ☐
   c) 21-30 ☐ d) Above 30☐
6. Field of specialization _____
7. Nationality a) Ethiopian ☐ b) Foreigner ☐
8. Educational qualification a) Bachelor ☐ b) Masters ☐ c) Doctorate (Ph.D) ☐
   d) other (specify) _____

Part two - Questions concerning the admission and placement process

9. Is there guidance and counseling service in your institution that helps students to choose their field of specialization?

   a) Yes ☐ b) No ☐

10. If your answer is 'yes' , do you believe that students get advantage of the service ?

    a) Yes ☐ b) No ☐ c) I don't have any information ☐

11. How do you evaluate the placement of high schools leavers into different Higher Education Institutions?

    a) Very good ☐ b) Good ☐ c) Fair ☐ d) Bad ☐

12. If you have any comment(s) and suggestion (s) to make on the admission and placement process, please write briefly

    a) _____

b) _____

c) _____

13. How do you evaluate the "Talent distribution" system (distributing students with equal ESLCE-GPA proportionally) that the Ministry uses during placement of high school leavers to relate the need of the country's skilled manpower in different areas of study?

a) Very important ☐ b) Important ☐ c) Not important ☐

14. How do you observe the "Talent distribution" system vis-à-vis the right of students to choose their future prospective?

a) Highly supportable ☐ b) Supportable ☐

c) Not supportable ☐

15. Do you believe that ESLCE can be a good instrument to select talented students?

a) Yes, I do believe ☐ b) No, I don't believe ☐

16. If your answer is " I don't believe " for question No. 15, what is (are) your reason (s)?

a) Since the examination is only multiple type, it can be answered through guess work ☐

b) Due to lack of strict management (conduct), students copy each other ☐

c) Some one can take the examination for another person ☐

d) If any other , please specify _____

17. What kind of measurement (instrument) is more suitable for the admission of teacher education ? a) High school record ☐ b) Aptitude test ☐ c) Interview ☐

d) work experience ☐ e) ESLCE ☐ f) Other (specify) _____

18. English language and mathematics are the two compulsory subjects in the admission policy. Do these have significance for the teacher education?

a) Yes, they have ☐ b) No, they don't have ☐

c) Only English language has ☐ d) Only Mathematics has ☐

19. What is the basic criterion for deciding the capacity of your Education Faculty ?

a) Capacity of the Faculty ☐ b) manpower need of the country ☐

c) Taking the yearly intake rate ☐ d) Others (specify):-_____

20. Does admitting female students into Higher Education Institutions with lesser ESLCE GPA than the normal cut-off-points contribute in promoting females' enrollment?

a) Yes, it does ☐ b) No, it doesn't have ☐ c) I don't have information ☐

21. Does admitting students from 'Developing Regions' into Higher Education Institutions with lesser ESLCE GPA contribute in promoting the enrollment of students from these regions?

a) Yes, it has ☐ b) No, it doesn't have ☐ c) I don't have information ☐

22. Does the positive discrimination (admitting students with less GPA) has any relationship with the attrition rate in your institution?

a) High relationship ☐ b) weak relationship ☐ c) No relationship ☐

d) I don't have the information ☐

23. From your observation which department has the highest student attrition rate (if there are different departments in your institution)

a) Education ☐ b) Agriculture ☐ c) Public Health ☐

d) Medicine ☐ e) Engineering ☐

24. What do you think is the major reason for the high attrition rate would be?

a) Lack of student interest ☐ b) lack of talent and ability ☐

c) lack of good learning environment ☐ d) other (specify) _____

25. Does ESLCE – GPA correlate with freshman CGPA for the majority of students?

a) Yes ☐ b) No ☐ c) I don't have the information ☐

26. These days since different Nation-nationality languages are given as subjects in the high high schools, they have become part of ESLCE and serve as part of selection criteria like any other subject. In your opinion is it academically sound to include these languages for admission purposes?

a) Yes, they can serve ☐ b) No they can not serve ☐ c) Makes no change ☐

27. How do you evaluate the placement of freshman students into different faculties in your institution?

a) Very good ☐ b) Good ☐ c) Fair ☐ d) Bad ☐

28. If your answer is " Bad" for question No. 27, what do you think the possible reason (s) would be?

a) It does not serve the interest of the students ☐

b) It does not treat both sexes equally. ☐

c) It is not based on the high school educational background of students ☐

d) If any other, please specify_____

29. Which one is the best favored programme by the majority of freshman students (if there are different programmes in your institution)?

