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# Challenges of First Cycle Primary School Teachers' Education at Kotebe University College

**By**

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# Addis Ababa University

## School of Graduate Studies

## Faculty of Education

### Challenges of First Cycle Primary School Teachers' Education at Kotebe University College

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# Declaration

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

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# ABSTRACT

*The purpose of this study was to describe the challenges of first cycle primary school teachers' education: The case of Kotebe University College. To this end; a descriptive survey design was used which enabled the researcher to utilize both quantitative and qualitative methods. Both sources of data were used, namely primary and secondary sources. Primary data were obtained from teachers, students and department heads whereas secondary data were gathered from reports of the University College and relevant policy documents. Systematic, simple random and purposive sampling techniques were used to select teachers, students and department heads, respectively. Data collection tools were questionnaire and semi-structured interview guide. Descriptive statistics (frequency count, percentage and mean) was used in the analysis of quantitative data whereas the data obtained through the interview were transcribed, analyzed and interpreted qualitatively. The data analysis led to the following major findings: The study disclosed that the selection criterion use in KUC to take on new students written examination and educational document analysis; the English language proficiency of the students were inadequate; instructors lacked adequate skills for class room management; instructors did not apply interactive methods of teaching adequately. Based on these major findings, it was safely concluded that the knowledge of students about teacher's education was insufficient and this would negatively affect their understanding about and the love for the teaching profession. Based on findings and the conclusion drawn it was recommended that KUC should provide supplementary workshops regarding teaching methodology and other areas, sharing experience with other teacher training institutions and sharing experience among them in order to enrich the knowledge of both trainers and trainees about the teaching profession; the MOE should provide more technical support to KUC so that the students would get adequate knowledge, kills and values needed for teaching profession.*

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## Acronyms

| | |
|---|---|
| AAEB | Addis Ababa Education Bureau |
| CPD | continuing professional development |
| CTE | College of Teacher Education |
| CTEEs | Colleges of Teachers' Education in Ethiopia |
| EEA | Ethiopian Economic Association |
| ESDP | Education Sector Development Program |
| GEQIP | General Education Quality Improvement Program |
| HEIs | Higher Education Institutions |
| HSIU | Haile Selassie I University |
| KUC | Kotebe University College |
| MOE | Ministry of Education |
| PGDipTchg | Postgraduate Diploma in Teaching |
| PRSP | Poverty Reduction Strategy Paper |
| SDPRP | Sustainable Development and Poverty Reduction Program |
| TESO | Teachers Education System Overhaul |
| TTC | Teachers Training College |
| TTI | Teachers Training Institute |

# Chapter One

## 1. Introduction

This chapter deals with back ground of the study, statement of the problem, significance of the study, delimitations of the study, objectives, organization of the thesis and definitions of key terms.

### 1.1. Background of the study

Education is the cornerstone of development of a country. Increasing food security, improving health, stabilizing population growth, increasing the number of skilled workers, improving individual welfare, and growth in nation's productivity and income and promoting democracy are all very positively impacted by insuring that country's people are literate (Lockheed and Verspoor, 1991:1; World Bank, 1980; Tadele, 2001:1).

Part of the economic success of industrialized countries is attributed to the effectiveness and efficiency of their educational system. Evolution of educational activity and progress of education in these countries is accompanying evolution in production technique. The scientific progress and modification in techniques are steadily affecting the totality of mankind. Hardly a discipline remains unaffected by the high speed of change taking place and educational institutions are the main sources for trained manpower modern technology requires (Ayalew, 1999:45).

In fact, the strong foundation of skills taught at the primary education level is the basis for the educational advancement. Being aware of the fact, many developing countries gave due attention for the expansion of education and considerable investment made by both government and international donor agencies have led to an impressive increase in the number of children many

developing countries now offer a place in primary school to all children who reach school age (UNESCO, 1990; Befekadu 2001; Verspoor 1989).

As noted by the World Bank (1988), at the primary level in African countries, the gross enrollment ratio rate rose from 36% in 1960 to 75% in 1983. The substantial expansion of primary education since 1960 has increased participation of some groups who had previously and little or no access.

However, the advances since the early 1960 are now seriously threatened in part by, among others, population growth, political instability and economic recession. Africa's explosive population growth greeting increases the number of children seeking access to school. Almost half of the primary school age children are out of school and which two thirds of whom are girls. This has stretched available managerial, professional, and financial resources beyond the limits of minimal effectiveness and increased the volume of illiterate population (Verspoor, 1989).

In addition, the unfavorable economic environment of the 1980s and resulting scarcity of resources jeopardized further the ability of developing countries to provide quality education. If the growth of educational places is to keep pace with the growth of the school age population, more schools, teachers, books and other inputs are required each year. (Verspoor, 1989:1; Colclough, 1994:1)

Teacher education refers to the policies and procedures designed to prepare prospective teachers with the knowledge, attitudes, behaviors and skills they necessitate to carry out their tasks effectively in the classroom, school and wider community. The Ethiopian Education and Training Policy (1994) as well as its Education Sector Development Programs (ESDPs) have given due emphasis to teacher education even though the sub-sector has still faced a lot of challenges.

Teacher's education programs must be directly relevant to the realities of the school. This means that graduate teachers will not only be adequately prepared for the classroom, but will also be prepared to contribute to the development of the society. Teacher's education plays a decisive role within the education system of every country.

Good and efficient teachers are the back bone of an instructional system; such teachers can promote the standard and the quality of education and also can implement the curriculum of a nation. In order to excel the standard and quality of education, it is essential that careful attention be given to teacher's education programs.

Kotebe University College of Teacher Education was set up within the Haile Selassie I University (HSIU) in 1959 under the simple name college. It left HSIU in 1969 and went to Mexico square where it came to be known as Teacher Training College. Later the name was changed to Addis Ababa College of Teacher Education in 1976, it was transferred to the present site and got its name, Kotebe College of Teacher Education currently it becomes Kotebe University College.

The university college began its teacher education programme in 1969 with the aim of training teachers for junior high schools (grade 7 and 8). When it was set up at its former premises at Mexico Square, it began its teacher training programme with five departments for two years at diploma level.

It continued to upgrade and diversify its training programme from time to time. The college made its second curriculum revision in 1971, and new fields of study were added. The third curriculum revision was made in 1973. At that time, the college widened its scope of teacher education programme. In 1977, the aims and objectives of the college assumed a Marxist -

Leninist revolutionary overtone. In 1979, the college was placed under the newly established commission for administering higher education institutions.

A study was carried out during the later 1970's and early 1980's to find out the strengths and weaknesses of the college. Based on the finding, the college requested the Ministry of Education to grant and permit to commence a degree programme side by side with the existing diploma programme. In 1986, the Commission for Higher Education instructed the college to start a degree programme. On the basis of the instruction, the college began degree programme in six fields of study in 1989. However, in 1996 the degree programme was closed except one department.

On the basis of the new regulations, the Addis Ababa city Administration took over the responsibilities of running the college in 1997. Later in 1998, the certificate programme was launched to diversify its programmes in accordance with the educational policy.

Currently, the college is running three programmes: Regular, Summer in-service and Evening – extension. Moreover recently, the college began a pre – primary one-year teacher education and some degree programs in collaboration with Bahir-Dar University.

The university college has designed the diploma program for primary school teachers. This program has two wings, namely Cluster and Linear. The Linear program is aimed at preparing teachers for second cycle primary school (Grade 5-8) whereas; the Cluster program is for training of first cycle primary school (Grade 1-4) teachers (KUC published brochures).

The purpose of the study is therefore, to crate precondition for further investigation about the implementation practices and challenges of first cycle primary school teacher's education in the case of KUC.

## 1.2. Statement of the Problem

The educational quality indicators such as school facilities, educational materials, training of teachers and other educational inputs, were poor. As stated by MoE (1994), the supply of educational input was inadequate and the requirements, professional competency, assignment of working conditions of teachers were in a bad state in most African countries.

Darling-Hammond and Baratz-Snowden (2005,p.37), list the problems existing in traditional teacher education programs: “being overly theoretical, having little connection to practice, offering fragmented and incoherent courses, and lacking in a clear, shared conception of teaching among faculty”.

Nowadays, there is an only one first cycle teacher training governmental institution in Addis Ababa which is called Kotebe University College of Teachers Education. The preparation of the best teachers who meet the highest academic, professional and ethical standards is a cornerstone for achieving quality education as well as to produce dutiful, skilled and well equipped citizens.

Hence, this paper will try to examine trainees’ admission have procedure whereas, selection has criteria, implementation of the curriculum and major challenges that encountered during the training of the cluster teachers. To the knowledge of the researcher, there is no research conducted on challenges of cluster teachers training at KUC, but there are a lot of research papers and theses on both cycle (cluster and linear) of primary teachers training generally. To mention some of them, Abdu Abagibe (2005) indicated in his M.A. thesis entitled “Primary Education Plan Implementation at Worda level, the case of Oromia Regional State, Ethiopia” that the successful implementation of plan requires adequate resources (skilled manpower, finance and material) and managerial capacities. Likewise, Teshome Seifu (2005) described in

his M.A. thesis entitled “A comparative study of teachers training for primary school in public and private teachers training colleges in Oromia Region, Ethiopia” that the knowledge, experience and motivation of the instructors, the teaching learning processes, adequacy of the facilities and capacity of management system determines the success and quality of the teachers’ training program. Even though, both researches focused on the two cycle of the primary school as a whole, they didn’t adequately address the challenges of cluster training program of primary school independently. Thus, this study tried to fill the research gap, identify some challenges in the training program and prepare few conclusions and recommendations. To this end, the following research questions are set:

What selection and admission criteria does KUC employ for recruiting to be teachers?

How does KUC implement the first cycle teacher training curriculum?

What major challenges does KUC encounter in the training of first cycle of primary school teachers?

## 1.3. Significance of the study

This study would have the following significance:

It may help KUC to be clear the admission and selection criteria of trainees of first cycle teachers.

It may help KUC to minimize those challenges related to implementation of first cycle teacher’s trainings.

It may also help AAEB and KUC both uses the identified problems for their future plan.

It may motivate interested individuals to conduct further investigation regarding the problems.

## 1.4. Delimitation of the Study

This research study was conducted at KUC. It encompasses only the training of cluster diploma program of the university college. In other words, this study did not include the linear diploma and degree program of teachers training. Finally, it dealt only with the following variables: the existing practices of selection criteria and admission procedure, implementation of the curriculum of the training and challenges that have encountered at the first cycle teachers training.

## 1.5. Objectives

### 1.5.1. General Objective

The general objective of this study was the implementation practice and challenges of first cycle primary school teacher's education in the case of Kotebe University College.

### 1.5.2. Specific objectives

The researcher attempts to study based on the following specific objectives:

To identify the gap in the admission procedure and selection criteria of trainees, instructors and supporting staffs of first cycle teachers at KUC.

To explore the implementation of the first cycle teachers training curriculum at KUC.

To investigate the major challenges that encountered in the first cycle teachers training at KUC.

## 1.6. Organization of the thesis

This study comprises of five chapters. Chapter one deals with the general introduction; background of the study, statement of the problem, significance, delimitation, and objective of the study and definition of key terms. Chapter two treats the review of the related literature and previous works. Chapter three gives an overview of research design and methodology of the

study. Chapter four presents the data analysis and interpretation. The last (fifth) chapter deals with the summary of findings, conclusion and recommendation. Moreover, appendices, bibliography, sample questionnaires, interview, observation check list, and other relevant documents are attached at the last part of the paper.

## 1.7. Definitions of key terms

**Education** is the aggregate of all the processes by means of which a person develops abilities, skills and other forces of behaviour of positive (and sometimes of negative) value in the society in which he lives (Fafunwa, 1982).

**Training** is the skills, knowledge and attitudes acquired in training are directed to improve performance in a specific vocation.

**Teaching** it consists of a body of actions intended to induce learning, through the conscious and deliberate efforts by a matured or experienced person to impart knowledge, information, skills, attitudes, beliefs, … to an immature or less experienced person (Afe, 1998).

**"The Teacher"** in the educational process refers to the person who instructs to provide the teaching-learning process. (Aghenta 1991).

**Teacher Education** is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system (Afe, 1993).

# Chapter Two

# 2. Review of Related Literature

This chapter deals with meaning and nature of teacher education, need scope and objectives of teacher education, quality in education ,quality in education, historical overview of education in Ethiopia and general education quality improvement program in Ethiopia.

## 2.1. Meaning and Nature of Teacher Education

### 2.1.1. Meaning of Teacher Education

The quality and extent of learner achievement are determined mainly by teacher capability, sensitivity and teacher's motivation.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. There are numerous traditions and systems of teachers. Teachers that varies not only from country to country but even within the same country. Variability is one wide spread characteristics of teacher education (Zuzaushy, 1996)

Teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has a direct and positive being on the quality of their performance and consequently on the achievement of students. (Lockheed Verspoor 1991)

However, teachers in developing countries are working in crowded classrooms with sub standard infrastructure, training and inputs and lack of support from principals, supervisors and the broader community. Since they are poorly prepared of their task, the teaching style in many places remains traditional, teachers centered and fairly rigid and even authoritarian. This affects educational quality to restore this problem, professional development of teachers, improvement of class room conditions and teachers moral are indispensable (UNICEF, 2000; World Bank, 1990).

As Kilpatric(1951) “Training is given to animals and circus performers, while education is

to human beings”

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

**Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

**Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and based on the needs and requirements that are characteristic of that stage.

**Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving, and management skills and above all lifelong learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

### 2.1.2. Arguments of Teacher Education

Two touchy questions are sometimes raised: first, whether teaching is a profession, effectively noticeable from an expert passing on information such as in the apprenticeship paradigm, and second, whether teachers are born or made (i.e., have inherent teaching talent as a fixed factor or have acquired the knowledge and skills necessary to function as teachers, Elger, (2007)). These questions often stir polarized philosophical debates in teacher education circles, with responses

tending to define one's understanding of and attitude towards the meaning of quality with respect to teacher education. On the topic of teaching as a profession, there are as many notions regarding what characterizes a profession as there are societies. According to the National Council of Teacher Education (NCTE, 2009), a profession is characterized by "an organized body of knowledge on which the undertaking is based, a period of academic training in tandem with practical experience in the field, and a code of ethics that binds its members into a fraternity" (p.15).

Even though, there are arguably many other characteristics that can be used to qualify a given occupation as a profession, our view is that the common denominator is the contribution that occupation makes towards achieving the stated aspirations of a society in which the occupation functions. Therefore, determining whether teaching is a profession requires an understanding of the important role of teachers are expected to play in realizing a nation's developmental aspirations. It can be said that the destiny of a nation is shaped in its classrooms; as the National Council for Teacher Education, (2009) explicates, the condition of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of the teachers. For this reason, it is important that we seek to continually enhance the quality of teachers who, in addition to bearing responsibility for facilitating learner attainment of disciplinary knowledge as expert practitioners in their disciplines (Collins & Apple, 2007), are also responsible for facilitating student success (Beyerlein, Schlesinger, & Apple, 2007), demonstrating belief in student efficacy and increasing student motivation by setting high expectations (Smith, 2007), and, ultimately, helping students learn to improve their own performance as learners and self-growers (Myrvaagnes, 2007).

Our position is that while some people may find themselves in the teaching profession through

initial and sometimes very basic teacher education, it is through committed engagement in a program of continuous professional development that makes a teacher not only an expert who strives to increase proficiency within a discipline (improving his or her own learning), but a true scholar and self-grower in the discipline of education (Collins & Apple, 2007).

As empowering as this vision of teaching professionals may be for both teachers and learners, too often it remains merely rhetorical when compared with the reality on the ground in most developing countries. It is this distance between the vision and reality that threatens the achievement of the goals of Education for All (EFA, a global movement mandated by UNESCO), especially the sixth goal which calls for improvement in the quality of education in its entirety (UNESCO, 2005). Further, the EFA Global Monitoring Report, focusing on quality as a fundamental imperative, asserts that education for all cannot be achieved without improving quality (UNESCO, 2005).

Though this might, at first blush, sound tautological or self-reinforcing, it is part of the tacit assumption behind several of the basic principles of Process Education. Principle 1 states that "Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability." Principle 5 holds that faculty must fully accept the responsibility for facilitating student success (Beyerlein, Schlesinger, & Apple, 2007). Only when educators are willing to accept that responsibility and are consequently trained not only to embrace the notion of education as a benefit to all but to facilitate learning on that basis, does education truly become "for all." As Schwab (1973) and Novak, Mintzes, and Wandersee (2000) explain, quality improvement in education entails providing appropriate support to all elements involved in any educative experience: the learner, the teacher, the subject matter, resources, the social milieu, and assessment. Though continuous teacher professional development (TPD) plays

a key role in supporting each of these elements, its focus is most appropriately on the teacher. It should be obvious, given the discussion about education for all and its relationship to quality, that it is only when TPD programs are grounded in comprehensive policies (a high-level commitment of education for all educators), that they can effectively and reliably elevate educator performance, giving us the desired teacher.

### 2.1.3. The preferred Classroom Teacher

The most wanted teacher is one who facilitates meaningful learning. Novak, Mintzes, and Wandersee (2000) define meaningful learning as that which occurs when learners seek to relate new concepts and propositions to relevant existing concepts and propositions in their cognitive structures. They further argue that the desired teacher encourages learners to "construct progressively more powerful explanations; wrestle with and resolve inconsistencies and unnecessary complexities in their thinking; and evaluate and challenge the knowledge and value claims of others" (p.372). In terms familiar to process educators, this means that a desired teacher is an educator committed to using the practices of effective teaching within the classroom, as explained by Burke (2007). These practices are outcome-, process-, and student-centered, and indeed, built on research that indicates that people learn best when they construct their own understanding based on their own previous knowledge, experiences, skills, attitudes, and beliefs (Hanson & Moog, 2007). Such a teacher helps learners improve their learning skills, including those in the affective domain, such that students achieve a positive attitude toward learning, a sense of self-efficacy, the ability to manage frustration, and willingness to take risks in learning (Duncan-Hewitt, Leise, & Hall, 2007).

These desired teachers are also masters of scaffolding learning [e.g., "effective teaching is appropriate for the level of student knowledge and learning skills" (Burke, 2007) and "the most

efficient and least frustrating learning occurs with a step-by-step process…be prepared to move back a level if the knowledge structure is not strong enough to add the next 'floor'" (Nygren, 2007)]. Perhaps most importantly, however, these teachers strive to continuously improve student learning outcomes (the level of learner knowledge (Bobrowski, 2007)) such that learners move from the level of mere information and memorization through conceptual understanding, to application, working expertise (problem-solving), and then possibly to the highest level, that of the researcher who has "innovative expertise which can be used to develop new understanding and problem solutions".

Equally critical for a society is that these desired classroom teachers are also committed to helping their students elevate their performance as self-growers from the lowest level, that of the static individual who minimizes effort and avoids learning, through the level of content individuals, responsive individuals, self-starters, and ultimately star performers, who have the most to offer for themselves, others, and the society in which they live, as they are the leaders, innovators, and problem-solvers. Becoming a Self-Grower, adapted from Leise (2007), offers a fairly comprehensive profile of a self-grower. It is therefore critical that countries adequately prepare desired teachers and support them regularly through continuous TPD.

**2.2. Need Scope and Objectives of Teacher Education:**

### 2.2.1. Need of teacher education:

The American Commission on Teacher Education rightly observes, the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.

Darling-Hammond and Baratz-Snowden, (2005) suggest that teacher preparation programs should deploy specific pedagogies to cultivate future teachers, student teaching and internships under close supervision, performance assessments such as teaching portfolios, analysis of teaching and learning represented in various types of documentation, case methods, and action research by focusing on a specific issue of learning and/or teaching and collecting data to analyze and improve it.

The need for teacher education is felt due to the following reasons:

1. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation.
2. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
3. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).
4. The National Academy of Education Committee‘s Report (Darling-Hammond and Bransford, 2005) to create good decisions, teachers have to be aware of the many ways in which student

learning can open out in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning.

In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5. Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can‘t remake someone‘s personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.
6. The Ministry of Education document “Challenge of Education: A Policy Perspective” (1985) has mentioned, Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher‘s work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher

can be made proficient with well planned, imaginative pre-service and in-service training programmes.

### 2.2.2. Scope of Teacher Education

The scope of teacher education can be understood in the following ways:

- Teacher education at different levels of education
- Triangular basis of teacher education
- Aspects of teacher education

## 2.3. Quality in Education

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This paper would examine research related to these dimensions. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O'Gara & Miske, 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966).

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research ranging

from multinational research to action research at the classroom level contributes to this redefinition.

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

### 2.4. Postgraduate Diploma in Teaching (PGDT)

The Postgraduate Diploma in Teaching (PGDT) is an Internet-based programme designed for graduates who may or may not be registered to teach in primary or secondary school. It is not a teaching qualification, but is designed for people who already have teaching experience. The admission requirement is a completed Bachelor's degree in any subject(s) appropriate to teaching, an equivalent qualification, or professional and scholarly experience satisfactory to the College of Education. A candidate can choose one of three areas of concentration (endorsements): Teacher Education, Information and Communication Technology, and Religious Education.

Graduates are employed as educational administrators, lecturers in Colleges of Education and Universities, or teachers in primary, intermediate and secondary schools.

### 2.5. Historical Overview of Education in Ethiopia

Education had historically been a neglected area in Ethiopia; until the beginning of the 20$^{th}$ century, formal education in Ethiopia was basically restricted to religious instruction under the control of the Ethiopian Orthodox Church, preparing individuals for the clergy and other religious positions. Secular education was introduced to Ethiopia in 1908 with the first public school in Addis Ababa, followed a year later by the opening of a primary school in Harar. The

focus was on foreign languages with French being mandatory and English, Italian and Arabic being optional. Also taught were mathematics and basic science. The introduction of government-sponsored education was a reaction to an increasing need for educated elite to fill positions in the government, as well as to advance trade and industry. Even though plans were made in 1925 by the government to expand education, by 1935 only 20 public schools were serving a total of 8,000 students. Expansion of the education system came to a halt during the Italian occupation between 1936 and 1941, when all governmental schools closed down. (Heike Roschanski, 2007)

After the end of the Italian occupation, the Ethiopian government renewed efforts and by 1952 a total of 60,000 students were enrolled in 400 primary schools, 11 secondary schools and 3 colleges. In the 1960s, an additional 310 mission and private schools operated alongside the country's public system. The first institution of higher education was the Haile Selassie University in Addis Ababa, founded in 1961.

By the time that Ethiopia hosted the UN-sponsored Conference of African States on the Development of Education in 1961, the Ethiopian education system was ranked bottom of all African nations. Only about 10% of school-age children in the country attended school, there were severe school and teacher shortages and a high dropout rate. This poor record led the Ministry of Education to develop a new education policy which stayed in effect until 1974. The policy included a curriculum revision, and more attention to technical training. In the decade between 1961 and 1971, the Ethiopian government declared universal primary education as a long term goal, and by 1971, the total number of primary and secondary schools increased to 1,300 and the number of teachers to 13,000. Nevertheless, the situation remained bleak, especially in small towns and rural areas. The whole system suffered from a shortage of funding

and facilities as well as a lack of qualified teachers. While the construction of new schools was supported by international donors, the training of teachers could not keep up with the pace, and many areas remained seriously under-serviced. (Heike Roschanski, 2007)

Between 1968 and 1974, the government expenditure on education increased from 1.4% to 3% of the GNP, still a low figure when compared to the increase in other African countries (2.5-6%). Primary education was funded through a tax on agricultural land, while secondary and higher education was financed by the central government. The agricultural tax led to an inequality between poorer and wealthier regions and especially between disadvantaged rural areas and urban centers that benefited most from the education system, but which were initially exempted from the tax.

Under the Derge the education sector continued to expand. In 1975, the government initiated a national literacy campaign that deployed an estimated 60,000 students and teachers to rural areas as part of the government's Development through Cooperation Campaign. But rather than promoting literacy as such, the campaign was aimed at promoting the new political and social order as well as a land reform. From 1975 onwards, improved education opportunities in rural areas were regarded as a way to enhance productivity and economic development, and a new curriculum emphasised non-academic future opportunities. Control and operation of primary and secondary schools were delegated to sub-regional level. Special attention was given to rural areas and small towns where the situation was especially bleak. From 1974/75 to 1985/86 the total number of primary schools increased from 3,196 to 7,900, partly due to the involvement of local communities in the construction of schools. During the same period, the number of students enrolled in primary schools increased to 2,450,000. Despite these achievements, the challenges remained huge. In the school year of 1985/86, around 42% of primary-school-age children were

enrolled, and only 5.3% of children were in enrolled in secondary schools. (Heike Roschanski, 2007, p: 7)

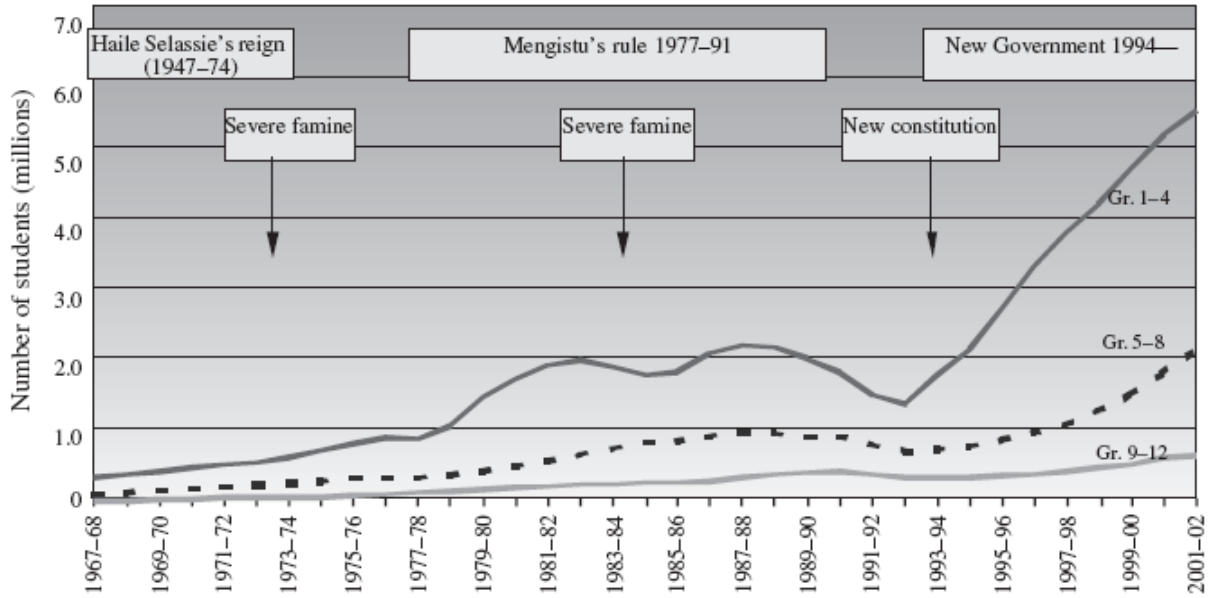
**Current policies and issues**

The new government which succeeded the socialist Derge drew up a new constitution in 1994, initiated political reforms leading to a federal structure of government and took steps towards transforming the countries' poor economic situation. Within Ethiopia's Sustainable Development and Poverty Reduction Program (SDPRP), education received a central role. In 1994, an "Education and Training Policy" was formulated, addressing issues such as access, quality and relevance [Federal Democratic Republic of Ethiopia 1994a]. In order to implement the "Education and Training Policy", the Education Sector Development Program (ESDP) was launched in 1997/98. The main objective of the ESDP was to improve both access and educational quality of primary education, with a special emphasis on rural areas and girls' education, and to achieve basic universal education by 2015 [Federal Democratic Republic of Ethiopia 1994b]. The ESDP consists of a long-term plan covering 20 years (from 1997 to 2017) and is divided into several phases. The first phase, ESDP-I, covered the years 1997 to 2002, and was concluded in 2003. It was aimed at the expansion of primary education (with special attention given to girl's education, rural areas and equal distribution of education opportunities). The second phase, with 3-year duration, has also been completed, and the third phase (ESDP-III) has been launched. This third phase, starting in 2005/06 and extending to 2010/11, forms an integral part of the current Ethiopian Poverty Reduction Strategy Paper (PRSP).

