ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

APPLICATION OF

INSTRUCTIONAL MATERIALS

IN THE PRIMARY SCHOOLS OF THE SNNPR.

A Partial Fulfillment of the Requirements for the Degree of Master of Arts
in Curriculum and Instruction .

BY

BETSATE TEREFE

June 2000

Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

APPLICATION OF INSTRUCTIONAL MATERIALS IN THE PRIMARY SCHOOLS OF THE SNNPR.

BY

BETSATE TEREFE

Approved by Examining Board:

Marew Zewdie (Ph.D) ____________________
Chairman, Department Graduate Committee — Signature

Amare Asgedom ____________________
Advisor — Signature

Teklehaimanot H.S (PhD) ____________________
Examiner, External — Signature

Teshome Nekatibeb (Ph.D) ____________________
Examiner, Internal — Signature

ACKNOWLEDGMENT

What ever is accomplished in this research endeavor, was by no means a result of an individual effort. Also, though technically completed in 10 months time, much longer and harder time have passed before this research report became a reality. Indeed, several people have done a lot at various time and capacity, for the realization of this research work. And words can never express my gratitude to the extremely essential support they all extended in order to get me start writing this thesis. I will always remember what every body has done for me in this respect. If not for formal procedures and space, I wish I could acknowledge all of them by name. However, I feel very obliged to mention just a few people to whom I am extremely indebted.

A very big gratitude goes to Ato Amare Asgedom, my advisor and teacher, for his professionally able suggestions and corrections, which indeed helped raise my paper to the level where it is now.

I am also very much indebted to Dr. Johnson Odharo, BESO advisor to Awassa College of Teacher Education (ACTE), who has been by my side from the time of inception of the project idea to the very last moment of the write-up. He let me enjoyed a very clear and full access to all of the resources that were available to him, most valuable of which were his advice and comments, books and journals, financial supports and moral encouragement too.

This research report would have been an impossibility had it not been for the department of curriculum and instruction. The department gave me a second chance to write a thesis in a manner, which appear unusual given my exceptional position at the time. Hence my sincere thanks goes to Dr Marew Zewdie, chairman of the department and to all members of the DGC.

My late father Ato Terefe Deneke and the late Dr Azeb Desta, my teacher at the graduate program, have fought hard and long to the same effect, although they are no longer here to see the fruits. They deserve the greatest thanks I can ever extend to any one who has done much good for me.

The unreserved support, encouragement and sympathy I enjoyed from the entire community of the ACTE particularly the academic staff and the management, has been really an exemplary

LIST OF FIGURES

(CHAPTER TWO)

LIST OF TABLES

(CHAPTERS 3 & 4)

Abstract

The study was intended to know for certain, the extent to which primary pupils in the SNNPR are currently provided with concrete, meaningful and involving learning experiences in school. To this effect attempts were made at the initial stage, to identify the different variables that affect the provision of concrete learning experiences to students. One set of variables considered in this regard was the kind and level of performance teachers were demonstrating in selecting, obtaining, producing and using instructional materials. Similar attempts were made to determine various dependent variables that affect the production and utilization of instructional materials. These include among others, the professional competency and commitment teachers have in materials production and utilization. In addition, consideration was also given to the kind and amount of media services and administrative support that were made available for the teachers.

With this aim in view, various instruments were employed in order to gather data from several sources including teachers, pedagogical center (media center) coordinators, school directors, officials and experts in education offices. Because of various internal and external factors, teachers are found to have very low performance in the selection, procurement, production and utilization of instructional materials. Hence, students in the SNNPR were found to receive little or no concrete, meaningful and involving learning experiences in school.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

At present, Virtually all authorities in the area of instructional media agree that students can understand a lesson clearly and concretely when teachers always use varieties of instructional materials in their different combinations. Newby et al (1996), Heinich et al (1996), Clark and Starr (1996), Kasambira (1993) for instance, agree that instructional materials are decisive for effective and permanent learning. At the same time they raise student involvement and add variety, interest and motivation to the instructional process. In short, instructional media are one independent variable, which cause maximum student learning (Amare, 1999:56). But contrary to this, too much verbalism or teaching by words only, forces students to learn (just the words) by their hearts. They will be forced to merely memorize the words (or facts) with out understanding their real meaning. This is just an abstract learning. So teaching by mere telling and learning by mere listening will eventually result in distorted or incomplete understanding on students' part. This will bring about a kind of pupils who 'know' just a collection of words but not their real meaning and application. Also, when students are not assisted to learn by seeing, hearing, touching, investigating, trying and doing things, then they will not be able to create, print and store, the visual and aural images of things, activities and concepts in their minds. Forgetting is very likely to occur. So according to Nacino-Brown etal (1982:194) the less audio-visual materials teachers use, the shorter will students remember. Hence, products of verbal teaching and abstract learning would be pupils who are deficient in meaningful knowledge, usable skills and relevant convictions. On the whole effective use of varieties of instructional materials increase the quality of learning. But conversely failure in the effective use of varieties of instructional materials contributes to decline in the quality of learning. Decline in the quality of learning has several manifestations. Some of the immediate manifestations are low student achievement in examinations, increased number of student repeaters and increased rate of dropouts. Ultimately, decline in the quality of learning manifests it self in students' failure in personal fulfillment and failure in discharging community responsibilities. If this should not happen to students, then teachers must use instructional materials on a daily basis.

entire region, for their summer in-service training at the A.C.T.E. They mentioned, on several occasions, that the number of repeaters at all grade levels was increasing in their respective schools. Like wise, teachers who were coming from Awassa Zuria (Awassa), Shebedino (Leku), Dale (Yirgalem), Aleta wondo and other near by weredas and towns to attend evening college classes shared the same views and observations. Furthermore, both groups agree that the problem has several causes. And they admit their failure in producing and using instructional materials to be one important factor that led to students' low achievements. These are some of the indicators showing the problem of quality of primary education in the SNNPR.

Hence, unless this trend is not intervened very quickly and systematically, then it would not be difficult to imagine what it could cause to the present and future generations of students in the region and the country at large. And the students who are learning under such extremely difficult circumstances could not be blamed if they fall short of personal fulfillment or fail to build their country (region) in the manner envisioned in some policies and sector development programs. Amare and Tassew (1996:1) cited Mc Ginn and colleagues as rightly placing the blame to where it belongs. They argue that "the students' failure to learn is a failure of the school (or the entire system-*mine*), and to attribute failure to the students themselves is to blame the victim, and to loss sight of the purpose of schools". There fore, in practical terms, the problem of quality of education in the region must be at the top of our priority list. But first of all the problems must be well identified and correctly understood. And as well, now must be the time for all concerned parties to take practical, systematic and coordinated measures to attack the problem from all possible dimensions. We need to act before it is too late. Other wise the damages would be too difficult and costly to repair. In this regard, a survey report titled "A glance at Educational Pedagogical Centers..." was compiled by Gizachew (1999), an expert in the one-man unit set up in the southern R.E.B. for the purpose of coordinating pedagogical centers in the region. In this report, it was strongly recommended that the problems related to instructional materials and pedagogic centers be thoroughly investigated. It helps to see the real implication they might have on and the answer they might provide to some of the problems of quality of education in the region. There fore, the need for a further study, as felt by the appropriate unit in the R.E.B, has given an additional impetus for launching this research project. The researcher on his part, felt from the out set that one of the problems of quality of education prevails in

the application of instructional materials. In complete agreement with educators like Endalew (1984), Belayneh (1991), Fantu (1992), Birara (1988), and Alemu (1991), this investigator has also assumed that there is a wide gap between where we are today and where should be in terms of application of instructional materials. However some initial searches to some official documents revealed that the problem in the application of instructional materials is much more serious than it appears to be. The problem is not just a matter of implementation. More importantly it is a problem of planning too. For instance, the educational planers in the southern region have mentioned only vaguely about non-textbook instructional materials in the five-year Education Sector Development Plan (ESDP). Nothing was mentioned for instance, about rehabilitating and expanding Pedagogical Centers at various levels, for these are very important tools for concretizing classroom instruction or for connecting instruction with life or for involving students in practice-oriented instruction process. This indicates that the real value of instructional materials is not taken seriously by the planners and decision-makers in the southern region. This will have a far-reaching implication and very big consequence too. If this trend has to be reversed for good, then the regional educational planners, administrators, curriculum experts and supervisors, media specialists, individual educators and researchers will have a tremendous role to play. The primary school directors and teachers, the N.G.Os and the public at large, should also have responsibilities to discharge in the effort to provide students with concrete and meaningful learning experiences at the classroom level.

On his part, the researcher here has taken an opportunity to pick his own share in attacking the bigger problem from the dimension of instructional materials. As a primary teacher trainer who is currently teaching courses on instructional media and methods, the researcher found it appropriate to investigate the problems prevailing in selecting, obtaining, producing, and utilizing instructional materials intended for the primary schools of the SNNPR.

1.3. MAIN OBJECTIVE OF THE STUDY

Basically, the study aimed at finding out whether or not primary students are learning their lessons in the vivid, concrete, practical and involving manners possible. With this main objective in view, the study targeted at finding answers for the following specific questions.

1.4. RESEARCH QUESTIONS

1. Do teachers incorporate in their plans the instructional materials suggested for each unit in the syllabuses?
2. Do teachers make regular efforts to obtain, produce and use appropriate instructional materials?
3. Do teachers possess and demonstrate the competence, interest, commitment and self-initiation necessary for an effective application of instructional materials?
4. Did teachers receive training, which equip them with the knowledge, skills and convictions necessary for selecting, obtaining, producing, and utilizing the instructional media suggested in the syllabuses?
5. Do the primary teacher education colleges design and offer professional courses as per the demands and needs of the primary syllabuses and teachers?
6. Are there media centers established at school, local and regional levels, where teachers can borrow or produce or request for the production of instructional materials for specific purposes?
7. Do teachers and students get efficient and effective media services, which support the classroom instruction?
8. Are the School Pedagogical Centers (S.P.Cs.) or School Media Centers (S.M.Cs.) in a position to support the classroom instruction in a sufficient manner?
9. Are the S.P.Cs. receiving due attention in terms of finance, staffing, space and facilities in order to deliver standard media services to their users?
10. Are there trained and experienced media personnel at all levels to provide quality media services to users (teachers and students)?
11. Are school administrations properly discharging their responsibilities to improve media programs and services in their respective schools?
12. Are there local / regional initiatives taken to ensure that instructions are concretized at the classroom level?