a) Education ☐ b) Agriculture ☐ c) Public Health ☐

d) Medicine ☐ e) Engineering ☐

30. Which one is the least favored programme

a) Education ☐ b) Agriculture ☐ c) Public Health ☐

d) Medicine ☐ e) Engineering ☐

Part-Three - Measure of tendency towards teacher education

31. What is the attitude of students towards teacher education programme?

a) High ☐ b) Moderate ☐ C) Low ☐

* If your answer is " Low" for question No. 31, what do you think the major reasons are:-

32. The financial reward of high school teachers is not attractive

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

33. Teacher-student relationship in the high schools is not good.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

34. The academic freedom in high schools is less impressive.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

35. The work-load of high school teachers is heavy.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

36. The working environment of most high schools is not attractive.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

37. The teaching-learning facilities of most high schools are not good.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

38. The opportunities of high school teachers for further education is not favorable.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

39. The opportunities of high school teachers for promotion is not promising

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

40. The social prestige of high school teachers is low.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

41. The teachers' career structure brings no advantage for the majority of high school teachers.

a) Strongly agree ☐ b) Agree ☐

c) Disagree ☐ d) Strongly disagree ☐

42. What suggestions do you propose to attract more students to teacher education programme?

a) _____

b) _____

c) _____

APPENDIX-C

An Interview guide to be answered by Head of Department of teaching and Educational Management Staff Developme

1. Is there a master plan, which shows the demand of high school teachers? Are those training institutions introduced with the plan?

2. Would you point out the strengths and weaknesses of the existing admission and placement policy?

3. Many high school leavers are not interested to follow teacher education. Beyond this, many of them don't like to go to their assigned schools after graduation. What are the basic reasons for this?

4. Is there any proposal or mechanism designed to make teachers stay in their profession and also to make others be attracted to the profession.

5. In your opinion, what would be the best procedure for selecting suitable candidates?

A PPENDIX- D

An Interview guide to be answered by Academic Vice Deans of the three Higher Education Institutions

1. How are freshman students are assigned into different faculties in your institutions?
2. Do you have any special programme or support for female students and male students who come from Developing Regions?
3. Are nationality languages give in your faculty?

A PPENDIX- E

Summary of Regression and Correlation matrix results for students and staff responses

Type of questionnaire	Coefficient of correlation (r)	Regression line intercept (a)	Regression line slope (b)	Standard error of slope (s)	T Test value (t)
Type of instrument to select talented students	0.853	4.349	0.244	0.037	6.548
The Evaluation of talent distribution and placement of freshmen into different faculties	0.288	14.551	0.066	0.064	1.043
Views on compulsory subjects and Nationalities languages	0.971	1.747	0.262	0.046	5.739
Attitude of respondents towards teacher education	0.982	-1.271	0.293	0.019	15.408
Measure of tendency towards teaching profession	0.843	1.109	0.267	0.025	10.634

NO	NAME OF THE INSTITUTION	DEGREE PROGRAMMES	DIPLOMA PROGRAMMES
		Social Science • History • Geography • English **Health** • Health Officer **Agriculture** • Animal Science • Plant Science • Agricultural Extension	
5.	Jima Institute of Health Sciences (JIHS)	**Natural Science** **Health** • Medicine • Nursing • Environmental Sc. • Public Health • Lab Technology **Engineering** • Mechanical Engineering • Electrical Engineering • Civil Engineering **Social Science** • Accounting • Management	Natural Science • Nursing • Lab Technology • Sanitary Science • Pharmacy
6.	Dilla College of Teacher Education & Health Sciences	**Natural Science** **Education** • Mathematics • Physics • Chemistry • Biology **Health** • Health Officer **Social Science** • History • Geography • English • Amharic	**Natural Science** • Nursing • Lab Technology • Sanitary Science

	NAME OF THE INSTITUTION	DEGREE PROGRAMMES	DIPLOMA PROGRAMMES
7.	Mekelle University College	**Natural Science** • Civil Engineering • Industrial Engineering • Mining Geology • Arid Zone Agriculture	
8.	Mekelle Business College	**Social Science** • Accounting • Management • Economics •	**Social Science** • Accounting • Banking & Finance • Management • Secretrial Scienc & Office Management
9.	Addis Ababa College of Commerce		**Social Science** • Accounting • Banking & Finance • Personnel Management • Purchasing & Supply Management • Secretarial Science & Office Management
10.	Awassa College of Agriculture	**Natural Science** • Agricultural Engineering & Mechanization • Animal Production & Range land Management • Plant Production & Dryland Farming	
11.	Jimma College of Agriculture	- Horticulture	**Natural Science** • General Agriculture • Animal Science and management • Plant Sciences
12.	Ambo College of Agriculture		**Natural Science** • General Agriculture & Extension • Agricultural Teachers Education
13.	Wondo Genet College of Forestry	**Natural Science** • Forestry	**Natural Science** • Forestry