The effort is showing its results. According to the World Bank [2005], the education sector has undergone a dramatic growth: "aggregate enrollments in grades 1-12 rose at a steady pace of about 9 percent a year between 1992-93 and 2001-02; and in grades 1-4, the first cycle of

primary schooling, they grew even faster: 15 percent a year." National statistics also show substantial growth with regard to access to primary education: gross and net primary enrollment increased from 45% and 21% in 1995/96 to 61% and 34% in 1999/2000, and to 74% and 38% in 2004 [Federal Democratic Republic of Ethiopia, 2005]

**Figure 2.1.** Historically unprecedented growth in primary school enrollment since 1993–4




**Note:** Data includes only students in regular programmes in government and non-government schools, (World Bank, 2005)

### 2.5.1. Structure of the education system in Ethiopia

According to the Ethiopian Economic Association (EEA) previous problems within the education sector were partly due to the failure "to distinguish between regional, cultural and linguistic diversities" [Gebre-Mariam, 2002]. One of the outcomes of this analysis was a more regionalized curriculum and the introduction of regional languages as languages of instruction in primary schools.

From 1962 to 1994, Ethiopia's education system was structured into 6 years of primary education, 2 years of junior secondary school and 4 years of senior secondary school. The new

education policy came into effect in 1994, and this structure was changed into a 4-4-2-2 structure: primary school consists of grades 1 to 8 (divided into two cycles of four years), and secondary school includes grades 9 to 12 (divided into two cycles of two years). Admission to the first and second cycle of primary education is open to all students. At the end of the second primary school cycle students are required to sit for the 8th Grade National Examination. Primary education is aimed to impart functional literacy, grades 9 and 10 are preparation for further education, including vocational training, and grades 11 and 12 are supposed to lay the foundation for tertiary education. But due to rapid expansion and limited resources, many rural schools do not (yet) offer even the full cycle of primary education. Only a fifth of all governmental primary schools offer classes up to grade 8. Many rural primary schools only offer classes up to 6th grade (the old cycle of primary education), or even only up to grade 4. Between grades 1 and 4, students automatically pass on from one grade to the next; officially there is no repetition of classes at this level. This measure is in place to prevent first grade from becoming overcrowded.

Schools can be generally divided into governmental and non-governmental schools. Governmental schools officially do not charge fees of their students, and are run and financed by the federal and regional governments. There are nevertheless indirect costs involved, like maintenance fees, examination fees, as well as the costs for pens, exercise books, and uniforms. Non-governmental schools are funded through fees or other external sources. Non-governmental schools such as mission schools have to follow the official curriculum in order to be recognized.

### 2.5.2. Teachers Education in Ethiopia

The present system of teacher education in Ethiopia goes back to the objectives and strategies of the Education and Training Policy of Ethiopia of 1994. Some years later a task force was created

and one of its findings among others was unprofessionally of teachers, who also naggingly demand salary increase, let quality of education fall and are elitists denying room to the motto of education for all, led to the development of the Teacher Education System Overhaul (TESO) policy programme that was initiated in 2003. The TESO policy represents a paradigm shift according to its own writings (MOE, 2003) that officially follows the international trends of active learner-focused education operationally installed through a neo-liberal filter. The implementation strategies include changes both in structure and content of curricula, such as through reductions of programmes from 4 to 3 years at the universities and a move from subject to professional emphases including practicum. New areas are also included like action research, civics and ethics, English communication skills and ICT. Furthermore, teacher education institutions are expected to become centres of excellence and to establish effective means of 'quality' control starting of course with the centrally planned and standardized curricula (at the Ministry of Education) for all schools and universities in the country, despite the differences in experience and resources (expert specializations and materials). However, observations and findings from interviews with teacher educators who are expected to implement the new policies show gaps between what are stated in the policy documents and what are practiced, not least because of system overload (Engida, 2006; Kassahun, 2006).

Critical scholars who are familiar with the situation in Ethiopia worry about educational development in the country. Negash, (2006:48)., claims "the Ethiopian experience is that of mistaking modernization for Westernization, that is, a process whereby the borrowing of Western technology and rationality meant the progressive dissolution of the Ethiopian mentality". Hussein (2006:13) examines the value conflicts in teacher education practices in Ethiopia and concludes "the practice of pedagogy as a process of transferring and learning as a

process of consuming knowledge are what neo-liberals reinforce" and "that our education is under a battering influence of neo-liberalism of variegated local manifestations".

One of these manifestations will be discussed in greater detail as it has far-reaching consequences for teacher education in the country.

#### 2.5.2.1. Teachers' qualification and performance in Ethiopia

The rapid expansion of access to education, envisioned by the Ethiopian government, is hampered by a shortage of qualified teachers. One consequence of the increasing demand for teachers is a compromise when it comes to training and qualifications. According to the official guidelines, to become a primary school teacher for grades 1-4, 10 years of general schooling and one year training at a Teachers Training Institute (TTI) are required. Teachers for grades 5-8 need to have 10 years of general schooling and an additional 3 years of training, graduating with a diploma from a Teachers Training College (TTC). This diploma can also be obtained through a summer course, which takes two months per year and runs over four years; distance learning is also possible. In order to teach grades 9-12, teachers are supposed to have obtained a university degree.

#### 2.5.2.2. Certified Primary School Teachers in Ethiopia

Moreover to ample teachers, certified/trained teachers are also important to the education system. According to national standards of Ethiopia, the primary education (1-8) requires teachers with minimum qualification from College of Teacher Education (CTE). As we can see the table below the proportions of certified primary school teachers at a national level for the two cycles of primary education. It is noted that there has been a rapid growth in certified teachers for the upper primary (5-8) for the last five years, but due to a policy change, which teachers with Training Institution (TTI) certificates are not considered as qualified teachers for the first cycle

(1-4) primary from the year 2002 E.C (2009/10) onwards, there is a lower qualified teachers in lower primary (1-4) for the last two years. However comparing the last three years, after the policy change, it is observed that there has been a rapid growth in qualified teacher at lower primary (1-4). (MoE, 2012:32)

**Table 2.1. Certified Primary Teacher**

| Year / Level | % Qualified Teachers | | | | |
|---|---|---|---|---|---|
| | Diploma and Above | | | | |
| | 2000E.C (2007/08) | 2001 E.C (2008/09) | 2002 E.C (2009/10) | 2003 E.C (2010/01) | 2004 E.C (2011/12) |
| **1st Cycle (1-4)** | **97.3*** | **89.4*** | **15.5** | **20.9** | **30.4** |
| Male | 97* | 90.8* | 14.6 | 19.1 | 27.3 |
| Female | 97.5* | 92.3* | 16.6 | 23.3 | 34.7 |
| **2nd Cycle (5-8)** | **66.3** | **71.6** | **77.8** | **84.5** | **90.8** |
| Male | 64.1 | 69.6 | 82.4 | 84.2 | 89.3 |
| Female | 72.5 | 76.8 | 76.8 | 85.2 | 93.8 |

*Teachers with certificates from Teacher Training Institution (TTI) were considered qualified until 2001 E.C. After 2001 E.C (2008/09) a new policy was introduced. A teacher has to get a diploma from Teacher Training Colleges (CTE) to be qualified to teach in the first cycle of primary (1-4).

### 2.5.3. Colleges of Teachers' Education in Ethiopia (CTEEs)

Colleges of Teachers' Education (CTEs) were classified under the higher education subsector until 1997E.C. (2004/05). Thus their data were reported under the higher education statistics. But from 1998 E.C (2005/06) onwards the education system was changed from 12+2 diploma program to 10+3 diploma program. This change created the data gap for two years, 1998 E.C

(2005/06) and 1999 E.C (2006/07). Data collection has been re-organized regarding students, graduates and academic staff of all college of teachers' education in the country. As of 2004 E.C (20011/12), there are 32 colleges of teachers' education in the country at all regions and only 24 of them have submitted their requested data. CTEs provide the three years and above diploma program in regular, evening and summer programs. Some CTEs provide undergraduate degree and certificate programs which they didn't report these data properly. There are more than 20 different departments or streams in most CTEs that are categorized under two modalities; Linear and Cluster. Some of the departments under the Linear Modality are; Amharic, English, Local language, History, Geography, Civics, Chemistry, Biology, Physics, Mathematics, Educational Planning and Management (EDPM), Adult and Non-Formal Education (ANFE), Music, Art, and Health and Physical Education. The Cluster Modality includes Language, Social Science, Natural Science and Mathematics, and Aesthetics. (MoE, 2012:52)

**2.5.3.1. Enrollment Trends in CTEEs**

The total enrollment of the CTEEs in all programs, i.e., regular, evening and summer programs has increased from 70,649 in 2000 E.C (2007/08) to 173,517 in 2004 E.C (2011/12).

**Table 2.2.** Enrollment Trends in Colleges of Teachers' Education

| **Sex** | **2000 E.C. (2007/08)** | **2001 E.C. (2008/09)** | **2002 E.C. (2009/10)** | **2003 E.C. (2010/11)** | **2004 E.C. (2011/12)** |
|---|---|---|---|---|---|
| Male | 42,817 | 49,409 | 85,166 | 97,086 | 99,604 |
| Female | 27,832 | 31,682 | 57,769 | 67,415 | 73,913 |
| Total | 70,649 | 81,091 | 142,935 | 164,501 | 173,517 |

As can be seen from table above, in the year 2004 E.C (2011/12), 73,913 of the total enrollment are females, which is about 43% of the total enrollment. This figure indicates that girls are most

likely participating in teacher education when compared with the tertiary education level. (MoE, 2012:52)

### 2.5.3.2. Teaching staff Trends in CTEs

The total number of teachers in CTEs in regular program has increased from 774 in 2000 E.C (2007/08) to 2,033 in 2004 E.C (2011/12).

**Table 2.3.** Teaching staff Trends in Colleges of Teachers Educations

| Sex | 2001 E.C. (2008/09) | 2002 E.C. (2009/10) | 2003 E.C. (2010/11) | 2004 E.C. (2011/12) |
|---|---|---|---|---|
| Male | 680 | 1708 | 1791 | 1,868 |
| Female | 94 | 157 | 165 | 165 |
| Total | 774 | 1865 | 1956 | 2033 |

As can be seen from table above, in the year 2004 E.C (2011/12), 165 of the total number of regular teachers are females, which is about 8.1% of the total teachers. This figure indicates that female teachers are less likely participating in teachers' education. (MoE, 2012:52)

### 2.5.3.3. Graduate Trends in CTEs

The total number of graduates of the CTEs in all programs, i.e., regular, evening and summer programs has increased from 16,129 in 2000 E.C (2007/08) to 33,232 in 2004 E.C (2011/12).

**Table 2.4**. Graduate Trends in Colleges of Teachers Education

| Sex | 2000 E.C. (2007/08) | 2001 E.C. (2008/09) | 2002 E.C. (2009/10) | 2003 E.C. (2010/11) | 2004 E.C. (2011/12) |
|---|---|---|---|---|---|
| Male | 9,863 | 9,863* | 17,642 | 15,998 | 19,561 |
| Female | 6,266 | 6,266* | 10,119 | 10,804 | 13,671 |
| Total | 16,129 | 16,129* | 27,761 | 26,802 | 33,232 |

*2000 EC (2007/08) data

As can be seen from table 2.4 above, in the year 2004 E.C (2011/12), 13,671of the total number of graduates are females, which is about 41.1% of the total graduates. (MoE, 2012:53)

**2.6. General Education Quality Improvement Program in Ethiopia (GEQIP)**

The overall purpose of the GEQIP is to improve the quality of general education throughout the country.

General education quality improvement and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector. Within this context the support for GEQIP will be implemented through an initial four year phase (Ethiopian Financial Year (EFY) 2001-4) followed by a second phase four year phase (Ethiopian Financial Year (EFY) 2005-08).