1.5. ACRONYMS USED

ACTE	Awassa College of Teacher Education
APC	Awraja Pedagogical Center
BESO	Basic Education Systems Overhaul
CTE	College of Teacher Education
EMA	Educational Media Agency

EMPDA	Educational Materials Production and Distribution Agency
ESDP	Education Sector Development Program
ICDR	Institute for Curriculum Development and Research
KAT	Kambata, Alaba, and Timbaro
MEO	Ministry of Education
REB	Regional Education Bereau
SPC	School Pedagogical Centers
SMC	School Media Centers
SNNPR	Southern Nations Nationalities Peoples Region
TTI	Teacher Training Institute
WEO	Wereda Education Office
WMC	Wereda Media Center
ZED	Zonal Education Department
ZMC	Zonal Media Centers

1.6. DEFINITION OF TERMS

1. 'Instructional materials' is used here as a phrase synonym to instructional media or instructional resources.
2. 'Application' in this context includes Selecting, Obtaining, Producing and Utilizing instructional materials.
3. 'Raw materials' refer to a wide range of items necessary for repairing, upgrading or replacing old instructional materials or producing new ones. Examples include markers and construction papers, brushes and paints, pieces of cloth (or canvas), pieces of wood and ply wood etc.
4. In this report the 'School Media Center' (SMC) is used as a name synonym to what is commonly called 'School Pedagogical Center' (SPC) in Ethiopia. This investigator chose to use this name just for the sake of coping up with international standards. Also, 'Media Centers' seem to represent more definite functions of media programs or clear-cut types of media services to be delivered to teachers and students alike.

1.7. SIGNIFICANCE OF THE STUDY

The researcher here wishes to express early on, his strongest feelings that problems related with concretizing instruction in the primary schools of the SNNPR, have not yet received understanding, appreciation and attention, on the part of the concerned parties, to the extent they should. With reference to the larger Ethiopian context as well as the Tigry context, Amare (1999:60) observed absence of proper understanding on the part of educational planners and decision makers about the role and contribution of instructional materials in increasing the efficiency and effectiveness of teaching and learning. This researcher agrees

that Amare's observation is also applicable to educational planners and decision-makers in the southern region. Hence, one real value or significance of this research study lies in the belief that it brings forth, important data and evidences that show the real nature, magnitude, causes and implications of the same problems. Obviously the research is intended to come up with workable recommendations that would help to improve the situation. Therefore it is believed that all parties who ought to bring impact on the quality of primary education in the region will eventually find the findings of this research as data bases for making informed and rational decisions. As the saying goes, 'your decisions are only as good as your information.' So hope fully, the decisions will ensure the effective procurement, production and utilization of instructional materials on a systematic basis. And ultimately the findings and the resultant decisions would contribute for the improvement of the quality of primary education in the region.

More specifically, appropriate departments and sections in the SNNPR Education Bureau as well as in the Z.E.Ds may find some of the results of this study as yardstick to measure their achievements thus far. And perhaps they might also reconsider (if necessary) some of the strategies and priority areas they have been pursuing up to now in favor of serious consideration for planning and executing effective media programs and services.

The colleges of teacher education, which have graduates currently teaching in the region will find some of the results of this study informative of the current performance of some of their graduates in the professional areas mentioned above. The colleges may also be able to know if there are any gaps between their training exercises and the actual challenges the graduates are facing in the field. As this research study partly represents a sort of needs assessment exercise, no doubt that it contributes for designing or re-designing need-based and competency-based teacher education curricula.

Donor agencies such as BESO with its component projects of primary teacher training program, Community - School Activities Program (world learning), School Leadership Development and Curriculum Development Programs as well as the Irish Development Aid, Action Aid and the Unicef are no doubt among the potential beneficiaries of this research project. This is true as long as they have taken up the cause of helping to improve the quality of primary education in the region. Again, as partly a needs assessment exercise, the

CHAPTER TWO - LITERATURE REVIEW

2.1. INSTRUCTIONAL MEDIA

2.1.1. MEANING OF INSTRUCTIONAL MEDIA

The phrase instructional media has been defined in a variety of ways. And it would be quite some time before scholars reach a universal agreement on the meaning attached to the phrase. Review of current literature, however, shows that several scholars accept the following meaning. Instructional Media are all sorts of devices or physical means used to carry instructional contents (i.e., knowledge, skills, and attitudes) from various sources to students. They aim at realizing a set of instructional objectives (Newby et.al, 1996:144; Heinich et.al, 1996:8; Reiser and Gagne, 1983:5; Rudy, 1970:5). These educators agree that Instructional Media are like vehicles. They are carriers of information; or each medium represents a channel of presenting information to the learner. More specifically, they carry, transport, and bring facts and concepts, ideas, abilities and values to students in a variety of forms. Examples of the types of media include printed materials; display-able materials like teacher-made diagrams, Charts and maps, models and specimens; project-able materials; audio materials like radio programs and audio tapes; combinations of sound and films like TV broadcasts, video tapes and motion pictures; and programmed materials like the computer etc. Educators such as Reiser and Gagne (1983:5), Singh (1982:255) and Mondfrans and Houser (1973: 81) would like to include in this list individual persons and teachers as well as social and natural phenomenon. This is so because they believe, these ones can also transmit information on their own and eventually bring comprehension to students.

2.1.2. A BRIEF HISTORICAL REVIEW OF INSTRUCTIONAL MEDIA

In fact educators like John Dewy recognized the critical role of instructional media (visual materials) more than a century ago (Heinich et,al, 1996:67). However, after all those media-related efforts made over the past hundred years, there is still a wide variation in the terminology used by educators in relation to the term instructional media. This variation occurred as a result of the ever-increasing use of new media in education in different times (Ullmer, 1973: 33). The most common terms include instructional media,

as instigating interaction between the student and the subject matter on their own. This is possible because they carry the 'complete' message in the form of verbal exposition including narration, commentary, dialogue or captions; not to mention visual presentations (Rudy, 1970). This does not mean of course, that self-instructional media are fully capable of replacing a good teacher. In this regard Rudy (1970: 6) wrote that instructional media " can not take over all the functions now performed by a good classroom teacher", however self-contained they may be. What current evidence strongly suggests is that the presence of the teacher has to be felt in one form or another, even when self-contained media are used. Because as Conte (1998:29) rightly puts it, instructional media alone are not a panacea for the problems of teaching and learning.

On the other hand, more recent achievements in educational technology in general and instructional media in particular marked a shift of emphasis from teacher-centered to student-centered approaches (Kemp, 1968: 5). For instance, the current trend towards what is variously called independent learning , self-instruction and active learning is effected in the developed countries partly because of the wide spread use of the electronic media. The following observation by Tucker (1979:145) reinforces this argument. "Media alter methods and potentially alter learning strategy".

And as clearly put by Heinich et.al (1996: 8), the new media have also brought a remarkable change in the role of the teacher and the learner. With the new media in use, the teacher and the textbook, Heinich et.al added, will no longer be the soul sources of all knowledge; the teacher is increasingly becoming the facilitator of the knowledge-access process. The application of such instructional media in western classrooms have found deeper roots to the extent that the word 'lecture' has become a bad word nowadays (Birk, 1997:58).

2.1.3. MEDIA CLASSIFICATIONS AND TYPES

Different authorities on instructional media and communication developed various models for classifying the diversity of media types in to certain broad categories. In spite of the continued efforts made to refine these classification models, however, none of them has so far proved to be complete or perfect, because each of the models is said to have weaknesses in certain respects. The most popular and perhaps the most elaborate classification models are based on a common criterion; that is, the way or manner the media types present

information (e.g., visual, Auditory etc.). Best examples in this regard can be found in the works of Reiser and Gagne (1983: 13) who classified media into six categories; Ellington and Race (1993: 24) and Heinich et.al (1996:8) who categorized media into seven broad groups. Even with a common classification criterion, these people did not have the same list of individual categories in their respective models. Nevertheless, we have found them to be useful for our purpose here. Fig.1 summarizes the classifications developed particularly by Reiser and Gagne (1983:16-64), Ellington and Race (1993:24-91), and Heinich et.al (1996:102-107). The table also gives short descriptions of the major categories and examples of the most common individual media types falling under each category.

Fig.1: Major categories of Instructional Media.

	CATEGORIES	SHORT DESCRIPTIONS	INDIVIDUAL TYPES (Examples)
1	Audio Media	Includes verbal or non – verbal sounds used to convey mainly verbal information; or all the various systems where by straight forward audio signals can be played to or listened to by a class or individual students.	Face-to-face oral speech or Human voice (e.g., Teacher's or other resource persons' voice), Radio Broad casts, Audio tapes, etc.
2	Printed and Duplicated media	Comprise all textual materials to be used by students (or teachers) which can be run off in large numbers by printing machines duplicators, and photocopiers; mainly used for conveying written forms like type written sheets, or in printed pages etc.	Text books, reference books, textual programmed materials, hand outs, work sheets, manuals and study guides, magazines and newspapers, pamphlets, brochures, etc.
3	Non projected media or visual symbols	Graphic or pictorial representation of information on flat (two-dimensional) surfaces; shown to a class with out the use of optical or electronic equipment (projector) of any sort.	Sketches and drawings, cartoons and comic strips, Diagrams, Realistic pictures and paintings, Photographs, Posters, graphs, charts, maps, etc.
4	Still-projected media	Visual symbols which don't incorporate movement and which require an optical projector in order to show them to a class.	Slides, filmstrips, Over Head Transparencies (OHP) projected opaque materials, etc.
5	Video media	Includes audio signals combined with moving visual sequences.	TV broadcasts, videotapes, motion pictures, etc.
6	Computer-based Multi-media	Weave together text, graphics, animation, data, video and audio from various sources, including a videodisc, a CD, and the computer it self.	Computer softwares,
7	Three dimensional media (Real objects and models)	Provide information involving three dimensions in a "realistic" manner; recommended when realism is essential for learning.	Natural and social phenomena, real processes and activities, specimens, artifacts, real equipment (machines), mock-ups, simulators, models, dioramas, etc.
8	Display boards	Facilities or surfaces mainly used for displaying various types of visual symbols and very light weighted models (e.g. paper-made models)	Chalk board, marker board, bulletin board, cloth boards, hook-and-loop board, magnetic board, etc.

2.1.4. MEDIA CHARACTERISTICS

Each medium type has its own set of unique characteristics; or different types of media have different characteristics. Their characteristics emanate from the inherent capacity of the media to record and present information in certain manners (Vandermeer, 1973: 103). And depending on its unique presentational capability, a medium may address only one or more of the senses. For example, a picture is perceived visually while an audio tape recording is perceived only aurally. On the other hand, a sound film is perceived both aurally and visually while a real object may be perceived by any or virtually all the senses (Mondfrans and Houser, 1973: 81). The following figure represents a little modified summary showing media characteristics in terms of the different presentational capabilities of each medium type.

Fig. 2: Media characteristics

	Types of media	Visual	color	sound	motion	Interaction	tactile
1	Real objects and models	•	•	•	•	•	•
2	Text (books, handouts)	•	•				
3	Visuals (pictures, photos, drawings, Charts, graphs)	•	•				
4	Display boards	•	•				
5	Over head transparencies	•	•				
6	Slides and filmstrips	•	•	•			
7	Audio (tape, voice)			•			
8	Video and film	•	•	•	•		
9	Television	•	•	•	•		
10	Computer soft ware	•	•	•	•	•	

Source: Timothy et.al, 1996:147

Banks (1985:224) argues that the very unique characteristic of a given single medium type would make it effective for some instructional purposes and ineffective for others. For example printed materials like handouts may be more effective for providing information (teaching facts and concepts) and less effective for teaching skills. In this regard, Vandermeer (1973: 102) said: "In using any given medium, some thing is gained in educational currency and some thing is given up." It is also true that different media can contribute to student learning in different ways (Newby et.1996: 66 and Reiser and Gagne 1983: 7). This could mean that some instructional media are better at serving certain instructional functions than others; for example, a chalkboard may be sometimes more

be used as demonstration facilities as well; meaning, they can also be used for demonstrating how some systems work and processes move. *Chalkboard* is perhaps not only one of the most important types of display boards but also the most available and widely used of all instructional materials. This holds true in spite of the recent spread of OHP in virtually every classroom in the developed countries. The chalkboard is still so much a part of all classrooms that teachers have become too familiar with it. Thus, chalkboards are considered today as 'best friends' to the teacher and universal symbol for education (Ellington and Race, 1993: 91). In addition, chalkboards are most known for their versatileness, low cost and ease of maintenance. Nevertheless, many teachers often overlook the value of chalkboards and as well lack sense of seriousness and deliberateness in systematically using them (Nkuuhe, 1995). *Bulletin boards*, on the other hand, serve three important purposes: decorative, motivational, and instructional (Timothy et.al 1996: 70).