NO	NAME OF THE INSTITUTION	DEGREE PROGRAMMES	DIPLOMA PROGRAMMES
14.	Addis Ababa University	**Natural Science** **Faculty of Medicine** • Medicine **School of Pharmacy** • Pharmacy **Faculty of Technology** • Architecture and Town Planning • Chemical Engineering • Civil Engineering • Electrical Engineering • Mechanical Engineering **Faculty of Science** • Biology • Chemistry • Mathematics • Physics • Statistics • Geology **Faculty of Veterinary Medicine** • Veterinary Medicine	**Natural Sciences** • Building Engineering • Animal Health
		Social Sciences **Faculty of Business & Economics** • Accouinting • Economics • Economic Development Planning • Management & Public Administration **College of Social Science** • Geography • History • PSIR/ Political Science & International Relations • Sociology & Social Administration **Faculty of Law** • Law **Faculty of Education** • Business Education • Educational Administration • Educational Psychology **Institute of Language Studies**	**Social Sciences** • Business Education • Educational Administration

NO	NAME OF THE INSTITUTION	DEGREE PROGRAMMES	DIPLOMA PROGRAMMES
		• Ethiopian Language and Literature • Foreign Language and Literature • Theatre Arts • Linguistics **Library Science Department** • Library Science	• Library Science
15.	Nazareth Technical College	**Natural Science** • Manufacturing Technology • Automechanics Technology • Construction Technology • Electrical Electronics Technology • Drafting & Surveying	**Natural Science** • Industrial Eng. Technology • Auto Mechanics Technology • Construction Technology • Electrical Technology • Manufacturing Technology • Drafting Technology • Surveying Technology
16.	Gondar College of Medical Sciences	**Natural Science** • Medicine • Public Health • Environmental Science • Nursing	**Natural Science** • Nursing • Environmental Science • Laboratory Technology
17.	Kotebe College of Teacher Education	• Physical Education	

APPENDIX- G

Subject: Placement of freshman students to different departments

The following table shows the number of students placed with CGPA, Female Quota, Courses considered, and Disabled/Special Admission.

DEPARTMENT	WITH MERIT	COURSE	FEMALE QUOTA	DISABLD/SPECIL ADMISSION	TOTAL
Accounting	55 (≥ 2.90)		15 (≥ 2.40)		70
Economics	68 (≥ 2.90)		10 (≥ 2.10)		78
MTPA	47 (≥ 2.80)		11 (≥ 2.30)		58
Public Admisinistration	24 (≥ 2.60)	Flen, QuMt.	7 (≥ 1.90)		31
Business Education	32 (≥ 2.30)		6 (≥ 1.80)		38
Educational Psychology	47 (≥ 2.30)		7 (≥ 1.80)	2 (2.20,1.90)	56
Information System	40 (≥ 2.60)	Flen, QuMt.	10 (≥ 2.10)	1 (2.60)	51
Eth. Lang. & Literature Teachers	37 (≥ 1.75)				37
Eth. Lang. & Literature Non - Teacher	25 (≥ 1.90)		1 (1.80)		26
For. Lang. & Literature Teachers	57 (≥ 1.90)				57
For. Lang. & Literature Non - Teacher	22 (≥ 2.20)	Flen.	6 (≥ 1.80)	1 N.G. (2.22)	29
Theatre Arts	20 (≥ 1.80)				20
LAW	47 (≥ 2.90)		10 (≥ 2.30)	2 (2.88, 2.25)	59
Gegraphy - Teachers	39 (≥ 2.10)	Geog.			39
Geograph - Non -Teachers	27 (≥ 2.40)			1 N.G. (2.33)	28
History - Teachers	30 (≥ 1.90)			1 N.G. (2.22)	31
History - Non - Teachers	22 (≥ 2.10)				22
PSIR	51 (≥ 2.40)		11 (≥ 2.00)	2 (2.30, 2.10) 1 N.G. (1.78)	65
SOSA	40 (≥ 2.60)	Flen	8 (≥ 2.20)	1 N.G. (2.56) 1 (2.00)	50
TOTAL	730		102	13	845

NUMBER OF STUDENTS PLACED WITH CGPA, WITH FEMALE QUOTA COURSES CONSIDERED AND THE CGPA BREAK POINT.