The first phase Project consists of the following components: (i) Curriculum, Textbooks and Assessment and Inspection; (ii) Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP); (iii) School Improvement Program (SIP), including school grants; (iv) Management and Administration Program (MAP), including EMIS; and (v) Program Coordination, including monitoring and evaluation activities.

GEQIP takes a holistic approach to improve the quality of general education by adapting the concept of the school effectiveness model (World Bank 2000). The framework is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopian education system, paired with the Government's recent efforts to implement a broad sector reform to improve the quality of education. The "value added" contribution of GEQIP, towards fulfilling the objective of improving the quality of general education, rests on the extent to which the components are implemented in coordination with other inputs. GEQIP will contribute to the overall quality improvement of the Ethiopian education system by providing support for

activities that complement inputs in other domains, such as teacher salaries and school construction, financed mostly through protecting basic services (PBS) and the government budget. (MoE 2008:8)

# Chapter Three

## 3. Research Design and Methodology

This part describes the general methodology that were used in the study; the choice of particular research design, sampling techniques, sources of data and data collection tools along with an appropriate justification for each chosen methods.

### 3.1. Research Design

The purpose of this study was to investigate implementation practices and challenges of first cycle primary school teacher's education  the case of KUC. To this end, the researcher employed a descriptive survey design which enables to utilize both quantitative and qualitative methods. Quantitative research relates the aspects that can be expressed in terms of quantity. It involves the measurement of quantity or amount whereas, qualitative research is concerned with qualitative phenomenon or more specifically the aspects relating to or involving quality or kind.

Furthermore, the researcher used descriptive statistics to identify the existing practice, challenges and opinions of relatively large number of respondents (Best & Kahn, 1993 Creswell, 2003).

In addition to this, the Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) was used to measure the strength of a linear association between two variables.

## 3.2. Sources of Data

Basically, there are two sources of data namely; primary and secondary sources. For the sake of this study, both primary and secondary sources of data were utilized through questionnaires, interview, observation and literature review.

Primary data is information collected by the researcher directly through instruments such as surveys, interviews and observation of focus groups. Tailored to the study specific needs, primary data provides the most accurate and up-to-date data whereas, secondary data, on the other hand, is basically primary data collected by someone else which may help to design the methodology. Researchers reuse and repurpose information as secondary data because it is easier and less expensive to collect. However, it is seldom as useful and accurate as primary data.

A combination of primary and secondary data sources used to make the study reliable, informative and to triangulate the outcomes. Secondary data consult from different documents like books, journals, reports, annual statistical abstracts, records and other available materials.

## 3.3. Sample Size and Sampling Techniques

Research studies are distinct events that involve a particular group of participants. However, researchers usually intend on answering a general question about a larger population of individuals rather than a small select group. Therefore, the main aim of research is to be able to make valid generalizations and extend their results beyond those who participate. For this reason, the selection of participants is a very crucial issue when planning research. The sample is chosen from the population and used to represent the population.

There are a variety of different sampling methods available to select individuals for a study. Sampling method fall into two categories:

**Probability sampling:** Every individual in the population is known and each has a certain probability of being selected. A random process decides the sample based on each individual's probability.

**Non-probability sampling:** The population is not entirely known, thus individual probabilities cannot be known. Common sense or ease is used to choose the sample, but efforts are made to avoid bias and keep the sample representative.

The table below shows the population, and sample size of the target group who were attending in this research papers. The composition of the sample members used as for data triangulation.

**Table 3.1**. Sample and Sampling Technique

| **Subject** | **Population** | **Sample size** | **% of sample size** | **Sampling Technique** |
|---|---|---|---|---|
| Teachers | 50 | 25 | 50% | Systematic Sampling Techniques |
| Students | 1st year=216 | 66 | 30% | Simple Random Sampling Techniques |
| | 2nd year=356 | 109 | 30% | |
| | 3rd year=216 | 66 | 30% | |
| Cluster Modality Department Heads from KUC | 5 | 2 | 40% | Purposive Sampling Technique |

## 3.4. Data Gathering Instrument

In order to gather data for the study; the researchers were used self administrative structured questionnaires for teachers and students, semi-structured interview for expertise's from KUC

cluster modality department heads. In addition to this, observation check list was used to observe the teaching learning process in the classrooms.

## 3.5. Method of Data Analysis

In general, there are two types of data analysis techniques; qualitative and quantitative where by the selection of these methods greatly depends on the types of information that the researcher has at hand. If most of the collected data contains numerical, the analysis would be qualitative and descriptive statistics can be used to characterize the data whereas, if most of the collected data are in words which means the data gathered using individual interviews, open-ended questions and focus group discussion, it is logical enough to apply qualitative data analysis method (Nunnely 1994)

The collected data through different instruments were analyzed and interpreted quantitatively and qualitatively. After this, raw data were carefully studied for each items, each expression and view that obtained from the respondents were categorized. Then, a quantitative data that were secured through questionnaires been coded, tallied, tabulated, organized and treated with different statistical techniques for analysis and correlation. In doing so, consideration was given to satisfy the basic questions raised and the objectives of the study set.

More specifically:

Frequency distribution tables, graphs, charts and percentage was used to describe the collected data from the respondents'.

Central tendency, measures of variation and percentages were computed to analyze the collected data.

Pearson correlation coefficient was used to measure the strength of a linear association between twovariables.

# Chapter Four

# 4. Data Presentation and Analysis

This chapter deals with presentations, analysis, discussion and interpretation of the data collected through questionnaire, observation and interview. Out of two hundred forty one (241) questionnaires distributed to the students, two hundred thirty seven (237) or 98% were correctly filled and returned back.

The discussion particularly focuses on respondent's profile, implementation of first cycle teachers training and challenges that encountered on the first cluster teachers training in Kotebe University College. Thus, based on the responses obtained from the respondent, data presentation and analysis were made as follows:

## 4.1. Demographic Data

The demographic data of the sample respondents trainees and teachers is presented and analyzed below on cross tabulation. The purpose of assessing respondents' age, gender, qualification and number of times EGSLCE taken is that, to determine whether the researcher considered heterogeneity of sample units.

**Table 4.1.** Cross tabulation of age, gender and qualification of teachers**.**

| **Age of the teachers * Gender of the teachers * Qualification of the teachers Cross tabulation N=25** | | | | | | |
|---|---|---|---|---|---|---|
| Qualification of the teachers | | | | Gender of the teachers | | Total |
| | | | | Female | Male | |
| BA/BSc/BEd | Age of the teachers | Above 30 years | Count | 2 | 5 | 7 |
| | | | % within Age of the teachers | 28.6% | 71.4% | 100.0% |
| | Total | | Count | 2 | 5 | 7 |
| | | | % within Age of the teachers | 28.6% | 71.4% | 100.0% |
| MA/MSc | Age of the teachers | Above 30 years | Count | 3 | 15 | 18 |
| | | | % within Age of the teachers | 16.7% | 83.3% | 100.0% |
| | Total | | Count | 3 | 15 | 18 |
| | | | % within Age of the teachers | 16.7% | 83.3% | 100.0% |

Gender frequency of the teachers shows that the numbers of male respondents were four times as female respondents. This is 80% of the respondents were male, while 20 % were female respondents. The age of all respondents was above 30 years. From the table above we can see 83 % of the teachers have a masters degree the remaining respondents has first degree.

**Table 4.2**. Cross tabulation of sex, age and number of times taken EGSLCE

| **Sex of the students * Age of the student * Number of times that taken EGSLCE Exam Cross tabulation (N=237)** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Number of times that taken EGSLCE Exam | | | Age of the student | | | | Total |
| | | | 18-20 | 21-25 | 26-30 | Above 30 | |
| Once | Sex of the students | Female | 24 | 0 | | 1 | 25 |
| | | Male | 47 | 20 | | 0 | 67 |
| | | Total | 71 | 20 | | 1 | 92 |
| Twice | Sex of the students | Female | 6 | 23 | 0 | 0 | 29 |
| | | Male | 0 | 26 | 20 | 1 | 47 |
| | | Total | 6 | 49 | 20 | 1 | 76 |
| Three times | Sex of the students | Female | | 5 | 13 | 1 | 19 |
| | | Male | | 1 | 8 | 21 | 30 |
| | | Total | | 6 | 21 | 22 | 49 |
| More than three times | Sex of the students | Female | | 0 | 2 | 7 | 9 |
| | | Male | | 1 | 0 | 10 | 11 |
| | | Total | | 1 | 2 | 17 | 20 |

**Table 4.3.** Frequency table of sex, age and number of times that taken EGSLCE

| N=237 | | Frequency | % | Cumulative Percent | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Sex of the students | Female | 82 | 34.6 | 34.6 | | |
| | Male | 155 | 65.4 | 100.0 | | |
| Age of the student | 18-20 | 77 | 32.5 | 32.5 | 2.20 | 1.078 |
| | 21-25 | 76 | 32.1 | 64.6 | | |
| | 26-30 | 43 | 18.1 | 82.7 | | |
| | Above 30 | 41 | 17.3 | 100.0 | | |
| Number of times that taken EGSLCE Exam | Once | 92 | 38.8 | 38.8 | 1.99 | .968 |
| | Twice | 76 | 32.1 | 70.9 | | |
| | Three times | 49 | 20.7 | 91.6 | | |
| | More than three times | 20 | 8.4 | 100.0 | | |

From table 4.2, and 4.3, 34.6% of the respondent trainees were female whereas 65.4% were males. Age of the students between 18-20 years were 32.5% which is almost the same as age between 21-25 years and also 18.1% of the respondents age category were 26-30 years the reaming respondents age fall above 30 years. When we see the number of times that taken EGSLCE majority of the respondents takes one times that is 38.8 %, twice was taken by 32.1%, 20.7% of the respondents was taken three times and the rest of the target group takes EGSLCE more than three times. The ages of the trainees are between 21-25 years old, on average. The average number of times that took the EGSLCE by the trainees is two.

## 4.2. Admission and Selection Criteria

Concerning the issue of admission and selection criterion for newly candidates of trainees the researcher conducted interview with one of the department head of KUC who said the following "the admission and selection criterion the new entries of trainees, Kotebe University College utilize written examination which contains general knowledge and proficiency of English language assessment questions in order to examine the performance of the candidate trainees'. Furthermore, the University College considers educational documents like cumulative grade report, EGESE and ESLCE points and also equity of gender. For some rare cases, letter of recommendation has value for admission." (April 2014)

**Table 4.4.** Frequency table of the reason for application to be a teacher

| **Reason for application to be a teacher N=237** | **Mean** | **Std. Deviation** | **Strongly Agree** | | **Agree** | | **Uncertain** | | **Disagree** | | **Strongly Disagree** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Frequency** | **Percent** | **Frequency** | **Percent** | **Frequency** | **Percent** | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Love of the profession | 1.77 | .749 | 85 | 35.9 | 137 | 57.8 | | | 15 | 6.3 | | |
| To contribute the development of the country | 3.26 | 1.182 | 14 | 5.9 | 70 | 29.5 | 23 | 9.7 | 100 | 42.2 | 30 | 12.7 |
| Passed the entrance exam by chance | 3.92 | .656 | 2 | .8 | 15 | 6.3 | 4 | 1.7 | 195 | 82.3 | 21 | 8.9 |
| To solve personal problem | 1.81 | .743 | 77 | 32.5 | 143 | 60.3 | 2 | .8 | 15 | 6.3 | | |
| To use the profession as a stepping stone | 2.54 | 1.376 | 72 | 30.4 | 73 | 30.8 | | | 77 | 32.5 | 15 | 6.3 |
| To work still I get another job | 2.49 | 1.383 | 57 | 24.1 | 111 | 46.8 | | | 34 | 14.3 | 35 | 14.8 |
| Because the profession is linked by the society | 2.61 | 1.109 | 27 | 11.4 | 124 | 52.3 | 6 | 2.5 | 75 | 31.6 | 5 | 2.1 |
| Love of children and teaching children | 2.41 | 1.149 | 41 | 17.3 | 131 | 55.3 | 3 | 1.3 | 50 | 21.1 | 12 | 5.1 |
| Inability to get another job | 2.46 | 1.159 | 38 | 16.0 | 130 | 54.9 | 4 | 1.7 | 52 | 21.9 | 13 | 5.5 |
| Peer or parents' pressure | 3.69 | 1.165 | 14 | 5.9 | 41 | 17.3 | 1 | .4 | 129 | 54.4 | 52 | 21. |

Table 4.4 above indicates that the extent of the reason for application to be a teacher. As a result, on average 94% (strongly agree and agree) of the respondents reason to join teaching profession is love of the profession. 55%, 90% and 75% of the respondents says does not agree I join to the teaching profession to contribute the development of the country, passed the entrance exam by chance and peer or parents' pressure respectively. On the other hand 70 and above percent of the respondents' responses lies agreement of the indicators like to solve personal problem, to use the profession as a stepping stone, love of teaching children and inability to get another job the reason were for apply to be teacher.