2.2. THE ROLE OF MEDIA IN INSTRUCTION

As a matter of fact, the process of teaching and learning is nothing but communication between the teacher and students. The term 'teacher' in this context could refer to any one or combination of the following: the 'live' classroom teacher, the radio and television teachers, the person who produces textbooks and other visual symbols etc. The aim of educational communication is, therefore, to create common understanding between the teacher and students (Newby et.al, 1996: 37). Obviously, the specific mission of instructional media here is to facilitate and ensure the creation of common meaning and understanding (Heinich et. al, 1996: 8).

In the past few decades, countless researches and experiments have verified the crucial role and value of media in any process of instruction (Kieffer and Cochran, 1962:242). In this regard, Amare (1999:57) writes this: "It is absolutely clear that no teaching-learning activity takes place with out media." And in terms of effect, for instance, instructional media play important but different roles in all the basic types of instructional settings that range from mass instruction to individualized instruction. And in all cases, they provide a stimulus-rich instructional environment where students acquire knowledge, skills, and attitudes through the senses of sound, sight, taste, smell, and touch (Powell, 1973: 3). They do this by manipulating size, time, distance, relationships, the focus of attention, and the amount of

information to be presented to students (Mondfrans and Houser, 1973: 82). Fig 3, which is directly adapted from Mondfrans and Houser can better illustrate the point here.

Fig. 3: Representative dimensions of concepts arranged by sensory mode.

	Sight	Hearing	Tactile	Smell	Taste
1	Size	Pitch	Size	Flowery	Sweet
2	Shape	Timber	Shape	Spicy	Sour
3	Texture	Loudness	Texture	Burnt	Bitter
4	Color	Temporal Relationships	Temperature	Resinous	Salty
5	Motion	Vocalizations	Force	Fruity	------
6	Temporal relation ships	------	Consistency	Putrid	------
7	Spatial Relation ships	------	Temporal Relation ships	-----	------
8	-------	------	Spatial Relation ships	-----	------

Source: Mondfrans and Houser, 1973:82

There are people who misconceive instructional media to be mere enrichment tools used only if class time permits, or just to occupy spare times. Such people consider media as playing only a peripheral role in the instruction process (Kemp, 1968: 3). Likewise, teaching with media other than the voice, the chalkboard and the textbook, is equated by some to inferior teaching, in intellectual terms (Tucker, 1979: 26). As Kemp (1968:3) has well observed it, these people seem to have a feeling that unless they stand always in front of the class and talk, no learning takes place. This is nothing but undermining the critical role of instructional media; and inevitably this will result in failure to incorporate them in to all the components of the instructional system, i.e., planning, implementation, and evaluation. Also Kemp (1968:3) argues that undermining the critical role of media starts mostly at the planning level where they are only considered as afterthoughts of the process. It goes with out saying that unless media are seriously considered at the very level of planning, then they would be consequently neglected or poorly used during the implementation and evaluation phases

2.2.1. SPECFIC FUNCTIONS OF INSTRUCTIONAL MEDIA

Media facilitate learning by performing several specific functions or uses. According to Abraham S.Luchins (1971:13) some of these potential contributions are intrinsic while the others are somehow, extrinsic to the aim of learning. The following summary (fig.4) of the

specific functions of instructional media is developed mainly based on the works of Nacino-Brown et. al (1982: 166), Powell (1973: 5-9), Aggarwal (1995: 18), Clark and Starr (1996: 350), Newby et.al (1996) and Heinich et. al (1996), Amare (1999:54-55).

Fig.4: Specific functions of instructional media

	SPECIFIC FUNCTIONS	SOME DESCRIPTIONS	GENERAL EXAMPLES
1	Provide a concrete referent for ideas ; give concrete meaning to words; raise learning from verbalism to true understanding; create impact, thus make learning meaning full;	Give audio-visual accesses to some thing, which may be inaccessible.	Real objects, models, video media, community resources etc.
2	Clarify abstract concepts and complex ideas which may be difficult to communicate verbally; illustrate and simplify information that is difficult to understand;	The age old saying, "one picture is worth a thousand words" is applicable here.	Visual symbols Real objects, models, video
3	Make ideas easier to remember; make ideas remembered longer; ensure better retention (permanent learning)	There is a relationship between the quantity of information remembered and the sense organs being used (Nkuuhe, 1995: 226). Most people remember visuals longer than they remember words and numbers (Heinich et.al, 1996:53)	Community resources,real objectsandmodels, videomedia, visual symbols,textbooks, handouts...
4	Gain and hold students' attention	That moment of students' attention would be used to teach forcefully some thing worthwhile (Powell, 1973: 5).	Real objects and models, visual symbols, audio and video media
5	Generate, raise, and sustain students' interest and enthusiasm and motivation to learn a topic	The message in properly used media will convince and strike learners as useful and relevant to their needs (Rudy, 1970: 59).	Videomedia, community resources, photographs, posters
6	Emphasize the essential and leave the non-essential; Focus attention or highlight key points.	Students can be helped to focus on salient points by means of cue identifiers such as color, arrows and pointers, animation, narration, and zoom-in	Models, videomedia, posters voice
7	To condense (summarize) large quantities of information	---------	Handouts,charts, Diagram,voice

8	Raise student participation and involvement in the learning process; examples include: observing; asking and answering; identifying, Investigating, interpreting, comparing, judging, and doing	Active participation definitely Promotes learning (Kemp, 1968:40). Passivity of mental processes precludes learning (Wash, 1973:25).	All
9	Encourage emotional response: help to change or strengthen attitudes...	Media can present messages that are value- laden (Rosenthal, 1973: 18).	Video media, photographs and posters, real objects community resources
10	Bring and add useful variety to the learning process; bring pleasant learning atmosphere, and make learning lively and enjoyable; avoid boredom...	Variety of sensory input brings inspiration, alertness, excitement and entertainment to the learner (Michael and Edward, 1973: 65).	All
11	Evaluating students' learning progress and results; Example: learners can be asked to identify and classify things and ideas, describe their functioning, discuss their utility, perform motor activities.	When information is presented through a given medium, it is appropriate to use the same medium to test students' learning (Rudy, 1970: 27).	Real objects and models, visual symbols audio and video media, printed media.
12	Establish and maintain good Interpersonal relation ships; invite cooperation in the classroom. E.g. students would want to learn just to show their appreciation of the teacher's efforts and interest in them...	When a teacher often brings media then students may develop the impression that s/he always: -thinks of them even out side class, -has a sense of sympathy for their difficulty in learning; -considers them as persons of greater importance (Powell, 1973).	All
13	Save time and other resources by reducing wordy explanations; reduce the time taken by learners to attain desired goals; thus provide busy work; maximizing efficiency in learning;	Teacher can teach less and the learner can learn more (Ashby and Besse, 1972:iii) Bring about positive changes in student behavior in the shortest possible period of time (Kemp, 1973:5).	Real objects and models, visual symbols.
14	Give feed back to the teacher and student about their teaching and learning performances...	Feedback bridges gap and clear up misunderstandings.	Audio and video media, printed media

It is very important for teachers to understand and accept these crucial values and contributions of media for student learning. Because good knowledge of the various roles and functions of media is very basic to success in using them (Powell, 1973: 3). And effective utilization in turn improves efficiency and quality of learning (Fred and Ellington,

4.5.1 Personal factors

- Qualification ,Media training and work load

4.5.2 Institutional (school-level) factors

- Systems of support/ media services,

4.5.3 Local / Regional factors

- Media policy, structure and organization, supervision and support

4.5.1 PERSONAL FACTORS

A. Media Training Opportunities For Teachers

Knowledge and competence is one very essential factor to which success or failure of practitioners in media related activities can be attributed. Competence in media is achieved and further developed through pre-service and in-service training opportunities as well as work experience gained from a Job it self.

Educational Qualification of Teachers

The following table contains data about the level at which teachers and S.M.C. coordinators received training.

Table 27: Educational Qualification Of Teachers & Media Coordinators

Respondents	Qualifications									
	12th complete		T.T.I. (Certificate)		T.T.I. + 1		Diploma		Advanced Standing	
	#	%	#	%	#	%	#	%	#	%
Teachers (65)	--	--	20	30.7	11	16.9	26	40.8	8	12.3
Med.Cord.(22	1	4.5	14	63.6	5	22.7	2	9	--	--

The above table communicates a couple of things. First, nearly all of the respondents (65) received teacher training at different levels. Second, out of the same total, 69% (45) teachers have had a college exposure for at least one-year time. Third, 52.3% (34) of the total of 65 respondents were qualified (with diploma) for the level they were assigned then. Note that all of the teachers targeted for the purpose of this study were teaching in grades 7 and 8. And finally, out of the 34 qualified teachers eight (12.3% of the total) were pursuing their studies for a B.Ed at the time of this study. The set of observations reported above makes one other thing

clear too. That is, nearly all of the respondents have had a formal training on media for a couple of weeks at least (TTI), and for a full semester at most (CTE). The researcher confirms this from his personal experience as a primary teacher trainer for the last 18 years. Of course it has been quite some time since many of these teachers received their formal training on media. Perhaps with the exception of those 11 (16.9%) teachers having an academic standing of TTI + 1, many of the respondents (61.8%) received their training (long or short) some eight to 12 years ago. This is true because we have evidence indicating that 41 (78.7%) of the respondents were graduated in 1992 and before. This is shown in table 28.

Table 28: Year of graduation (Teachers)

	Year of graduation							
	Before 1988		1988-1992		1993-1997		After 1997	
	#	%	#	%	#	%	#	%
No. of Teachers	25	48	16	30.7	4	7.6	7	13.4

N=52

To this can be added the fact that 47 (73.4%) out of the 64 respondents have served for over 16 years (Table 29). This is mentioned here just to reinforce the last observation above.

Table 29 : Teaching Experience

Respondents	Teaching Experience (years)							
	1-5		6-10		11-15		Over 16	
	#	%	#	%	#	%	#	%
No. of Teachers	25	48	16	30.7	4	7.6	7	13.4

N=64

Much clearer evidence on media training for teachers can be obtained from table 30.

Table 30: Teachers' regular training on media

Respondents	Course on media					
	Have taken		Have not taken		Have no idea if such a course exists	
	#	%	#	%	#	%
Teachers (67)	26	38.8	37	55	4	5.9
Med.Cord.(22)	2	9	20	90.9	--	--

Table 30 shows that 41 (61.1 %) of the 67 respondents have never taken any independent course on media at a college level, while 26 (38.8%) took one.