Department	With merit	Course	Female quota	Course	Total
Medicine	48(≥2.70)		12(≥2.10)		60
Architecture	29(≥2.00)	Math			29
Pharmacy	45(≥2.40)	Chem,Bio	11(≥1.90)		56
Technology	169(≥2.40)	Math,Phys	18(≥1.80)		188
Veterinary	53(≥2.00)	Bio,Chem			52
Biology(Teaching)	68(≥1.80)				68
Biology(Science)	32(≥1.90)	Bio, Chem	5(≥1.78)		37
Chemistry (Teaching)	36(≥1.80)				36
Chemistry (Science)	20(≥2.20)	Maths,Chem			20
Geology	62 (≥2.00)				62
Mathematics (Teaching)	74(≥1.80)	Math,Phys			74
Mathematics (Science)	31(≥2.10)				31
Computer	31(≥2.40)	Math,Phys	8(≥1.90)	Math,Phys	39
Physics (Teaching)	36(≥1.80)				36
Physics (Science)	25(≥1.90)				25
Statistics	47(≥2.20)	Math	9(≥1.80)		56
Total					869

ADDIS ABABA UNIVERSITY
SOCIAL SCIENCE FRESHMAN PROGRAMME

List of Students Placed in the Department of Accounting.
2000/2001 A.Y. (1993 E.C.)

Sex	Choice No.	CGPA
M	1	3.70
M	1	3.60
M	1	3.50
M	1	3.50
M	1	3.50
M	1	3.40
M	1	3.40
M	1	3.40
M	1	3.40
M	1	3.40
M	1	3.30
M	1	3.30
M	1	3.30
M	1	3.30
M	1	3.30
M	1	3.30
M	1	3.20
F	1	3.20
M	1	3.20
M	1	3.20
M	1	3.20
F	1	3.20
M	1	3.20
M	1	3.20
M	1	3.20
M	1	3.20
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10
M	1	3.10

ADDIS ABABA UNIVERSITY
SOCIAL SCIENCE FRESHMAN PROGRAMME

List of Students Placed in the Department of History - Teachers
2000/2001 A.Y. (1993 E.C.)

Sex	Choice No.	CGPA	Special Admission
M	1	2.40	
M	5	2.38	
M	1	2.30	
M	2	2.22	(N.G.)
M	3	2.20	
M	4	2.10	
M	1	2.10	
M	2	2.10	
M	12	2.10	
M	3	2.10	
M	13	2.10	
M	2	2.00	
M	5	2.00	
M	3	2.00	
M	5	2.00	
M	9	2.00	
M	12	2.00	
M	4	2.00	
M	4	2.00	
M	10	2.00	
M	13	2.00	
M	7	2.00	
M	2	1.90	
M	6	1.90	
M	6	1.90	
M	8	1.90	
M	13	1.90	
M	5	1.90	
M	11	1.90	
M	16	1.90	
M	12	1.90	

LIST OF STUDENTS PLACED IN PRE – MED.
2000\2001 (1993)

		SEX	CHOICE – NO	CGPA
		M	1	3.90
		M	1	3.80
		M	1	3.80
		M	1	3.70
		M	1	3.70
		M	1	3.60
		M	1	3.60
		M	1	3.50
		M	1	3.40
		M	1	3.40
		M	1	3.40
		M	1	3.40
		M	1	3.30
		M	1	3.30
		M	1	3.30
		M	1	3.10
		M	1	3.10
		M	1	3.10
		M	1	3.10
		M	1	3.10
		M	1	3.00
		M	1	3.00
		M	1	3.00
		M	1	3.00
		M	1	2.90
		M	1	2.90
		M	1	2.90
		M	2	2.90
		F	1	2.90
		F	1	2.90
		F	1	2.80
		F	1	2.80
		M	1	2.80
		M	1	2.80
		M	1	2.80

LIST OF STUDENTS PLACED IN BILOGY TEACHING
2000/2001(1993 E.C)

	SEX	CHICE-NO	SUBJUCT CONSIDERED BIO 1&2, CHEM 1&2 , PHY 1&2	CGPA
	M	5		2.40
	M	1		2.00
	M	2		2.00
	M	1		1.90
	M	1		1.90
	M	4		1.90
	M	2		1.90
	M	4		1.90
	M	2		1.90
	M	1		1.90
	M	12		1.90
	M	9		1.90
	M	2		1.90
	M	3		1.90
	M	11		1.90
	M	1		1.90
	M	1		1.90
	M	1		1.90
	M	1		1.90
	M	12		1.90
	M	7		1.90
	M	3		1.90
	M	2		1.90
	M	3		1.90
	M	6		1.90
	M	8	C,B,C,C,D,C	1.80
	M	3	B,B,C,C,D,F	1.80
	M	14	B,B,C,D,C,D	1.80
	M	9	C,C,C,CC,C	1.80
	M	11	C,C,C,C,C,C	1.80
	M	7	C,C,C,C,D,D	1.80
	M	4	C,C,C,C,C,C	1.80