**Table 4.5.** The requirements of trainees' recruitment

| Requirement of trainees' recruitment | Mean | Std. Deviation | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Academic performance | 1.84 | .374 | 4 | 16.0 | 21 | 84.0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attitudes of the applicant towards the profession | 3.72 | .737 | 0 | 0 | 0 | 0 | 11 | 44.0 | 10 | 40.0 | 4 | 16.0 |
| Proficiency of amharic language | 3.48 | .510 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 52.0 | 12 | 48.0 |
| Physical fitness | 4.96 | .200 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4.0 | 24 | 96.0 |
| Ethnic balance | 4.60 | .816 | 0 | 0 | 0 | 0 | 5 | 20.0 | | | 20 | 80.0 |
| Influenced by the interest of the powerful personality | 4.84 | .374 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16.0 | 21 | 84.0 |
| Is based on gender balance | 1.20 | .408 | 20 | 80.0 | 5 | 20.0 | 0 | 0 | | | | |
| Is based on oral communication skill | 4.72 | .458 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 28.0 | 18 | 72.0 |
| Is based on applicants character | 4.64 | .490 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 36.0 | 16 | 64.0 |

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. So, the selection criterion of candidate teachers is a keystone for quality of education. According to table 4.5, under KUC to take on the newly entered students based on academic performance and gender balance. Attitudes of the applicant towards the profession, proficiency of Amharic language, physical fitness, ethnic balance, interest of the powerful personality, oral communication skill and applicants character does not have significant role for recruitment of new students.

**Table 4.6.** Methods of admission and selection of trainees

| **Methods of admission and selection of trainees** | | Written Examination | Interview | Letter of recommendation | Cumulative grade point of trainees transcript | EGESE & ESLCE cumulative grade point |
|---|---|---|---|---|---|---|
| Yes | Frequency | 25 | 0 | 19 | 25 | 25 |
| | Percent | 100.0 | 0 | 76.0 | 100.0 | 100.0 |
| No | Frequency | 0 | 25 | 6 | 0 | 0 |
| | Percent | 0 | 100.0 | 24.0 | 0 | 0 |
| **Total** | **Frequency** | **25** | **25** | **25** | **25** | **25** |
| | **Percent** | **100** | **100** | **100** | **100** | **100** |
| **Mean** | | 1.00 | 2.00 | 1.24 | 1.00 | 1.00 |
| **Std. Deviation** | | .000 | .000 | .436 | .000 | .000 |

As it is shown in table 4.6, all of the respondents 25(100%) reported that methods of admission and selection of trainees in KUC based on written examination, cumulative grade point of

trainees transcript and EGESE and ESLCE cumulative grade point. Similarly, most of respondents 19(76%) reported that letter of recommendation have value to recruits newly entered students where as interview has not yet used as a selection procedure in the college. Therefore, the findings revealed that written examination, letter of recommendation, cumulative grade point of trainee's transcript and EGESE and ESLCE cumulative grade point used as selection method for admission and selection of trainees.

**Table 4.7.** Frequency table of the contribution of entrance exam

| **Contribution of entrance exam** | | To admit those with academic performance | To avoid favoritism | To admit those who have positive attitude towards the profession | To reduce the number of academically weak students |
|---|---|---|---|---|---|
| Strongly Agree | Frequency | 18 | 19 | 0 | 8 |
| | Percent | 72.0 | 76.0 | 0 | 32.0 |
| Agree | Frequency | 5 | 5 | 0 | 15 |
| | Percent | 20.0 | 20.0 | 0 | 60.0 |
| Uncertain | Frequency | 2 | 1 | 4 | 2 |
| | Percent | 8.0 | 4.0 | 16.0 | 8.0 |
| Disagree | Frequency | 0 | 0 | 11 | 0 |
| | Percent | 0 | 0 | 44.0 | 0 |
| Strongly Disagree | Frequency | 0 | 0 | 10 | 0 |
| | Percent | 0 | 0 | 40.0 | 0 |
| **Total** | Frequency | 25 | 25 | 25 | 25 |
| | Percent | 100 | 100 | 100 | 100 |
| **Mean** | | 1.36 | 1.28 | 4.24 | 1.76 |
| **Std. Deviation** | | .638 | .542 | .723 | .597 |

Entrance examination has momentous role for pick up those who have suitable for teaching profession. According to table 4.7, the contribution of entrance exam in KUC is 92% of the respondents say to admit those who have good academic performance, 96 % reflect to avoid

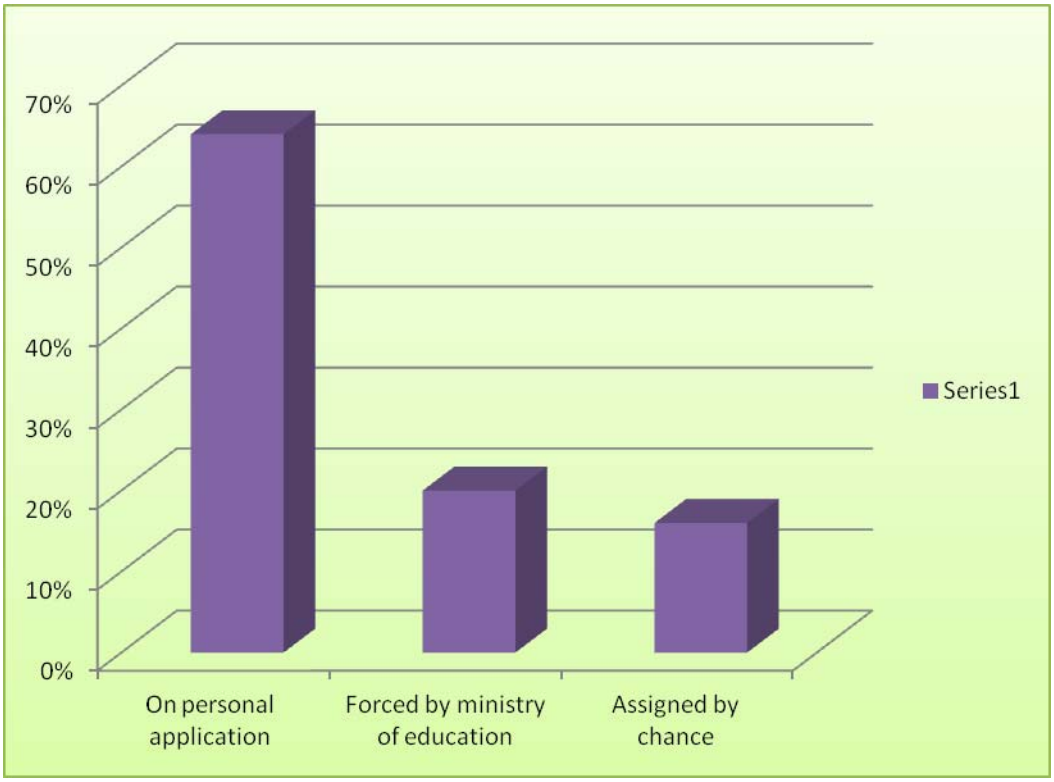
partiality and also 92% responses shows the use of entrance exam is to reduce the number of academically weak students whereas, 84 % of the respondents reply the entrance exam does not have ability to filter those who have positive attitude towards the teaching profession; besides of this, the mean of the data also explain it.

**Table 4.8.** The role of teachers in the recruitment procedure

| **Role of teachers in the recruitment procedure** | | Frequency | Percent |
|---|---|---|---|
| Mean=1.40<br>Std. Deviation=.707 | Preparing entrance exam & admitting those who passed the exam | 18 | 72.0 |
| | Admit those who were sent, based on entrance exam | 4 | 16.0 |
| | Accepting those who are sent by different organization | 3 | 12.0 |
| | **Total** | **25** | **100.0** |

As it shown in the above, the role of teachers in the recruitment procedure according to the target group reaction; 72% said teachers in the university college preparing entrance exam and admitting those who passed the exam, 16% says our duty is to admit those who were sent based on entrance exam and 12% said the responsibility is accepting those who are sent by different organization. Therefore, teachers in KUC are participating in the recruitment process of newly entered students by doing different activities.

**Figure 4.1.** The method of teachers' allocation

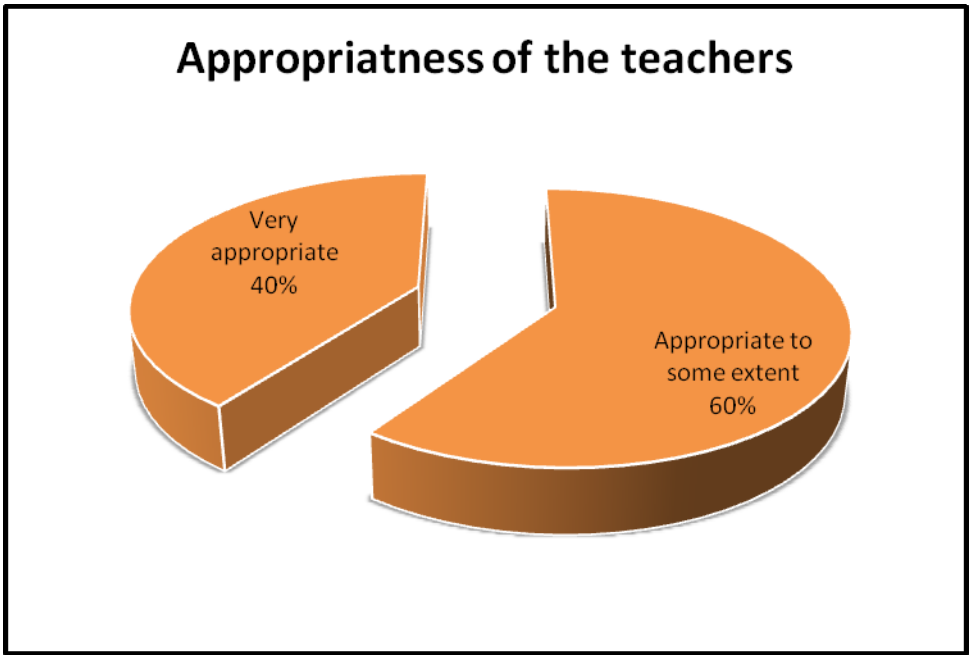



- On personal application=64%
- Forced by ministry of education=20%
- Assigned by chance=16%
- Mean=1.68
- Std. Deviation=1.108

As indicated in Figure 4.1, the method of teachers' allocation in Kotebe University College. Out of 25 respondents, 64% of respondents hire on personal application, 20% join the college forced by ministry of education and the rest 16% of the respondents assigned by chance.

This implies that most of the respondents join KUC as a trainer by on personal application and some of them were appointed by ministry of education (MoE) but the numbers of teachers assigned by chance were not as such significant.

**Figure 4.2.** Appropriateness of the teacher




- 60 % appropriate to some extent
- 40 % very appropriate
- Mean=1.60
- Std. Deviation=0.500

From figure 4.2, based on the responses of the teachers; 60% of the teachers are suitable to some extent whereas, 40% of the teachers are very appropriate for teaching profession. Hence, on average KUC have appropriate lecturers that are suitable for the teaching profession.

## 4.3. Implementation of First Cycle Teachers Training

**Table 4.9.** Frequency table of the Performance of the trainees in their training activities

| The Performance of the trainees in their training activities N=237 | Mean | Std. Deviation | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Lesson given about teaching profession | 2.14 | .809 | 31 | 13.1 | 170 | 71.7 | 12 | 5.1 | 20 | 8.4 | 4 | 1.7 |
| Club (co-curricular) activities | 3.56 | 1.136 | 5 | 2.1 | 65 | 27.4 | 3 | 1.3 | 121 | 51.1 | 43 | 18.1 |
| Class room management | 2.11 | .753 | 21 | 8.9 | 195 | 82.3 | 1 | .4 | 13 | 5.5 | 7 | 3.0 |
| Relating the course with primary school curriculum | 2.00 | .657 | 38 | 16.0 | 174 | 73.4 | 12 | 5.1 | 13 | 5.5 | 0 | 0 |
| School visiting program | 3.85 | 1.136 | 15 | 6.3 | 26 | 11.0 | 5 | 2.1 | 125 | 52.7 | 66 | 27.8 |
| Subject area teaching methodology | 2.15 | .804 | 19 | 8.0 | 195 | 82.3 | 1 | .4 | 12 | 5.1 | 10 | 4.2 |
| General teaching methodology | 2.09 | .686 | 23 | 9.7 | 192 | 81.0 | 1 | .4 | 20 | 8.4 | 1 | .4 |
| Study program designed by KUC | 3.65 | .859 | 12 | 5.1 | 24 | 10.1 | 0 | 0 | 201 | 84.8 | 0 | 0 |
| Trainers teaching methodology (using different methods) | 1.96 | .656 | 43 | 18.1 | 172 | 72.6 | 13 | 5.5 | 7 | 3.0 | 2 | .8 |

As it can be observed from the table 4.9 indicated above, the level of performance of trainees' in their training activities; out of a total 237 respondents, 200 and above in percent 85 and above, and also the mean of the respondents responses have prove highly positive agreement the extent to lesson given about teaching profession, class room management, relating the course with

primary school curriculum, general and subject area teaching methodology and trainers teaching methodology. While club (co-curricular) activities, school visiting program and study program designed by KUC does not have a significant impact on the performance of most of the trainees.