Table 31: Inclusion of practical learning experiences in the media course

Respondents	Amount of practical learning experiences					
	Adequate		Not adequate		Difficult to comment	
	#	%	#	%	#	%
Teachers	13	52	11	44	1	4

N=25

And out of the 25 teachers who took the course, 13 (52 %) felt like acquiring an adequate amount of practical training in their course, while 11 (44 %) disclosed that the course did not include adequate amount of activity-oriented or practice-rich learning experiences (Table 31). In this connection, the personal experience of the investigator also proves that the media courses offered in many of the Ethiopian Teacher Education Colleges over emphasize on theoretical rather than practical aspects of media selection, production and utilization. The investigator reached to such a generalization from what he directly experienced as a teacher of media and methods courses in one of the Teacher Education Colleges. And more importantly, he has recently visited Bahir Dar Gondar and Kotebe Colleges of Teacher Education. He has had series of discussions with course instructors in these colleges and has also seen the course out lines for the media courses.

Table 32 : Amount of time teachers had for studying the media course

Respondents	Amount of time			
	Relaxed time		Congested time	
	#	%	#	%
Teachers	9	34.6	17	65.3

N = 26

On the other hand, 17 (65.3%) of the total of the 26 teachers who took a college course on media, complained that they did not have enough time to study the course in a settled or relaxed manner (Table 32). It is worthwhile to mention here that many of these 17 teachers took their media course in the summer program. And they were required to finish up to five courses, each having a total of 32 or 48 (54 in some cases) contact hours, with in seven weeks time. This practice is still there.

Table 33 : Time When respondents realized the practical significance of the course

Respondents	Realized :			
	While taking the course		After the course	
	#	%	#	%
Teachers	14	53.8	12	46

N = 26

And only slightly more than half of the total respondents (53.8%) said they had good knowledge of the significance (purpose) of the course right at the time (as a result) of the training. While 46% (12) of the respondents realized the significance of the course lately after they left college and joined the world of job (Table 33). Obviously, lack of knowledge of the practical value of a course would result in lack of seriousness of purpose and lack of energy in studying it. It is also important to remember that those teachers with out a college course on media largely attributed their T.T.I training for their present knowledge of media. The chapter on 'teaching aids' as it is called in the T.T.I. pedagogics course, lasts for not more than a couple of weeks, to the maximum.

So one obvious implication of the above evidences is that large majority of the target teachers lack competency in media. To a certain extent, this also applies even to those few teachers who took a college course on media. Because our evidences are indicating deficiencies in the motivational and practical aspects of the course, as well as in the amount of time many former trainees have had to study the course. This puts the adequacy of the college media courses in to question. Eventually, inadequacy of the training on media happens to be one inhibiting factor that explains the poor performance of the target teachers in selecting, obtaining, producing and using media.

A.2. In-Service Media Training for Teachers

Whatever media knowledge was given or missed during the regular teacher training, should be refreshed, reinforced, compensated or updated after the graduates joined the world of job. In-service training is essential to raise the media-related competency of the practitioners. Table 34 and the subsequent discussion deal with this.

Table 15: Teachers' Performance in materials production (1996/7-1998/9)

	Ac. Yr.	DataAvailability teach (#)		Amount of instructional materials Prepared by teachers											Remark
				0		1		2		3		4		5	
		Av.	*N.A*	*# /T/*	*%*	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*	
1	1996/7	39	32	35	89.7	1	2.5	2	5	-	-	-	-	1	2.5	1997/8 a teacher prod. 8 another prod. 11
2	1997/8	55	14	45	81.8	5	9	1	1.8	1	1.8	1	1.8	-	-	
3	1998/9	57	12	46	80.7	4	7	2	3.5	2	3.5	-	-	3	5	
4	1999/2000	59	7	51	86	5	8	2	3	-	-	1	1.6	-	-	
	Average				84		6		3.4		1.7		1		2.5	

We need to put aside the data for the year 1999/2000 and focus on the three years before it. This is necessary because, as mentioned earlier, the last data for this study was secured around the close of the first semester (middle of 1999/2000). And this makes the information incomplete for the year. Of course this may not prevent us from making some reasonable guesses on how things would likely move for the rest of time just by examining the existing data.

The evidence in the table reveals that a very large majority of the target teachers (84% on average) have never prepared any kind of instructional materials in the three years that preceded 1999/2000. That five teachers managed to prepare five materials each, in one year (1998/9), is only a negligible representative of the whole performance of the target teachers.

Apart from this, another testimony made by media coordinators completely agrees with the set of evidences presented in tables 12-15. It was only in three (15%) of the 20 S..M.Cs that teachers frequently came and used the existing facilities and resources in order to produce their own materials. But in the remaining 17 (85%) M.Cs, teachers used the centers for the same purpose only sporadically. Table 16 contains more complete data in this regard.

Table 16 : Frequency of teacher visits to M.Cs to produce media.

Respondents	Frequency Of Teacher Visits					
	Frequently		Casually		Never Visited	
	#	%	#	%	#	%
Media Cooord. Testimony	3	15	17	85	--	--

N=20

As a whole, very few teachers were known to frequently visit the M.C.s. For that matter, we can not expect any remarkable achievement from teachers who mostly rush up to the M.C. only seasonally.

Students' Involvement In Materials Production

The number of teachers who made significant efforts to involve their students in materials production is not encouraging either.

Table 17 : Teachers' Effort To Involve Students In Materials Production

Respondents	Amount Of Teacher Effort In Involving Students...					
	Much effort		Little effort		No effort	
	#	%	#	%	#	%
Teachers who made the effort	7	10.4	45	67.1	15	22.3

N=67

The table indicates that 60 (89.4 %) of the 67 target teachers admitted that they made little or no effort to involve students in materials production activities.

The summary of teachers' performances in the stages of obtaining and producing instructional materials is presented in table 18 and might give some idea about their behavior in media utilization too.

Table 18: Summary Of Teachers' Performance In Obtaining And Producing Media

(A) Obtaining Media

Loan from M.C. (3 Yrs.) (From Loan File)			Teachers' efforts in obtaining media from students and other local sources (Teacher Resp.)							
Borrowed	Not borrowed	Av.mate. single T. boorowed	Aver. effort		Little effort		No effort		Little or no effort	
T. Av. %	T. Av.(%	#	#	%	#	%	#	%	#	%
18.3	81.6	5.6	16	24	22	33.3	24	36.3	46	70

(B) Producing Media By Teachers

Amount of teacher-made materials (Teachers' responses)				Teacher-made materials (from files in the M.C) 3 yrs			Teachers' materials production requests (teacher responses) 1 ½ years						Teacher ' material production request (M. coordinators' responses			
0-4		*Over 8*		*Yes*		*No*	Never		1-3 times		Total		Very few teacher		Half of teacher	
#	%	#	%	%	# Maxim	%	# Teacher	%	# Teacher	%	# Teacher	%	#M. coord	%	#M. coord	%
55	83	3	4.5	2.5	5	84	26	42	17	27	43	69	15	75	3	15

(C) Teacher Effort To Make Students Produce Media

Student Made Materials (Teachers' Responses On Their Effort)					
Little effort		No Effort		Little or No effort	
#	%	#	%	#	%
45	67.1	15	22.3	58	89.4

All of the above evidences make it very clear that most teachers have preformed less than the requirements of efficient and effective teaching and learning. And from here follows a direct investigation of media utilization behaviors of teachers in the selected schools of the region.

5. UTILIZATION OF INSTRUCTIONAL MEDIA BY TEACHERS

It is not an easy task to determine with all sense of certainty, whether or not teachers are using media in their day to day classroom instruction. Most objective and reliable evidence how ever, can be obtained only when several different approaches and techniques are employed in a manner where they complement one another. In this regard, the testimonies given by school directors and media coordinators were of extreme value to this study, in addition to those relevant documents and records made available by the M.Cs and records offices. The annual and lesson plans prepared by teachers also contributed to the same effect.

In the initial stages of this study, it was believed that most reliable information could be secured when more direct means are employed. And class observation was the logical alternative, which occurred to mind at first. However only a second thought revealed that it would be very difficult to get a more reliable picture of the whole thing by merely making one or a couple of visits to each target class. This requires conducting rather repeated and regular class observations, which may last for an entire academic year or so. Certainly this demands too much resource and a real need for a critical investigation of media utilization practices in the classroom. With these understandings in mind, the researcher opted for the use of a checklist in order to elicit data directly from the actors (teachers) themselves. And later at the time of data analysis, it was found out that this approach proved successful for the purpose at hand, of course with all its imperfections. It is appropriate to mention here that the task required the researcher much more effort and especial caution too, in the initial stages. And this was particularly true at the time of distributing the questionnaires and giving some orientation to the potential respondents.

The checklist was attached to the questionnaire, which was distributed by the investigator in person. The investigator experienced a hard time while trying to persuade and make the respondents feel that they were persons of consequence as far as this study was concerned. To this effect, it was extremely necessary to persuade them to fill the checklist in the most frank, honest and professionally responsible manner possible. The researcher believes now that the effort has yielded the desired effect.

The checklist contained 45 different types of instructional materials. In relative terms, the list ranges from traditional, inexpensive, simple to use, and widely available to more modern,

expensive, complex to use and not wide spread in the context of the Ethiopian school system. And the teachers were asked to rate how frequently they use the instructional materials listed for them. The checklist presented four options to the respondents to rate. It starts from "I use it frequently" (3), "... Use it occasionally" (2), "... never used it"(1), and "... have no idea of what it is or looks like" (0). The following discussion concentrates more on those observations, which might probably have greater implications on the results of teaching and learning in the primary classrooms of the southern region.

4.4.1. Provision of Concrete Learning Experiences

Students seemed to have very little or no opportunities for first hand, concrete, more direct and involving or activity oriented learning experiences.

Table 19: Teachers' Use of concrete learning events and real objects

	Items	Frequently		Occasionally		Never used		Have no idea	
		(T.)#	%	(T.)#	%	(T.)#	%	(T.)#	%
1	Field trips	1	1.4	18	26.4	49	72	1	1.4
2	Exhibitions	-	-	7	10.6	57	86.3	2	3
3	Guest speakers	-	-	11	16.6	53	80.3	2	3
4	Role play	-	-	14	20.5	53	77.9	1	1.4
5	Real objects	13	19.6	45	68	7	10.6	1	1.5

A very clear majority of the respondents have admitted that they never provided their students with such learning experiences as field trips (73.4%), exhibitions (89.3%), instructions by guests speakers (83.3%) and role playing (79.3%). Aside from this, as large as 53 (80.3%) of the total of 66 respondents have only occasionally or never used real objects, while only 13 teachers (19.6%) used them repeatedly. It is important to mention here that the inventories of the collections in all the S.M.Cs revealed that what are labeled here as real objectives were nothing but largely few samples of rock types.

4.4.2. Provision Of Contrived Learning Experiences

Also, except for a negligible number of occasions there has never been a time when the target teachers (85% and 95%) used instructional materials like diorama and sand tables respectively. These are considered to be amongst the closest alternatives to real objects and events in social studies (Geography) teaching.

Table 21: Teachers' Use of visual symbols

	Items	Frequently		Occasionally		Never	
		(T)#	*%*	*(T) #*	*%*	*(T) #*	*%*
1	Maps	52	76.4	11	16.1	3	4.4
2	Simple sketches	37	57.8	26	40.6	1	1.5
3	Charts	23	33.8	31	45.5	14	20.5
4	Graphs	20	29.4	41	60.2	7	10.2
5	Diagrams	20	29.4	36	52.9	12	17.6
6	Paintingsor pictures	6	8.8	24	35.2	36	52.9
7	Photographs	2	3	32	47	32	47

As essential tools of teaching and learning particularly geography, maps were relatively heavily used by the target teachers. But it is also important to note here that the maps used at the time by most teachers were nearly the same in all the schools. This became clear as a result of the inventories of the media collections as well as the searchers made in the borrower files. Political maps of the world, Africa and Ethiopia dominated the types of maps that were said to be frequently (or occasionally) used by the target teachers. Obviously, this reduces the number and types of social studies topics taught with the help of maps. The result of the inventories of media collections in the target media centers served as a means for cross checking related data obtained from different sources. And it is presented in the next table

Table 22: Availability Of Instructional Materials In The Target Schools (Social Studies Gr. 7&8)

	Types of Media	Amount in pieces	Aver. # per-school	Remark
1	Rock samples	in 12 schools		
2	Models	35	1.59	
3	Globes	18	0.8	14 = factory made
4	Maps	78	3.5	20 = factory made
5	Diagrams	28	1.2	
6	Pictures or Paintings	18	0.8	
7	Graphs	2	0.09	
8	Charts	2	0.09	
9	Sketches	2	0.09	
10	Photographs	1Album	0.04	
11	Posters	1	0.04	
12	Templates	2	0.09	
13	Radios	37	1.45	-5 radios not working;
14	T.V Sets	13	0.4	- more than half with tapes
15	reference books (Media)	1	0.04	-4 TVs not working
16	Templates	2	0.59	
17	Collages	1	0.04	

A comparative examination of the two tables above will make it apparent that there is discrepancy between what teachers said (for visual symbols-'we use frequently') and what was available in the S. M. Cs. For instance more than half of the respondents (57.8%) maintained that they frequently use sketches in their teaching, while the inventory exercise confirmed only 2 sketches to be available in the whole of the schools visited. Similarly, the charts which were said to be *frequently* used by 33.8%, and graphs by 29.4% of the target teachers were almost absent in all the S. M. Cs. The total number of graphs and charts available in all the schools was two for each. One possible explanation for this might be traced in the annual and lesson plans prepared by the target teachers. In the plans, many of the teachers have commonly and repeatedly mentioned their intention to use the same sketches, charts, graphs and diagrams embodied in the students' textbooks. But they did not indicate if they had the intention to enlarge these visual symbols. Or there was no trace of such enlarged materials in all the S. M. Cs., except for a very limited number of diagrams in each. Hence, this might lead us to making some reasonable guesses about the possible sources of those 'frequently' used instructional materials. Most probably, what these teachers did was either they drew some of these sketches, charts and graphs on the chalkboard as they teach, or simply advised their students to copy and study them from their textbooks. This, having its own advantage, however does not help much to provide common visual experiences to the students at the same time. Furthermore, the textbook-pupil ratio, which some times exceeded 1:10 and even reached up to 1:24 and 1:70 in some of the target schools, will make such an effort even more futile.

4.4.4. Use Of Display Boards

Out of the varieties of types of display boards in use today, four were selected for this study. These are the chalkboard, bulletin board, cloth board and magnetic board. And the assumed criteria used for selecting them were availability, low cost, ease of use and maintenance in relative terms.

Table 23: Teachers' Use of Display Boards

	Items	Amount of Use...							
		Frequently (3)		Occasionally (2)		Never (1)		Have no idea (0)	
		(Te)#	%	*(Te)#*	%	*(Te)#*	%	*(Te)#*	%
1	Magnetic board	-	-	-	-	49	72	19	27.9
2	Cloth boards	1	1.4	8	11.7	52	76.4	7	10.2
3	Bulletin board	5	7.3	20	29.4	39	57.3	4	5.8
4	Chalk board	66	97	2	2.9	-	-	-	-

N = 68

by the Tigray REB against the political and economic bottleneck in the SNNPR, which resulted in the bulky cost of textbook production.

So, in view of the wide gap in the pupil-textbook ratio in the southern region, the textbooks reportedly used by teachers in a frequent manner, served little purpose other than sheer aids to the teaching activity of the teachers. Students are not enjoying maximum benefits out of textbooks, for these are not supplied to them in sufficient quantity. There fore, one can argue that textbooks in the SNNPR are less of aids to student learning and more of aids to teaching. And this represents a theory and practice that is not fashionable any more. In effect, it means little for student learning. Much worse is that textbooks reach schools long after schools resumed their program. Table 26 provides some information about the situation.

Table 26: Time when textbooks reach schools on average

Respondents	Months When Textbooks Reach Schools									
	Sept.		Oct.		Nov.		After Feb.		Other	
	#	%	#	%	#	%	#	%	#	%
Directors (Schools)	1	5	1	5	10	50	3	15	3	15

N=19

4.4.6. Use Of Teacher's Voice (Lecture)

As well expected, 94.1% (64) of the target teachers said they use lecture frequently. This makes teacher's voice (the lecture) one of the most widely used instructional media in the target classrooms. The other two are textbooks and the chalkboard, which are used by 66 (97%) of the teachers each.

As mentioned earlier, a number of sources and procedures were used in order to obtain the most reliable evidences possible. And what all the evidences reveal is that the target teachers, by and large, performed poor as far as media (selection, obtaining, production and utilization) are concerned. The target teachers were using extremely limited amount and types of instructional materials. Obviously, the problem is much more serious than what it looks on the surface. As shall be reported latter, the deficiency in media training naturally entails lack of knowledge and skill of properly using even the voice (lecture), the chalkboard and the textbook. This means nothing but poor teaching. The poor teaching demonstrated there was not specific to any one individual teacher. It was not confined to a few teachers either. Rather it involved virtually all

of the target teachers. It is this fact what makes the consequence too big and the implication far reaching. Poor teaching restricts learning. It is not difficult to imagine how many thousands of students (in the target schools) have already been made victims of such poor teaching. On the whole, The under use of varieties of types of instructional materials in the target schools, has definitely reduced the teaching and learning activities to verbalism and rote memorization respectively. All together, though on a smaller scale, the findings here confirm once more not only the popular assumptions but also the research-based observations of national educators like Amare and Tassew (1996:2) that Ethiopian classrooms are over dominated by the 'talk and chalk' approach.

And if at all these evidences can reasonably represent the state of affaire in the entire region, the outcome then will be so devastating that no rational mind can tolerate. The data presented thus far communicated mainly the 'what' and 'how' aspects of teachers' performance in terms of media. Equally important are the 'why' aspects of the observed performances. And a number of relevant questions might be posed in this respect. Was it all teachers' fault that they failed in obtaining, producing and using media? What made the target teachers fail? Or what factors were possibly working behind their failure? Internal-personal factors, external-administrative factors, or the combinations of these? To where can the causes be traced? To individuals (teachers, S.M. coordinators, and directors? etc.), to the school as an institution? , or to the system (educational etc.) as a whole? What were the unique contributions made by each of these parties, in which case every one might probably need to take a share of the responsibility? And what amount of the share of the responsibility should go to which party? etc. Effective production and utilization of media are never a one-man (one-factor) show. It's like a melting pot where various people and factors come and work together with the help of a system, which is carefully designed and operated for the purpose.

4.5. FACTORS THAT CONTRIBUTED TO TEACHERS' LOW PERFORMANCE IN MEDIA APPLICATION

The following section presents a wide-range of data on factors that explain why the target teachers performed the way they did in media-related areas. To this effect, the presentation of the data is organized around the following major factors.

3.3. RESEARCH INSTRUMENTS

The following methods and instruments were employed in order to collect data from the aforementioned sources and eventually find answers for the basic questions in this research. The instruments were document analysis, observation, interview, focus group discussions, and questionnaire.

3.3.1. DOCUMENT ANALYSIS

Part of the data were obtained by analyzing the documents available in various appropriate institutions operating in the SNNPR (R.E.B., Z.E.Ds, primary schools, A.C.T.E and NGOs)

3.3.2. OBSERVATIONS

Observations and visits were made to school media centers to see their physical condition, space, facilities, Collections and know the actual kind and amount of resources/services made available to support the classroom instruction (Inventory).

3.3.3. INTERVIEWS

Interviews were held with officials and experts in the departments or sections of educational supports, curriculum, educational programs, and supervision in the R.E.B., Z.E.Ds, W.E.Os. W.M.C and S.M.C coordinators as well as School directors were interviewed. The interviews were both structured and spontaneous in form.

3.3.4. FOCUS GROUP DISCUSSIONS

The researcher held group discussions with the target teachers in the selected schools. The aim was to elicit more information about their feelings and reactions through 'person to person' conversations.

3.3.5. QUESTIONNAIRE

Grades 7 & 8 social studies teachers, school directors and media coordinators were invited to fill questionnaires, which were prepared in Amharic. Copies of these questionnaires appear as appendix to this research report and serve as bases for interpreting and analyzing the data. The following table contains information on the number of question papers distributed and returned.

Table 3 : Question papers returned

	Respondents	Papers:		
		Distributed	Returned	
		#	#	%
1	Teachers	72	68	94.4
2	School directors	22	20	90.9
3	School media coordinators	22	22	100

3.4. VALIDATION OF INSTRUMENT

Draft copies of the questionnaire items were given to six specialists in Psychometrics, Curriculum and other related fields for the purpose of validation. The people were all teaching at the A.C.T.E at the time of the research. After incorporating the feed backs obtained from the first validity test, the instrument was again tested on a larger sample population. This time a total of about twelve schoolteachers drawn from different schools of the Awassa town were made to respond. The contents and structure of the instrument were then revised to represent the final version.

3.5. STRATEGY OF ANALYSIS

All of the things what the researcher witnessed during the field observations and visits, heard from his sources during Interviews and F.G.D.s and read from relevant documents and responses to the Questionnaire are described and analyzed in the most critical and integrated manner possible. In this report the data are presented both quantitatively and qualitatively. Like wise, statistical and non-statistical methods such as percentages and simple cross checking are used in interpreting all of the data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1. PLANNING FOR MEDIA-RELATED ACTIVITIES

Media are integral part of the whole system of instruction. From this follows that they are important components of any plan of instruction. Hence, in order for teachers to incorporate appropriate media in their course and lesson plans, they need to know, among other things the list of instructional materials suggested for them in the syllabus. Awareness of the suggested materials is one necessary condition for a successful adaptation of the syllabus and accomplishment of all the activities in the subsequent stages of media. The types of instructional materials suggested in the syllabus are presented in the following two tables. They would serve the purposes of reference and cross-checking.