**Table 4.10.** Frequency table, perception of trainees to the benefits of training.

| **Perception of trainees to the benefits of training.** | | Helped me to know about the profession in-depth | Helped me to love the profession | Helped me to love children | Did not change my attitude |
|---|---|---|---|---|---|
| Strongly Agree | Frequency | 28 | 35 | 17 | 4 |
| | Percent | 11.8 | 14.8 | 7.2 | 1.7 |
| Agree | Frequency | 169 | 178 | 158 | 11 |
| | Percent | 71.3 | 75.1 | 66.7 | 4.6 |
| Uncertain | Frequency | 7 | 7 | 11 | 3 |
| | Percent | 3.0 | 3.0 | 4.6 | 1.3 |
| Disagree | Frequency | 30 | 15 | 29 | 195 |
| | Percent | 12.7 | 6.3 | 12.2 | 82.3 |
| Strongly Disagree | Frequency | 3 | 2 | 22 | 24 |
| | Percent | 1.3 | .8 | 9.3 | 10.13 |
| **Total** | **Frequency** | 237 | 237 | 237 | 237 |
| | **Percent** | 100 | 100 | 100 | 100 |
| Mean | | 2.20 | 2.03 | 2.50 | 3.95 |
| Std. Deviation | | .854 | .712 | 1.096 | .671 |

The levels of attitude towards teaching profession during the training have a significant role for trainees' future and the existing environment of the teaching learning process. As it is shown on

the above table 4.10, 83%, 90% and 74% of the respondents asserted that the level of attitude during the training period develops significantly changed with regards to know about the profession in-depth, to love the profession and to love children. But, most of the respondents said that the training does not change their attitude during the training.

**Table 4.11.** Perception of the trainees about the Level of knowledge and skills gained from the training.

| | | Yes | | No | | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Frequency** | **Percent** | | |
| The level of knowledge and skill that acquired through the training | Natural Science | 137 | 57.8 | 100 | 42.2 | 1.42 | .495 |
| | Aesthetics & physical education | 122 | 51.5 | 115 | 48.5 | 1.49 | .501 |
| | Language | 161 | 67.9 | 76 | 32.1 | 1.32 | .468 |
| | Social Studies | 161 | 67.9 | 76 | 32.1 | 1.32 | .468 |
| **Total** | **Frequency** | **237** | **237** | **237** | **237** | **237** | **237** |
| | **Percent** | **100** | **100** | **100** | **100** | **100** | **100** |
| The level of taught by confident and efficient teachers | Natural Science | 109 | 46.0 | 128 | 54.0 | 1.54 | .499 |
| | Aesthetics & physical education | 130 | 54.9 | 107 | 45.1 | 1.45 | .499 |
| | Language | 173 | 73.0 | 64 | 27.0 | 1.27 | .445 |
| | Social Studies | 77 | 32.5 | 160 | 67.5 | 1.68 | .469 |
| **Total** | **Frequency** | **237** | **237** | **237** | **237** | **237** | **237** |
| | **Percent** | **100** | **100** | **100** | **100** | **100** | **100** |

As it can be seen from table 4.11, respondents were asked those aforementioned subjects in the table the intensity of knowledge and skills that acquired through the training and they taught by confident and efficient teachers the trainees in their training time on average 60 percent of the respondents response depict in all subjects that is natural science, aesthetics and physical education, language, and social studies have better knowledge and skills through the training process likewise 50 percent of the respondents teaches by confident and efficient teachers where the left over students whereas, others does not agree with these and also the mean of the respondents' explains the same information.

**Table 4.12**. Method to improve trainees' knowledge and experience

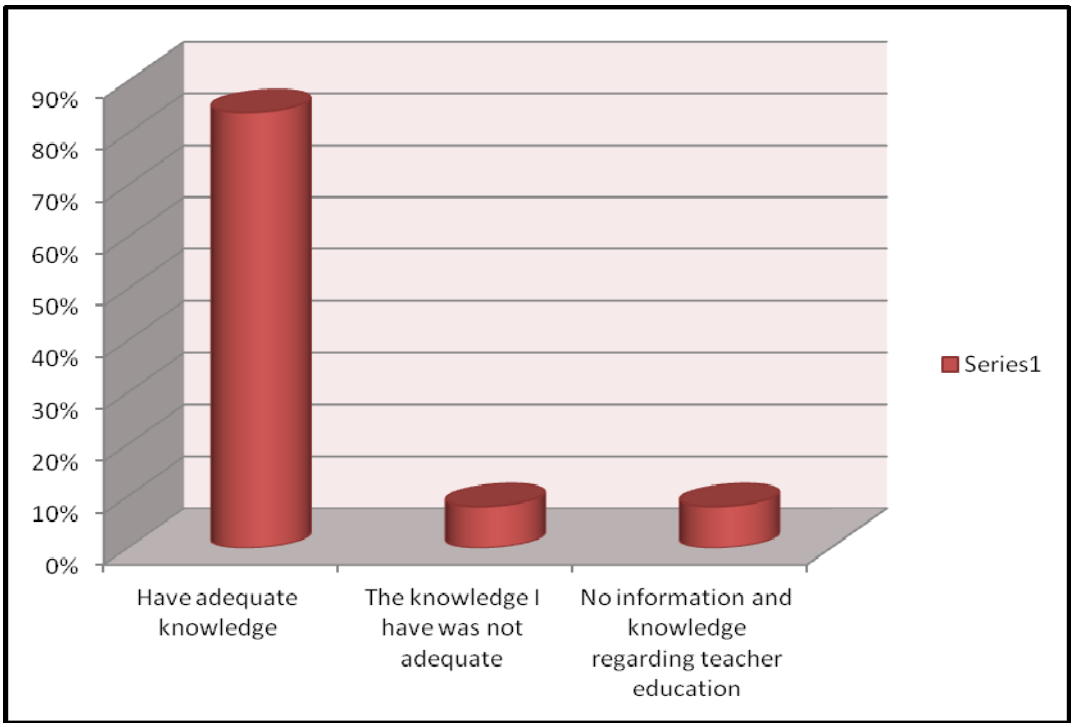
| **Method to improve trainees knowledge and experience** | | Prepare different workshops regarding teaching methodology | Share experience by visiting other institutes | Share experience from each other | Participate in research work | Giving priority to improve their qualification |
|---|---|---|---|---|---|---|
| Yes | Frequency | 21 | 18 | 20 | 11 | 13 |
| | Percent | 84.0 | 72.0 | 80.0 | 44.0 | 52.0 |
| No | Frequency | 4 | 7 | 5 | 14 | 12 |
| | Percent | 16.0 | 28.0 | 20.0 | 56.0 | 48.0 |
| **Total** | **Frequency** | **25** | **25** | **25** | **25** | **25** |
| | **Percent** | **100** | **100** | **100** | **100** | **100** |
| Mean | | 1.16 | 1.28 | 1.20 | 1.56 | 1.48 |
| Std. Deviation | | .374 | .458 | .408 | .507 | .510 |

As we shown in table 4.12, methods to improve trainees' knowledge and experience 82%, 72% and 80% of the respondents responses says that, in KUC, there are different workshops regarding teaching methodology, sharing experience by visiting other institutes and sharing experience from each other respectively. In addition to these, almost half of the respondents participate in research work and give priority to improve their qualification. The mean of the distribution also support the above analysis.

Hence, in KUC providing different workshops regarding teaching methodology, sharing experience by visiting other institutes and from each other knowledge used as a basic instrument to improve trainees' knowledge and experience.

**Figure 4.3**. The level of knowledge about teacher's education

- Mean=1.24
- Std. Dev. =.059
- N=25



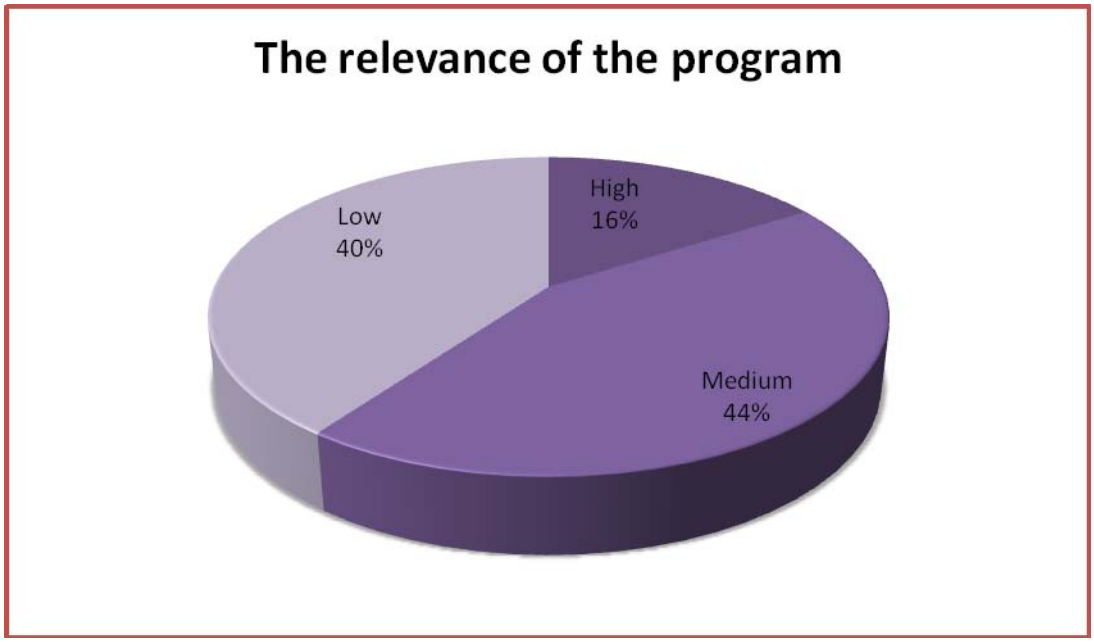

1= Have adequate knowledge 84%

2= The knowledge I have was not adequate 8%

3= No information and knowledge regarding teacher education 8%

The intensity of knowledge about teacher's education as it show in figure 4.3, 84% of the responses reply that most of the teachers in Kotebe University College have adequate knowledge about teachers education while, 16% of reactions say I react that they have not adequate information and knowledge regarding teacher education.

**Figure 4.4.** The relevance of the first cycle teachers training programs to the real world work




- Mean= 1.60
- Std. Deviation= 0.645
- Highly relevant 48%
- Relevant 44%
- Irrelevant 8%

On the above figure, the relevance of the first cycle teacher's education training program to the real practice as respondents response; 48%, 44% and 8% are highly relevant, relevant and irrelevant respectively. Thus, the first cycle teachers training program provided by Kotebe University College are noteworthy to alleviate the real world practical.

As per one department head of KUC said "the teaching learning process in KUC going based on the curriculum designed by the ministry of education. Even though not full achieve the aim regarding quality education through different reasons." (April 2014)

## 4.4. Challenges in the First Cycle Training

**Table 4.13.** Problems that appears during teaching practice

| Problems that appears during teaching practice | Mean | Std. Deviation | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Frequency | percent | Frequency | Percent | Frequency | percent | Frequency | percent | Frequency | percent |
| Non existence of student text and teaching aid | 1.36 | .638 | 18 | 72.0 | 5 | 20.0 | 2 | 8.0 | | | | |
| Non existence of teachers guide | 1.44 | .712 | 17 | 68.0 | 5 | 20.0 | 3 | 12.0 | | | | |
| Difficulty of get annual plan | 1.84 | .374 | 4 | 16.0 | 21 | 84.0 | | | | | | |
| Regulate teachers being absent | 2.32 | .748 | | | 21 | 84.0 | | | 4 | 16.0 | | |
| Shortage of budget | 3.00 | .577 | | | 4 | 16.0 | 17 | 68.0 | 4 | 16.0 | | |
| Trainees unable to practice in language of instruction | 1.24 | .523 | 20 | 80.0 | 4 | 16.0 | 1 | 4.0 | | | | |
| Unclear examination | 2.24 | 1.012 | 6 | 24.0 | 11 | 44.0 | 4 | 16.0 | 4 | 16.0 | | |
| Distorting in understanding evaluation | 2.24 | 1.128 | 8 | 32.0 | 8 | 32.0 | 4 | 16.0 | 5 | 20.0 | | |
| Shortage of practicing time | 1.84 | .746 | 9 | 36.0 | 11 | 44.0 | 5 | 20.0 | | | | |
| Shortage of observation period | 1.52 | .510 | 12 | 48.0 | 13 | 52.0 | | | | | | |
| Practice teaching being non oriented cause | 3.20 | 1.384 | 5 | 20.0 | 3 | 12.0 | 2 | 8.0 | 12 | 48.0 | 3 | 12.0 |
| Trainer evaluating subject they are not qualified | 3.28 | .936 | | | 8 | 32.0 | 2 | 8.0 | 15 | 60.0 | | |
| Large class size | 1.16 | .374 | 21 | 84.0 | 4 | 16.0 | | | | | | |
| Bad character of the trainees | 1.28 | .542 | 19 | 76.0 | 5 | 20.0 | 1 | 4.0 | | | | |

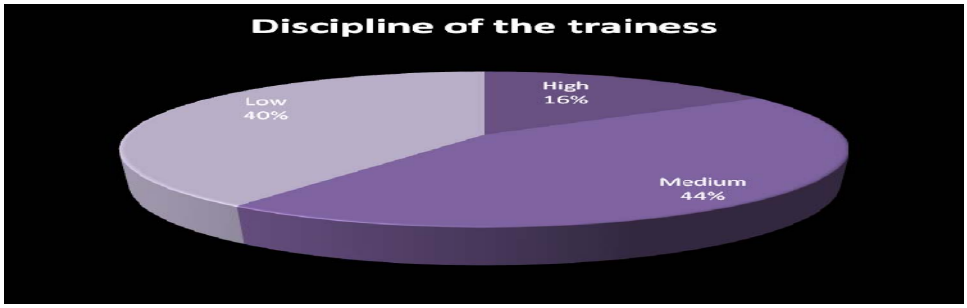
As indicated in table 4.13, problems that appears during teaching practice, out 25 respondents, about 92 percent says there is no sufficient student text book, teaching aids and guide, and also all reacts difficult to get annual plan in KUC. In similar manner, 96% of teachers says trainees have trouble to practice in medium of instruction. Approximately, all sample members speak shortage of observation period; large class size and bad conduct of the students are the major challenges for quality education. More than half of respondents responses, the University College face a problems like unable to regulate teachers being absent, unclear examination for students, disfigure in understanding of evaluation system and shortage of practicing time.