Table 4: Types of instructional materials suggested in Grade 7 social studies syllabus

Unit	Title	Suggested instructs and materials
1	Main elements of social studies	Maps, sketches, Globe, chart, posters, models, Real objects
2	Map Reading	Globe, real objects, charts, Graphs.
3	Climate	pictures, photographs, slide films, maps, Graphs, charts,
4	Population Growth	-
5	Origin and development of mankind	Chart, Maps, Models, Pictures, Film, Photograph, slides,
6	Citizenship	Emblems and Flags, Charts, Models, Tables, Maps, posters, photographs, films and slides

Table 5 : Types of instructional materials Suggested in Grade 8 Social studies syllabus

Units	Titles	Suggested instructional materials.
1	Map skills	Maps, Globe
2	The natural and social Environment	Maps globes, Charts, Graphs, Slides, etc.
2.1	Atmosphere	Pictures, Photographs, diagram, Slide etc
2.2	The Earth	Model, Pictures, photographs, Rock Samples, Slides etc
2.3	Social environment- Growth of population	Pictures, Photographs, chart, slides etc.
3	Modern History	World map, films, Photographs
3.1	Ethiopian History	Maps of Ethiopia, Films, Photographs, Pictures, charts, Posters, Cartoons
3.2	African History Liberation Struggle	Map of Africa, Films, photographs, pictures, Cartoons, Posters Films, Photographs, Pictures, Posters, Cartoons
3.3	World History	World Map, Films, Models, Photographs, Charts, Pictures, Cartoons and posters
3.4	The cold war	Films, Photographs, World map, charts
4	Citizenship	Newspaper, magazines, radio, charts, cartoons, printed Materials, Posters , Post cards, Pictures

Teachers' awareness of the individual types of media suggested for each specific objective or topic is perhaps measured by the amount of access or exposure they have to such curriculum materials as the syllabus and teacher's guide. With this aim in view, the target teachers were asked to tell how much access they had to the new curriculum materials. The evidences obtained are presented in table 6.

Table 6: Teachers' possession of the new curriculum materials

Types	Teachers who:			
	have		have not	
	#	%	#	%
Syllabus	12	17.9	55	82
Teacher's guide	40	59.7	27	40.2

N = 67

From the responses, it was learned that 55 (82%) of the 67 teachers did not have or have never seen the syllabi for grades 7 and 8 social studies. And only a small number of teachers (18%) managed to possess the syllabus or see its contents. This indicates that most teachers had very little or no idea of what types of instructional materials were suggested for them. This is true for all of the sets of specific objectives and topics in their subject. And this is no less than leaving

teachers do their job in the darkness. 27 (40%) of the teachers did not possess the teachers guide either. Of course more than half of the teachers (60%) said they have the teacher's guide, although this can never substitute the syllabus. Or these teachers did not have any other means of knowing the contents of the new syllabus for they were never invited to any workshop/seminar intended to give orientation to them or familiarize them with the contents of the new curriculum materials. Besides 50 (78%) of the 64 respondents pointed out that they have never received an in service training where they could perhaps get chances to know the contents of the new syllabuses too. Therefore, it would not be difficult for any informed person to imagine how taxing teachers' job has been in the areas of media obtaining, production and utilization. Because in the absence of the new syllabus, most of the teachers (84%) were forced to rely on either the new teacher's guide or the new student textbook or on both of these, for the purpose mentioned above. Table 7 below shows this.

Table 7: Alternative document (s) teachers use in the absence of the new syllabus.

	Types Of Documents											
	New Teacher's Guide		New Student Textbook		Old Syllabus		Old Teacher's Guide		A & B		A & C	
	#	%	#	%	#	%	#	%	#	%	#	%
Teachers	6	10.3	23	39.6	1	1.7	1	1.7	26	44.8	1	1.7

N=58

With out the syllabus, these teachers were very likely choosing and using media based on intuition and mere subjective judgements. And problems and weaknesses demonstrated at the time of media selection would inevitably entail more serious problems and wastage in the subsequent stages of media procurement, production and utilization. The problem becomes much serious for those teachers who had little or no training on media. It can be seen from table 29 (page 77) that about 61% (41) of the target teachers did not take an independent course on media at college level. These teachers said they have acquired what they know then about media, mainly from the TTI Pedagogics course which gives instruction on media for not more than a couple of weeks.

4.2. OBTAINING MEDIA

Success in obtaining appropriate media depends partly up on the amount of effort one exerts in this direction. Simpler types of instructional media, which are also appropriate to the objectives and students alike are obtainable from near and /or far. Perhaps the first place to go for this purpose could be the S.M.C. But most of the teachers in the target schools seemed to have no good record in this respect. This became apparent after careful searches in to the files and documents maintained for the past 3 ½ years by the target S.M.Cs. The intention was to find out the amount of instructional materials each target teacher borrowed from the S.M.C. over the past 3 ½ years (1996/7-1999/200). And the findings are presented below. But before proceeding any further, we need to get some background information on what the systems of documentation look like in the target S.M.Cs.

Table 8: Availability of files/records for media loans in S.M.Cs

	Ac.Yr.	have files		have no files	
		#	%	#	%
1	1996/7	9	40.9	13	59.1
2	1997/8	17	77	5	23
3	1998/9	18	81.8	4	18.2
4	1999/2000	20	91.9	2	9.1

N =22

As a result of the on-site visit, it was found out that 13 (59%) of the S.M.Cs were not able to produce their loan records (documents) for the year 1996/7. Therefore, in a way the figures in table 8 represent the amount of information made available to the researcher concerning media loan services.

Efforts Made By Teachers To Borrow (Obtain) Instructional Materials From The S.M.Cs.

Table 9: Amount of teachers who borrowed media from S.M.Cs (S.P.Cs.)

	Year	Total # (Teachers)	Teachers borrowed		Teachers Not Borrowed		Total media borrowed	Av.Media borrowed by a single teacher
			#	%	#	%	#	#
1	1996/7	36	3	8	33	91.6	10	3.3
2	1997/8	55	10	18.2	45	81.8	65	6.5
3	1998/9	62	15	24.2	47	75.8	105	7
	Total	153	28	18.3	125	81.6	180	5.6

This table shows two things. One, the number of teachers who did/did not borrow instructional materials. Two, the total and average number of materials lent to the target teachers. Hence in 1996/7 only three (8%) of the 36 teachers borrowed 1,3, and 6 instructional materials respectively. All of them were from Kulfo School in Arbaminch. In 1997/8, 17 S.M.Cs maintained files for loan services. And the search made in to these files revealed that 45 (81.8%) out of 55 teachers borrowed no instructional materials at all in the same year. The remaining 10 (18%) teachers borrowed 6.5 instructional materials each on average. This could mean that each of these teachers was borrowing only one instructional material every 1 ½ month (6 weeks) in the whole academic year.

And in 1998/9, 24% (15) of the total number of 62 teachers had records of borrowing an average of nearly seven instructional materials each. This can be equated to borrowing one instructional material every five and a half weeks for each teacher. Borrowing an average of 6.5 or seven materials by only a small number of teachers each is an insignificant amount. It is not enough to make any difference. The statement, which says 'borrowing once every five or six weeks' should not conceal the real fact. As a matter of fact the teachers did not follow a regular time interval when they borrow media. A look at the following table makes this fact more clear. And we can see that in nine (50%) of the 18 schools, teachers rush to the M.C. only when the scheduled class visits of the school officials got closer.

Table 10: Time when S. M.Cs host larger number of teacher–visitors in the Ac. yr

	Time of visit	Media centers (18)	
		#	%
A	Through out the year	3	16.6
B	At the beginning of the year	5	27.7
C	At the time of class visits by the director for the purpose of evaluation	9	50.0
D	B & C	1	5.5

Generally, the evidence in the earlier table (Table 9) clearly shows not only the number of borrowers to be very small, but more importantly, it also reveals the performance of these same teachers to be even far from satisfactory. This is particularly true when the actual performance of teachers in media borrowing is compared to the expected level of performance, which was implicitly suggested in the syllabus (Tables 4 & 5). The problem does not stop here. Rather teachers' failure in this respect will have an obvious implication on their performance in the

subsequent stages of media utilization and evaluation. On the other hand, a careful look at the whole data in tables eight and nine for the years 1996/7–1999/2000, would make it clearer that certain improvements were registered in certain respects. For instance, the number of S.M.Cs, which managed to maintain records on loan services, has grown from year to year (Table 8). And also more number of teachers tended to borrow more number of materials from time to time (Table 9). But it is difficult to tell if this were real or apparent growth, which manifested itself just as a result of the improvement in maintaining media records. As far as individual schools are concerned, Teachers in Durame Junior, Kulfo (Arbamich), Bobicho (Hosaina), Morsuto (Hadiya), and Ras Zessilassie (Welkite) appeared to Perform better in borrowing media, although this is far from satisfactory.

As opposed to this, many of the oldest and largest schools in the region were found to have a very poor performance with regard to media loan to their teachers. Examples include Tabor primary school (Awassa), Leku primary, Ras Desta school (Yirgalem), Chuko school, Atse Dawit and Kofe schools (Dilla), Yirgachefe school, Alaba school, Chamo and Lante schools (Arbaminch). In fact nearly all the target teachers in these 10 schools plus in two other schools (Wachemo N.3 and Shone schools in Hadiya) have never borrowed any sort of instructional materials from their respective S.M.Cs over the past 3 ½ years. This was what the record in the M.Cs. revealed! In this regard, the evidences we have about the loan services given by shone S.M.C. for instance never substantiate the good reputation it has in its locality. In fact the on-site visit proved that the M.C. looked good and well organized. But the loan (provision) services it was giving for its users never match up with its reputation and potential. This is a paradox. It can create a suspicion that some M.Cs might probably be praised by some, not for the actual services they deliver to the real clients, but rather for the good look they maintained or the impression they created to uncritical observers. On the other hand, to be fair to some teachers, it is important to mention that they keep few instructional materials like globe and maps in their respective cabinets. Some M.C. coordinators reported this practice as one reason why some teachers had no record of media loan at all. However their number is too small to change the picture. The situation is no better with regard to efforts the target teachers made to obtain instructional materials from local sources outside the S.M.Cs. including students. Table 11 contains relevant data.

against the above 'standard'. What makes the situation much worse is that 56 (82%) of the 68 teachers have produced from nil up to only four instructional materials for the last two years. This refers to what was reported by the target teachers themselves.

Requests Made By Teachers To Media Coordinators For Materials Production Services

It was also learned that the target teachers made little or no effort to make media coordinators produce media for them. The full information as obtained directly from teachers, is presented in the following table.

Table 13 : Teacher order for materials production

Respondents	Frequency Of Teacher Order					
	All The Time When The Need Arises		1-3 Times		Never Asked For One	
	#	%	#	%	#	%
Teachers Who Ordered	19	29.6	18	8.1	27	42.1

N=64

The table shows that only 19 (29.6%) teachers out of the total of 64 have requested media coordinators to produce materials for them, as and when they felt the need for it. But 45 (70%) of the teachers admitted either not to have ever requested production services or requested only very few times. This evidence was further confirmed by 15 (75%) of the 20 media coordinators, who said materials production requests were advanced to them by only very few teachers. The full data is presented in table 14.

Table 14: Materials production requests advanced to S.M.C coordinators

Respondents	No. Of Teachers From Whom Orders Were Received							
	Majority		Half Of ...		V. Few ...		None Of...	
	#	%	#	%	#	%	#	%
Med. Coord. Who received Orders	3	15	2	10	15	75	–	–

N=20

In a similar manner, the data retrieved from records in M.Cs. also show very poor performance on teachers' part in terms of materials production. The following table shows teachers' level of performance in materials production over the past 3 ½ years.

1984:12). But if teachers give a peripheral status to media or if they just consider them as an 'add-on features', then they will be left with teaching by word of mouth only (Kemp, 1968: 3). No doubt that teaching by words (teacher's voice) is one important medium of instruction. Nevertheless, excessive use of words in teaching (i.e. over verbalization) is very harmful to learning in many ways. One can imagine what could have happened to the student and the learning process if media were not made to serve the above purposes. In this regard, Amare (1999:53) correctly described the broader implication of not using media in instruction. He writes: "Teaching with out instructional materials boils down to teaching with out technology." In specific terms, learning by heart (rote memorization), mere recitation, forgetting, loses of appetite for learning and boredom would be only some of the consequences. Hence we need to accept the extra ordinary contributions of media. In doing this we should also know that they can and should be well used at virtually all phases or levels of instruction within a given lesson, i.e., from introduction through to evaluation.

2.4. SELECTING INSTRUCTIONAL MEDIA

Ellington and Race (1993:13), write, "well chosen instructional materials can enhance the effectiveness of teaching and learning processes". Nevertheless selecting the most appropriate media is one of the challenges that a teacher faces in planning a lesson. What makes this task more complex is the availability of large varieties of media types together with the wide variation in learner characteristics (conditions). The variation in the nature (types and levels) of instructional objectives also contributes to the same effect (Heinich et.al, 1996:44). These statements show that there is no simple and instant way to select the most appropriate medium (media) for a given lesson. In fact, over the years, researchers in the area of instructional media have been working hard with the aim of developing media selection models that are concrete, objective and feasible in terms of the sets of the selection criteria proposed (Allen, 1974:8). Reiser and Gagne (1983: 12) for instance, reviewed and compared nine of the several models proposed by different media specialists. And they concluded that it is difficult at present, to find a single generally accepted model for media selection (1983:3). Because, they observed, most of the existing media selection models have a number of different origins, rationales, and physical forms (1983: 4). This is also because of lack of adequate empirical evidences showing the relative merits (or demerits) of the media selection models in existence now. But whatever difference or weaknesses they

may show, most of these models consider in common, certain media selection factors (criteria) that fall in to the following three categories (1983:14):

1. Instructional design considerations (learner, setting, and task characteristics)
2. Physical attributes (capabilities) of media ,
3. Practical factors

At least for the present, these are the sets of criteria available for the task of media selection. And they are further described in the following more specific and practical terms:

1. INSTRUCTIONAL DESIGN FACTORS

1.A. Learner Characteristics: This refers to the conditions or characteristics of the particular learners who will be studying a given lesson. Examples include: the age, educational level, cultural and family back ground, knowledge of the subject and attitude toward it, and individual differences with in the group (Kemp, 1968:23; Nkuuhe, 1995:228; Heinich et.al, 1996:44; Reiser and Gagne, 1983:20).

1.B. The Nature of Objectives and Contents: Objectives and contents of instruction have to be the starting point for media selection (Nkuuhe, 1995: 228). Therefore, any media selection has to consider the nature of objectives, which refers to cognitive, affective and psychomotor objectives (Heinich et.al, 1996: 45). Consideration should also be made to the various levels of the tasks to be learnt (objectives) under each domain. The levels range from simple or lower levels of knowledge, skills and attitudes to the complex or higher levels. And detailed consideration of such levels will help to refine the task of media selection. More specifically, it helps to choose specific types of media that match up with these levels. On the other hand, it is advisable to select media separately for each individual and well specified objective in a lesson's topic; rather than making the decision on a whole-sale basis, i.e., for the entire topic as a whole (Kemp, 1968: 38).

1.C. Setting: Equally important factor to be considered during media selection is the kind of setting or situation chosen for a particular instruction. This refers more to the size of the class for which the learning experience is intended. Examples of setting (class size) include individuals (self-instruction), pairs, small group, medium group, large group or mass instruction. Also, the types of instructional approaches (methods) chosen for a lesson have their own influence on the types of media to be selected for the same purpose (Ellington and Race, 1993:35; Newby et.al 1996: 145).

2. **PHYSICAL ATTRIBUTES OF MEDIA**: The presentational capabilities of a medium type have to be weighed well before determining its suitability for all of the above criteria (Heinich et.al, 1996:45). Or in other words, the advantages and limitations of the medium type have to be considered in order to determine its relative effectiveness in addressing these instructional design factors such as the objectives, setting, learner and task characteristics. The following are some of the questions and issues to be considered in this respect (Kemp, 1968: 31; Clark and Starr, 1996: 353; Heinich et.al, 1996: 47).

Do the unique physical characteristics of the medium permit it to:

-provide the lesson in a vivid, concrete and meaningful way? (Can it concretize the instruction ?)

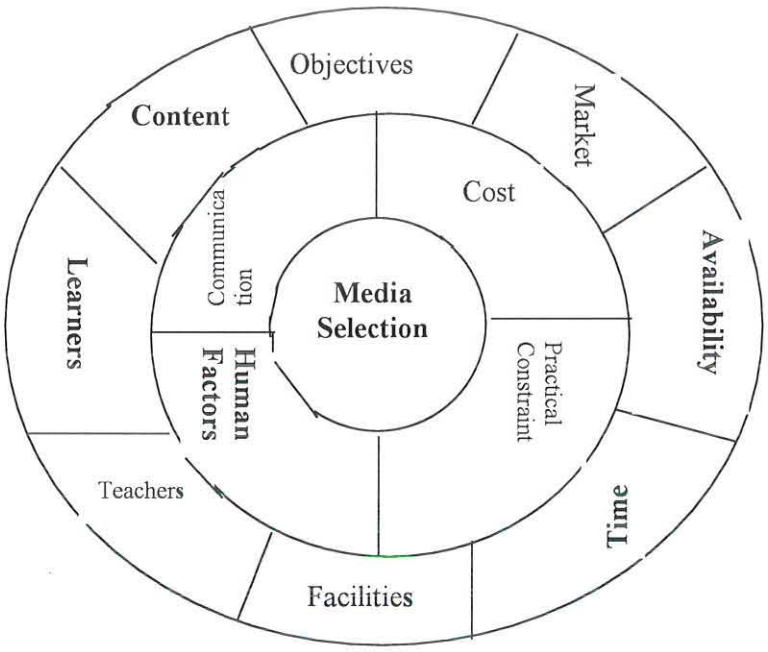
- make student learning permanent, interesting, motivational and enjoyable?
- make students have an active mental engagement (participation) in the learning process?
- cater for individual differences in learning styles?

Furthermore, such issues as clarity, relevance, accuracy, authenticity, simplicity, and visibility can be raised concerning the quality of media to be chosen.

3. **PRACTICAL FACTORS**: The task of media selection would be incomplete and ineffective too, if our concern were limited only to the above criteria. Practical factors should also be taken in to account before we make the final decision or selection (Ellington and Race, 1993:35; Kemp, 1968:7). Practical factors include availability, or ease of production and presentation, availability of necessary facility or equipment, cost, convenience, personal preference and so on.

In reality, media selection has got a lot of problems. Perhaps the following observation of Ellington and Race (1993: 34) may shade more light to these problems. In many cases, they say, media selection exercises are purely based on personal preferences and availability. However, over reliance on such very narrow factors, they concluded, would often lead to the use of inappropriate media. Eventually this will bring damage to the efficiency and quality of the teaching learning process. So if a task of media selection has to yield fruit then it is a must that all of the above factors are addressed adequately. The diagram below may help to sum up the discussion on media selection.

Fig. 5: Factors influencing the selection of media



Source: Nkuuhe (1995: 227) who has adapted it from Romiszowski, 1981, and Laver, 1990

2.5. PROCUREMENT AND PRODUCTION OF INSTRUCTIONAL MEDIA

2.5.1 OBTAINING MEDIA

Once a teacher decides that a given set of media is the most appropriate one based on the selection criteria considered, the remaining job will be to try to get it. Here success depends partly up on the teacher's effort and initiative. Of course, many teachers make excuses for their dull teaching on the ground that the school media center fails to supply them with required instructional materials. But many people take such complaints as lame excuses intended to cover up their incompetence which might be caused by lack of commitment, initiative and resourcefulness. Nkuuhe (1995: 259) noted that obtaining selected media might well be tiresome and work intensive in light of financial and other constraints. Nevertheless, he argues that quite a large amount of instructional materials can be obtained easily even by the poorest schools, if teachers and media center staff show only a little ingenuity and initiative (1995:259). In fact, this task requires, among other things, a good knowledge of the local resources and sources on the part of the above two parties. (For sources and resources available at various levels, look at Fig. 8 in page 48,).

Many educators including Ellington and Race (1993:62), Newby et.al (1996:144) and Heinch et.al, (1996:45) agree that teachers have at least three options in obtaining instructional media chosen for a lesson. This means that teachers can adopt, adapt or start from scratch. When the selected materials are readily available, say in the media center, then they would be adopted or used as they are. This will save much resource and hence should be teachers' first choice. Other than the school media center, government and non-government agencies, civic organizations and of course the local M.C. could be among the potential sources in a local community. In addition, students and parents, as well as colleagues and friends can be persuaded by the teacher to contribute useful instructional materials. The teacher and students can also have access to the local resources by organizing field trips or by inviting resource persons to the classroom to share their experiences and expertise with the students (Banks, 1985: 243).

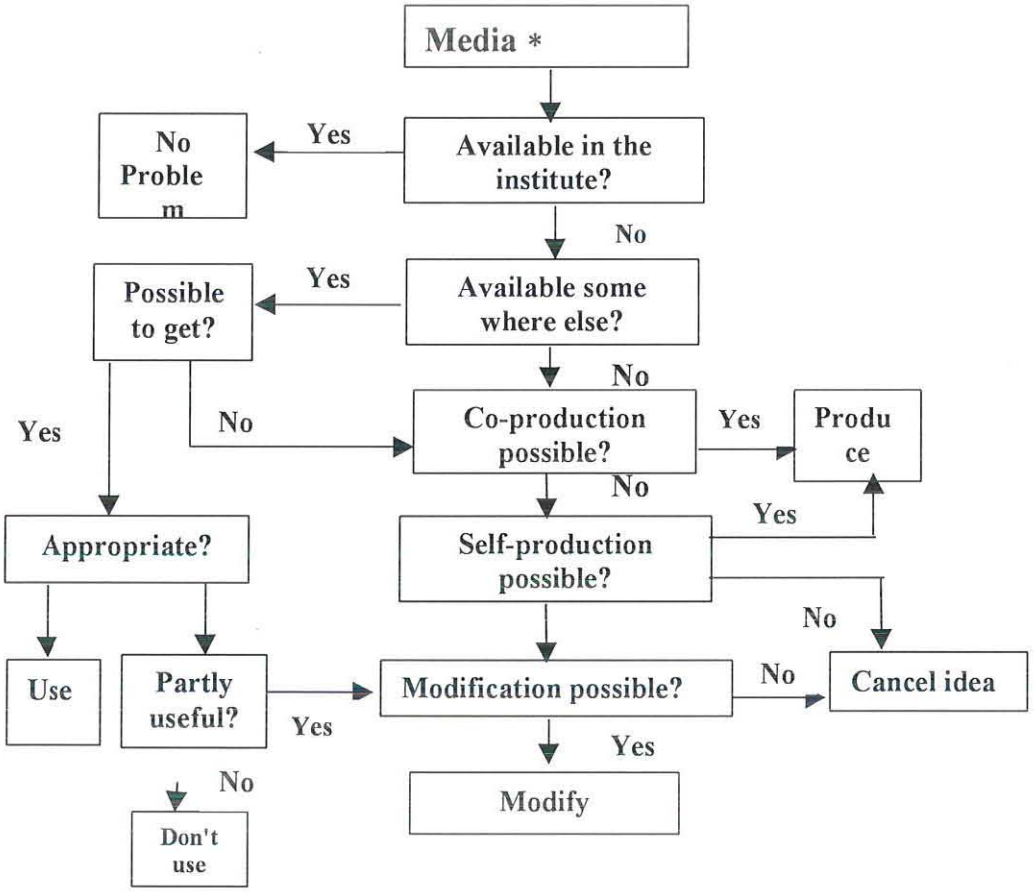
When the materials obtained are only partly relevant to the subject of study, then they can be modified or adapted. For example, some of the materials found could be at too high or too low conceptual levels or contain inappropriate or irrelevant points. The teacher then needs to modify them to meet his/her specific objectives.