Whereas, from the mean of the data collected through questionnaires practice teaching being non oriented teachers and ill-equipped trainer evaluating subjects are not challenges on student's performance.

Hence, Kotebe University College encountered problems such as non existence of student text books and teaching aid, non existence of teachers guide, trainees unable to practice in medium of instruction, unclear examination, shortage of practicing time, large class size and bad character of the trainees pick out as a major challenges, not fully, to achieve quality of education.

As it shows in the below pie chart (Fig 4.5.) the discipline of trainees' throughout training time; 16% of the trainees' character in terms of discipline is good, 44% of the respondents have moderate discipline and the remaining 40% have unwanted character for the teaching learning process in KUC./

**Figure 4.5.** The discipline of trainees' throughout training time




- Mean =3.24
- Std. Deviation =.723
- 16% High
- 44% Medium
- 40% Low

As one of the department head of KUC " the major challenges that faces the University College in most of time the students attitude towards the teaching profession that means most of the students see the profession as a bridge of occupation, bad characteristics of the students, shortage of teaching and learning material, scarcity of IT and laboratory materials, large class size and to some extent poor quality of teachers can mention as a major problems that affect the quality of teaches education in KUC." (April 2014)

## 4.5. Linear Correlation between Variables

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) is a measure of the strength of a linear association between two variables and is denoted by *r*. Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, *r*, indicates how far away all these data points are to this line of best fit (how well the data points fit this new model/line of best fit).

**Table 4.14.** Pearson Correlation among Variables

| Variables | Age of the student | Number of times that taken EGSLCE Exam | Reason for application to be a teacher | Level of attitude that develop during the training | The performance of the trainees in their training activities | The level of knowledge and skill that acquired through the training | The level of taught by confident and efficient teachers |
|---|---|---|---|---|---|---|---|
| **Age of the student** | 1 | .839 | .856 | .668 | .614 | .805 | .840 |
| **Number of times that taken EGSLCE Exam** | .839 | 1 | .821 | .715 | .657 | .880 | .841 |
| **Reason for application to be a teacher** | .856 | .821 | 1 | .862 | .868 | .843 | .871 |
| **Level of attitude that develop during the training** | .668 | .715 | .862 | 1 | .906 | .677 | .656 |
| **The performance of the trainees in their training activities** | .614 | .657 | .868 | .906 | 1 | .645 | .670 |
| **The level of knowledge and skill that acquired through the training** | .805 | .880 | .843 | .677 | .645 | 1 | .925 |
| **The level of taught by confident and efficient teachers** | .840 | .841 | .871 | .656 | .670 | .925 | 1 |

According to Pearson correlation, the values of the correlation between any two variables lies on [-1, 1]. The value of correlation shows the degree of linear relationship between the variables. The interpretation of Pearson's correlation is highly depending on the values of the linear correlation which is given as follows;

If **r** approaches to zero, it means that the correlation is not significant and

If **r** approaches to one, it means that the correlation is highly significant.

From the table 4.14 shown above, all variables are correlated. Among the variables that are listed on the table above; the level of taught by confident and efficient teachers are highly correlated with the level of knowledge and skill that acquired through the training. In addition to this, the levels of attitude that develop during the training are also highly correlated with the performance of the trainees in their training activities.

**Table 4.15.** Pearson Correlations between Different Variables

| Variables | Level of knowledge about teachers education | Contribution of entrance exam | Qualification of the teachers | Role of teachers' in the recruitment procedure | Method of teachers allocation | Appropriateness of the teachers | Relevance of the program to the real world work | Discipline of the trainees | Requirement of trainee's recruitment | Methods of admission and selection of trainees | Method to improve trainee's knowledge and experience | Problems that appears during teaching practice |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Level of knowledge about teachers education** | 1 | .480* | .256 | .849** | .751** | -.084 | .584** | -.621** | -.186 | .730** | .706** | .473* |
| | | .015 | .217 | .000 | .000 | .691 | .002 | .001 | .373 | .000 | .000 | .017 |
| **Contribution of entrance exam** | .480* | 1 | -.040 | .477* | .289 | .379 | .294 | -.138 | -.164 | .416* | .641** | .079 |
| | .015 | | .850 | .016 | .161 | .061 | .154 | .511 | .434 | .039 | .001 | .709 |
| **Qualification of the teachers** | .256 | -.040 | 1 | .231 | .391 | -.327 | .451* | -.543** | .121 | .350 | -.016 | .485* |
| | .217 | .850 | | .266 | .053 | .110 | .024 | .005 | .564 | .086 | .940 | .014 |
| **Role of teachers' in the recruitment procedure** | .849** | .477* | .231 | 1 | .862** | -.236 | .730** | -.766** | -.196 | .892** | .651** | .684** |
| | .000 | .016 | .266 | | .000 | .257 | .000 | .000 | .347 | .000 | .000 | .000 |
| **Method of teachers allocation** | .751** | .289 | .391 | .862** | 1 | -.466* | .746** | -.836** | -.251 | .856** | .477* | .757** |
| | .000 | .161 | .053 | .000 | | .019 | .000 | .000 | .227 | .000 | .016 | .000 |
| **Appropriateness of the teachers** | -.084 | .379 | -.327 | -.236 | -.466* | 1 | -.387 | .392 | .444* | -.306 | .412* | -.696** |
| | .691 | .061 | .110 | .257 | .019 | | .056 | .053 | .026 | .137 | .041 | .000 |
| **Relevance of the program to the real world work** | .584** | .294 | .451* | .730** | .746** | -.387 | 1 | -.857** | .129 | .652** | .272 | .603** |
| | .002 | .154 | .024 | .000 | .000 | .056 | | .000 | .539 | .000 | .188 | .001 |
| **Discipline of the trainees** | -.621** | -.138 | -.543** | -.766** | -.836** | .392 | -.857** | 1 | -.115 | -.719** | -.296 | -.728** |
| | .001 | .511 | .005 | .000 | .000 | .053 | .000 | | .583 | .000 | .150 | .000 |
| **Requirement of trainee's recruitment** | -.186 | -.164 | .121 | -.196 | -.251 | .444* | .129 | -.115 | 1 | -.255 | .020 | -.454* |
| | .373 | .434 | .564 | .347 | .227 | .026 | .539 | .583 | | .219 | .924 | .023 |
| **Methods of admission and selection of trainees** | .730** | .416* | .350 | .892** | .856** | -.306 | .652** | -.719** | -.255 | 1 | .620** | .648** |
| | .000 | .039 | .086 | .000 | .000 | .137 | .000 | .000 | .219 | | .001 | .000 |
| **Method to improve trainee's knowledge and experience** | .706** | .641** | -.016 | .651** | .477* | .412* | .272 | -.296 | .020 | .620** | 1 | .016 |
| | .000 | .001 | .940 | .000 | .016 | .041 | .188 | .150 | .924 | .001 | | .941 |
| **Problems that appears during teaching practice** | .473* | .079 | .485* | .684** | .757** | -.696** | .603** | -.728** | -.454* | .648** | .016 | 1 |
| | .017 | .709 | .014 | .000 | .000 | .000 | .001 | .000 | .023 | .000 | .941 | |

*. Correlation is significant at the 0.05 level (2-tailed). N=25

**. Correlation is significant at the 0.01 level (2-tailed). N=25

From the table 4.15 shown above, some variables are correlated. Among the variables that are listed on the table above; role of teachers' in the recruitment procedure are highly correlated with the level of knowledge about teacher's education, method of teacher's allocation and methods of admission and selection of trainees. In addition to this, discipline of the trainees is also highly correlated with method of teacher's allocation and relevance of the program to the real world work. Furthermore, the method of teacher's allocation is highly correlated with methods of admission and selection of trainees.

## 4.6. Class Room Observation

Observation plays a central role in practice teaching, both observations teaching by cooperating teacher and supervisor, as well as self-observations of other cooperating teacher's class.

**Table 4.16. Classroom Observation Check List and Report in KUC**

| Criteria | Exceeds Expectations | Meets Expectations | Needs Improvement | Unacceptable | Not Observed |
|---|---|---|---|---|---|
| **Class Structure** | | | | | |
| Takes attendance | | | | | ✓ |
| Classroom assessment techniques are used | | | ✓ | | |
| Classroom management | | | ✓ | | |
| Reviews previous day's course content | | ✓ | | | |
| Gives overview of day's course content | | ✓ | | | |
| Summarizes course content covered | | ✓ | | | |
| Directs student preparation for next class | | | ✓ | | |
| **Methods** | | | | | |
| Researched based materials are used in class | | | | | ✓ |
| Technology is incorporated into instruction | | | | | ✓ |
| Variety of instructional strategies are used | | | ✓ | | |
| Provides well-designed materials | | | ✓ | | |
| Employs non-lecture learning activities (i.e. small group discussion, student-led activities) | | ✓ | | | |
| Invites class discussion | | ✓ | | | |
| Employs other tools/instruction aids (i.e. technology, computer, video, overheads) | | | ✓ | | |
| Delivers well-planned lecture | | ✓ | | | |
| Critical thinking skills are encouraged | | | ✓ | | |
| **Teacher-Student Interaction** | | | | | |
| All students are engaged and active | | | | ✓ | |
| Solicits student input | | ✓ | | | |
| Instructor serve as a coach and support to all students | | | ✓ | | |
| **Content** | | | | | |
| Instructors is knowledgeable of course content | | ✓ | | | |
| Relates concepts to students' life experiences | | | ✓ | | |
| Workplace literacy is part of the content | | | ✓ | | |
| Soft employment skills are part of the content | | | ✓ | | |
| Appears knowledgeable | | ✓ | | | |
| Appears well organized | | ✓ | | | |

| Criteria | Exceeds Expectations | Meets Expectations | Needs Improvement | Unacceptable | Not Observed |
|---|---|---|---|---|---|
| Explains concepts clearly | | ✓ | | | |
| **Presentation** | | | | | |
| Speaks clearly and distinctly with no distracting mannerisms | | ✓ | | | |
| Presents material at a reasonable pace | | | ✓ | | |
| Treats students with respects | | | ✓ | | |
| Encourages questions and discussion as appropriate | | ✓ | | | |
| Has students' respect and easily maintains discipline | | | ✓ | | |
| Material on PowerPoint is explained thoroughly during presentation | | | | | ✓ |
| Instructor dresses professionally | | | ✓ | | |
| **Subject Matter** | | | | | |
| Exhibits a command of subject matter | | ✓ | | | |
| Material presented is appropriate to the course level | ✓ | | | | |
| Material presented is related to the course objectives | ✓ | | | | |
| Integrates recent developments in the field into lectures | | | ✓ | | |
| Audiovisual materials relate to topic and course objectives | | | | | ✓ |
| **Organizational and Clarity (Initial activities include)** | | | | | |
| Begins class at the scheduled time | | ✓ | | | |
| a)Taking roll | | ✓ | | | |
| b)Review of previous work | | ✓ | | | |
| c) Statement of objectives for immediate class period | | ✓ | | | |
| The sequence of topics covered is logical | | ✓ | | | |
| Content is presented and explained clearly | | ✓ | | | |
| Transition is provided between topics | | ✓ | | | |
| Major points are distinguished from minor points | | ✓ | | | |
| Major concepts are periodically summarized | | ✓ | | | |

Taking attendance, using research based materials in class, slot in technology into instruction, preparing teaching materials on power point thoroughly during presentation and using audiovisual materials relate to topic and course objectives are not practical throughout

the teaching learning process whereas, presenting appropriate materials to the course level and the course objectives in KUC scrutinized go above the expected. The remaining points that incorporated on the check list exercised in reasonable way in teaching learning process.

From the above class room observation table, we can show that most of activities done with range of expectation, some activities need improvement and some expected activities not observed in the teaching learning process as we can see in the table.

**Note**: the above class room observation check list fill on average observed classes in Kotebe University College and also the evaluation filled in the check list based on the researcher knowledge and skill of the teaching profession.

# Chapter Five

## 5. Summary, Conclusions and Recommendations

This chapter summarizes the purpose of the study, the major findings and conclusions, the research implication and makes recommendation.

### 5.1 Summary of Findings

The purpose of this study was to assess the implementation practices and challenges of first cycle primary school teacher's education the case of Kotebe University College. Thus, this study tried to fill the research gap, identify some challenges in the training program. To this end, the following research questions were set: selection and admission criteria does KUC employ for recruiting to be teachers, implementation of first cycle teacher training curriculum and major challenges does KUC encounter in the training of first cycle of primary school teachers.

To this end, descriptive survey design was used which enabled the researcher to utilize both quantitative and qualitative methods. Data were collected from both primary and secondary sources by using questionnaire, semi-structured interview guide and observation checklist. The primary sources were teachers, students and department heads whereas secondary sources were reports of the University College and relevant policy documents. Systematic, simple random and purposive sampling techniques were used to select teachers, students and department heads respectively. Descriptive statistics (frequency count, percentage and mean) was used in the analysis of quantitative data whereas the data obtained through the interview were transcribed, analyzed and interpreted qualitatively. The data analysis led to the following major findings:

(1) The study disclosed that the great majority of the teacher respondents (80%) were male, while only 20 % the teachers were female.

(2) It was found out that the great majority of the teacher respondents (83 %) had a master's degree whereas the remaining of them had first degree.

(3) The study revealed that criteria for admission of the trainees included written examination, cumulative grade point, school transcript, EGESE and ESLCE results as well as a letter of recommendation.

(4) It was found out that 83%, 90% and 74% of the respondent trainees believed that the training at KUC helped them to develop their knowledge about the profession in-depth, love towards the teaching profession and love towards school children, respectively.

(5) The study revealed that 82%, 72% and 80% of the respondent trainees believed that the provision of different workshops regarding teaching methodology, sharing experience with other teacher's training institution such as sharing experience among themselves respectively were methods to enrich the trainees' knowledge of the teaching profession.

(6) The study indicated that 84% of the teacher respondents believed that teachers in KUC had adequate knowledge while, 16% of them reported that teachers lacked adequate information and knowledge regarding teacher's education.

(7) The study revealed that the relevance of the first cycle teacher's education training program to the real world work practice was rated as highly relevant, relevant and irrelevant by 48%, 44% and 8% of as the teacher's respondents, respectively.

(8) It founds out problems that appear during teaching practice, out 25 teacher respondents, 92 percent asserted that there were no sufficient student text books. Teaching aids, teachers guide and also annual plan all of them reported that difficult to get in KUC. In similar manner 96% of teachers say trainees have trouble to practice in instructional language. Approximately, all sample members speak lack of observation period; large

class size and bad conduct of the students are the major challenges that affect quality of education in KUC. More than half of respondents response the University College face a problems like; unable to manage teachers being absent, unclear examination for students, disfigure in understanding of evaluation system and shortage of practicing time.

(9) Regarding the discipline of the trainees, the study revealed that 16% of the trainees' character in terms of discipline was good, 44% of the respondents reported that it was moderate whereas the remaining 40% based on the target group response the student in KUC have unwanted conduct for the teaching learning process.

## 5.2. Conclusions

Descriptive statistics used in the analysis of quantitative data whereas the data obtained through the interview were transcribed, analyzed and interpreted qualitatively and some indicators for the classroom management and quality education are generalized from the classroom observation. The data analysis led to the following major conclusions:

Even though the admission and selection criterion used by KUC were appropriate, the provision of the required knowledge, skill, values and attitudes for the students were encountered problems such as lack of adequate text books, instructional aides, large class size, trouble to practice in instructional language, bad conduct of the students for the reason that of poor class room management and methodology and not adequately support the teaching learning process with ICT. These problems would negatively affect the quality of teacher's education at KUC.

## 5.3. Recommendations

Based on the findings and conclusions reached above, the following recommendations are forwarded:

The criteria for admission and selection, in addition to written examination, cumulative grade point, school transcript, EGESE and ESLCE results, the University College should employ applicant attitude test towards teaching profession in order to filter out those who have strong interest to the profession.

The teacher educators at KUC should give due emphasis to the development of love and respect for the teaching profession among the students.

KUC should provide supplementary workshops regarding teaching methodology and other areas furthermore, sharing experience with other teacher training institutions and sharing experience among them in order to enhance the knowledge of both trainers and trainees about the teaching profession.

KUC should provide capacity building programs for teacher educators so that they would improve their teaching and class room management skills.

KUC should build its capacity to solve problems of large class size, inadequacy of student text books, and teaching aids and guiding materials by fostering institutional cooperation with relevant national and international organizations as well as HEIs.

KUC should prepare and provide annual plan (calendar) on time; to increase the time for teaching practice; enhance teachers' capacity for application of interactive teaching methods and classroom management skills.

The ministry of education as well as KUC should incorporate in the curriculum some courses regarding about trainees' discipline in order to alleviate unwanted conduct for the teaching learning process.

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# Appendices

## Interview questions:

- What selection and admission criteria does KUC employ for recruiting to be teachers?
- How does KUC implement the first cycle teacher training curriculum?
- What major challenges does KUC encounter in the training of first cycle of primary school teachers?

# Addis Ababa University

## College of Education and Behavioral Studies Department of Educational Planning and Management

Survey Questionnaire:-

This questionnaire is prepared to conduct a study on "The implementation practices and challenges of first cycle primary school teacher's education: The case of KUC". The information acquired through this questionnaire will be kept confidential and it is purely for academic purpose. Therefore, I kindly request your timely and honest responses.

The researcher sincerely expresses his thanks in advance for devoting your time and energy to complete this questionnaire.

**Note:** Please note that you are not required to give your name when completing the questionnaire.

## I. Specific information

Please, put "✓" mark in the box in front of the item of your choice.

## Questionnaires for teaching staff

I. **Personal Data**

I.1. Sex Male ☐ Female ☐

I.2. Age 18-20 ☐ 21-25 ☐ 26-30 ☐ Above 30 years ☐

I.3. Service Year

I.3.1. As primary School teacher_____

I.3.2. As secondary School teacher_____

I.3.3. As trainer in the college_____

I.3.4. Other_____

I.3.5. Total Service Year_____

I.4. Name of Institution, College, University of your last study _____

I.5. Qualification

I.5.1. TTI ☐

I.5.2. Diploma ☐

I.5.3. B.A/B.Sc./B.Ed ☐

I.5.4. MA/MSc ☐

I.5.5. Other (Specify)_____

I.6. Field of Specialization_____

I.7. Subject you are teaching_____

I.8. Language of instruction you use_____

I.9. Weekly Work Load_____

## II. Trainees Recruitment

| No | Requirement | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Academic performance | | | | | |
| 2. | Attitudes of the applicant towards the profession | | | | | |
| 3. | Proficiency of nationality language | | | | | |
| 4. | Physical fitness (age, maturity . . .) | | | | | |
| 5. | Ethnic Balance | | | | | |
| 6. | Influenced by the interest of the powerful personality | | | | | |
| 7. | Is based on gender balance | | | | | |
| 8. | Is based on oral communication skill | | | | | |
| 9. | Is based on applicants character | | | | | |

2.1. Which of the following techniques are used during the trainee's admission and selection at entry level?

a) Entrance written examination Yes ☐ No ☐

b) Interviewed Yes ☐ No ☐

c) Letter of recommendation Yes ☐ No ☐

d) Transcript cumulative grade of grade 9-10/9-12 Yes ☐ No ☐

e) EGESE/ESLSE cumulative Yes ☐ No ☐

f) All of the above items indicated Yes ☐ No ☐

g) Other _____

2.2. The role of teachers in the process of recruitment is

a) Preparing entrance exam & admitting those who passed the exam ☐

b) Admit those who were sent, based on entrance exam. ☐

c) Accepting those who are sent by different organization. ☐

2.3. If you have any additional suggestion _____

2.4. In the table below, the contribution of entrance exam are listed. Indicate your agreement or disagreement corresponding to each statement**.**

| No | Entrance exam enabled | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | To admit those with good academic performance | | | | | |
| 2. | To avoid favoritism | | | | | |
| 3. | To admit those who have positive attitude the profession | | | | | |
| 4. | To reduce the number of academically weak students | | | | | |

**III) Trainers requirement**

3.1. How are you assigned to be teachers in the college?

a) On personal application ☐

b) Forced by ministry of education ☐

c) Shortage of trained manpower to the city I belong to ☐

d) Assigned by chance ☐

3.2. What is the level of your knowledge about teacher education before you assigned to be trainer?

α) Have adequate knowledge ☐

β) The knowledge I have was not adequate ☐

χ) No information & knowledge regarding teacher education ☐

3.3. How appropriate are teachers to be trainers?

a) Very appropriate ☐

b) Appropriate to some extent ☐

c) Most of them are not appropriate ☐

3.4. What should be done to improve & update trainers' knowledge and experience of training?

If you have more than one response, you can tick all the responses you agree with

a) Prepare different workshops regarding, teaching methodology ☐

b) Share experience by visiting other institutes. ☐

c) Share experience from each other ☐

d) Participate in research work ☐

e) Giving priority to improve their qualification ☐

3.5. Have you ever participated in any workshop related with teacher training?

a) Yes ☐ b) No ☐

3.6. If you have any comment or suggestions about trainer's quality_____

_____

**IV. Teaching practice**

4.1. When do trainees make teaching practice? _____

4.2. How long time does teaching practice is conducted?_____

4.3. Who evaluates the trainees during teaching practice? _____

4.4. In the table below, the possible problems that could appear during teachers practice are listed. Therefore, you are requested to identify the intensity of the problem in the appropriate column.

| No | Problems observed | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Non-existence of student text and teaching aid | | | | | |
| 2. | Non-existence of teachers guide | | | | | |
| 3. | Difficulty of get annual plan | | | | | |
| 4. | Regulate teachers being absent | | | | | |
| 5. | Shortage of budget | | | | | |
| 6. | Trainees unable to practice in language of instruction | | | | | |
| 7. | Unclear examination | | | | | |
| 8. | Distorting in understanding evaluation | | | | | |
| 9. | Shortage of practicing time | | | | | |
| 10 | Shortage of observation period | | | | | |
| 11 | Practice teaching being non oriented cause | | | | | |
| 12 | Trainer evaluating subject they are not qualified | | | | | |
| 13 | Large Class size | | | | | |
| 14 | Bad character of the trainees | | | | | |

5.1. How do you rate the relevance of the programs your trainees are pursuing to the real practice of the profession?

A) Highly relevant ☐ B) Relevant ☐

C) Irrelevant ☐ D) Highly Irrelevant ☐

5.2. How do you assess the trainee's of the KUC in terms of discipline?

a) Very high ☐ b) High ☐

c) Medium ☐ d) Low ☐

If you have any comments or suggestions related to first cycle teachers training, write them in the space provided below_____

_____

_____

# Addis Ababa University

# College of Education and Behavioral Studies Department of Educational Planning and Management

Survey Questionnaire:-

This questionnaire is prepared to conduct a study on "The implementation practices and challenges of first cycle primary school teacher's education: The case of KUC". The information acquired through this questionnaire will be kept confidential and it is purely for academic purpose. Therefore, I kindly request your timely and honest responses.

The researcher sincerely expresses his thanks in advance for devoting your time and energy to complete this questionnaire.

**Note:** Please note that you are not required to give your name when completing the questionnaire.

## I. Specific information

Please, put mark in the box in front of the item of your choice.

### Questionnaires for trainees

1.Personal Data

1.1. Sex Male ☐ Female ☐

1.2. Age 18-20 ☐ 21-25 ☐ 26-30 ☐ Above 30 years ☐

1.3. The year you complete grade 10_____

1.4. How many times did you take EGSLCE

Once ☐ Twice ☐ Three times ☐ More than three times ☐

1.5. Your EGSLCE result at the time of admission_____

2. In the table below, statements regarding the reasons for application to be teacher are listed down. You are kindly requested to indicate the level of your agreement to each statement.

| No. | Reason for Application | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Love of the profession | | | | | |
| 2. | To contribute the development of the country | | | | | |
| 3. | Passed the entrance exam by chance | | | | | |
| 4. | To solve personal problem | | | | | |
| 5. | To use the profession as a stepping stone | | | | | |
| 6. | To work still I get another job | | | | | |
| 7. | Because the profession is linked by the society | | | | | |
| 8. | Love of children and teaching children | | | | | |
| 9. | Inability to get another job | | | | | |
| 10. | Peer or parents' pressure | | | | | |

3. If you have any other reason, list down_____

_____

_____

4. The following table describes about the attitude you developed during the training, as a result of your stay in the university. Therefore, indicate the level of your agreement or disagreement about each statement.

| No | The training provided in KU | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Helped me to know about the profession in-depth | | | | | |
| 2. | Helped me to love the profession | | | | | |
| 3. | Helped me to love children | | | | | |
| 4. | Did not change my attitude | | | | | |

5. The statement listed in the table below describes the performance of trainers in their training activity and the program run by KUC. Indicate the level of strength of trainers.

| No | Activities of the trainers | Very Strong | Strong | Uncertain | Weak | Very Weak |
|---|---|---|---|---|---|---|
| 1. | Lesson given about teaching profession | | | | | |
| 2. | Club (co-curricular) activities | | | | | |
| 3. | Class room management | | | | | |
| 4. | Relating the course with primary school curriculum | | | | | |
| 5. | School visiting program | | | | | |
| 6. | Subject area teaching methodology | | | | | |
| 7. | General teaching methodology | | | | | |
| 8. | Study program designed by KU | | | | | |
| 9. | Trainers teaching methodology (using different methods) | | | | | |

6. In the table below all subjects you learn in KUC are listed down.

A- Put "✓" mark, in which you acquired adequate knowledge & skill of teaching.

B- Put "✓" mark, taught by teachers whom you consider as self confident and efficient in their work**.**

| **No** | **Subjects** | **Subjects you acquired knowledge and skill** | | **Subjects taught by self confident & efficient teachers** | |
|---|---|---|---|---|---|
| | | Yes | No | Yes | No |
| 1. | Natural Science | | | | |
| 2. | Aesthetics & Physical Education | | | | |
| 3. | Language | | | | |
| 4. | Social Studies | | | | |

8. If you have any suggestion about teaching profession please, write down in the space provided below_____

_____

_____

9. Write/list down if you have any comment or suggestion about the activities that need to be improved in the training process_____

_____

_____

_____