If both of the above options don't work, then the third alternative may be to start the job from scratch, that is, to produce one's own materials. Of course, this option might be more expensive and time consuming too.

But at times, all of the three options might not be feasible. Purchasing too, is most unlikely for many schools with low budget. Under such inhibiting circumstances, teachers would be forced to cancel the idea of using the selected media. And as a last resort, they will need to think of other feasible alternative means or media to achieve the same objective (Nkuuhe, 1995: 259; and Ellington and Race, 1993: 40).

The flow chart below indicates all the possible course of actions to be taken in order to obtain the instructional media that match a lesson's requirements.

Fig.6: Obtaining appropriate media



Source: Nkuuhe, 1995: 259

2.5.2. PRODUCING MEDIA FROM LOCALLY AVAILABLE SOURCES

Commercial producers of various kinds of instructional media are quite common in the developed world. And they have a relatively big market for their products. This is mainly for two reasons. One, their products are often superior in quality (both in form and content) from those produced in-schools by teachers and media center staff. Two, the developed nations have allocated relatively larger sum of money for their education. This gives individual schools a better capacity either to commission the production of instructional materials by private companies or purchase ready-made ones from the market. However this does not mean that in-school production of instructional media is not necessary any more. Mainly for reasons of relevance, there are times when teachers rather opt for producing their own materials. They produce locally just inorder to meet the requirements of some specific objectives or topics. The point we intend to make here is that the schools' burden in materials

production is well shared with other agencies there. But schools in developing countries are operating against all odds. The fact is either the supply and demand for instructional materials are at their infant stage, or even where there is a limited supply and demand, many factory-made materials evidently lack relevance to the very specific objectives and contents in many of the school syllabuses (Kemp, 1968: 7). As a combined result of these, school media center staff and teachers will have to take the heavier responsibility of materials production using locally available resources (Singh, 1982: 271). In the Ethiopian context, Amare (1999:64) argues that "most instructional materials need to be prepared at the school level using local materials by teachers, students and media experts." In general, obtaining or preparing such instructional materials as newspaper cuttings, charts and diagrams, photographs and posters, maps, books and documents, models and specimens does not entail much expenditure on the part of individual teachers or schools (Singh, 1982:118; Ellington and Race, 1993: 118).

Effective in-school production of media demands that certain basic factors be considered and principles used as guidelines for the task. Few of the factors that really influence the local production of instructional materials are listed below (Ellington and 1993:41; Newby et. al, 1996:157; and Heinich et. al, 1996: 48).

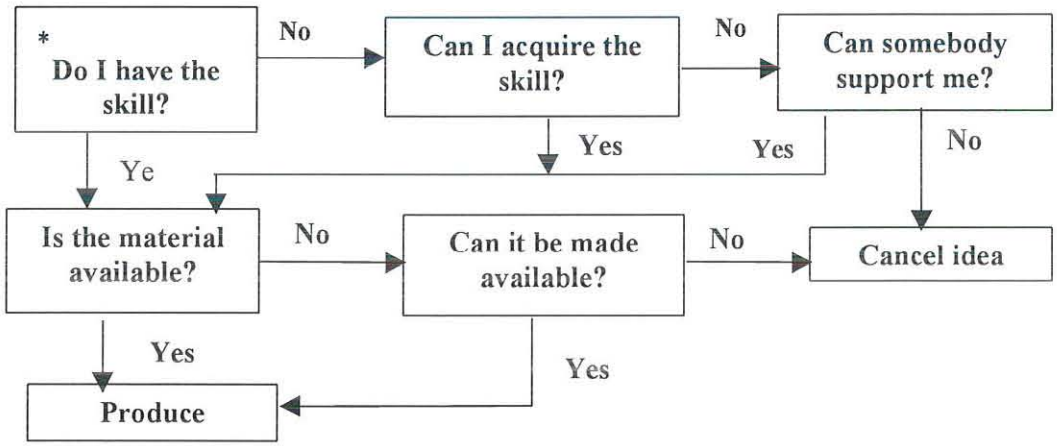
1. **Cost:** Heinich et. al (1996:48) strongly believe that sufficient money should be allocated out of the school's budget for the purpose of producing required instructional media.
2. **Expertise**: With out the necessary technical know how, teachers and media staff will be forced to produce poor quality materials in too amateurish ways (Kemp, 1968:26). As Newby et. al (1996) remarked, at present, we have a lot of evidences suggesting that only few teachers have the necessary expertise to produce their own quality materials. This shows that too many teachers are in need of media related training (Nkuuhe, 1995) as well as technical assistance from the staff of the school media center (Kemp, 1968).
3. **Time**: Singh (1982:263) and Newby et.al, (1996: 146) argue that teachers are busy people with much professional responsibilities to discharge before, during and after class (school) hours. They further argue that most teachers don't have sufficient time to produce all the materials suggested for the various specific topics or objectives in their respective subjects. They should not be over burdened with producing every material while many of these could be and should be done by the school media center staff. Other wise, if teachers have to produce media, then they need to have a release time for the purpose. On the other hand if

teachers are required to devote their leisure time for in-school materials production, then it should be recognized that they deserve incentive of what ever meaningful form it might take (Ashby and Besse, 1972: 66; and Nkuuhe, 1995). While these are common factors to be considered, but on the other hand we also have separate sets of guidelines to be used in producing individual types of instructional media. These can be referred to in detail in the works of Ellington and Race (1993) and Timothy et. al (1996: 158-162), among others.

Ellington and Race (1993:39) and Nkuuhe (1995:261) have each developed a flow chart showing the course of actions for in-house production of instructional materials. That of Nkuuhe may suffice to summarize our discussion here.

Fig. 7: Producing media in-school

Start at the star* (*) *and follow the arrows.



Source: Nkuuhe, Ibid: 261

On the other hand, Kemp (1968: 26) Singh, (1982: 262), and Nkuuhe (1995:232) strongly noted that instructional materials production should often be a cooperative venture. Colleagues, experienced people from the local community and students can be involved. Students' involvement is very important for two main reasons; First and foremost they will make benefit out of the process of creating materials. And second, they can be of good help to the teacher.

works of Nacino-Brown et. al (1982:196); Banks, (1985: 293); Newby et. al, (1996: 173-4); Clark and Starr (1996: 351-2); Heinich et. al (1996: 48-50).

COMMON PRINCIPLES AND PROCEDURES FOR AN EFFECTIVE MEDIA UTILIZATION

1. Prepare your self
2. prepare your instructional materials
3. Prepare the learning environment
4. prepare your students
5. use the instructional media inorder to provide the learning experience and guide students through the learning activity.

In concluding this part of the discussion we need to stress again that success or failure in the use of media depends very much upon the teacher. In the words of Heinich et. al (1996:19), "Research has long indicated the importance of the instructor's role in the effective use of instructional media". From this follows that teachers should use show-man ship techniques appropriate to each individual media format in question. They have to use them in the most professional manner possible. There fore, at least some basic training on media is extremely necessary for teachers. The following section devotes itself to the kind of professional training teachers require inorder to develop basic competencies on media.

2.7. TRAINING ON INSTRUCTIONAL MEDIA

As Newby et.al (1996: 262) noted, pre-service and in-service training of teachers on media skills are not intended to make teachers media specialists. But since media have become so important to teaching and learning, it is quite necessary for every teacher to become producer of at least simpler types of media and an effective user too. To this effect, any kind of training on media has to be need-based and practice oriented. More specifically, workshops as well as college courses on media have to be directed more toward activities and involvement of trainees in handling and operating equipment, selecting, producing, utilizing and evaluating various types of media. In this regard, Melvin and Dennis (1973: 51-2) cited an experiment made by a team of subject matter and media specialists in Auburn university (school of education) for over a two year period. The aim was to identify the most effective strategy for teaching media (production and utilization) to trainee teachers. The

experiment revealed that trainees learn much more through simulated and authentic practical experiences rather than through intensive lectures and discussions. Requiring trainees to write term papers, do project works and write reports, observe real classes and visit media centers, conduct peer teaching sessions, or teach a class of pupils in the natural setting - all focused on media - has proved extremely useful and successful.

Newby et.al (1996: 263) also share the same view on the need to provide trainees with hands-on experience on media. They write: " People don't learn to ride bicycle from lectures or books and they don't learn to produce and use instructional materials that way either."

But contrary to this, there are evidences indicating that some instructions on media are showing certain weaknesses. In this relation, Robert Legat (1979:37) reported that quite a number of trainees leave colleges with out acquiring even the basic knowledge and skills on those media types that most teachers use most in their classrooms. For instance in the interviews he made to some novice teachers, Legat found out that they did not know how to write properly on the chalkboard. Neither did they know how to use their voice during lectures especially for the first few weeks. Tucker (1979:21) also made a similar observation. He reported that in a number of American colleges of education, student teachers spend only small amount of time during the whole of their training in learning to produce and utilize instructional media. In a similar manner, B. Eugene Koskey (1974:66) writes this: "we have observed or heard about ... audio visual courses taught with out visuals".

But what ever excuses may be given for these, they can never under mine the following research based fact; "there is nothing inherent in the various types of instructional materials, that rules out their application to instruction at the tertiary level" (Ashby and Besse, 1972:40). Of course the intention in this particular review is not to generalize that these few observations can ever represent the whole picture in the U.S.A - past or present. But what ever the picture may look in other places or times, or in the wider context, it can change none of the cases reported above. And these cases no doubt give us a glimpse of ideas about the nature of problems, which may prevail in some college media courses.

Koskey (1974:66) explained that the traditional separation of utilization from production in media training could be one reason for some of these shortcomings. Any way, when teaching a materials production and utilization course to students, trainers must utilize media

themselves and also require trainees to practice the skills. Other wise stuffing trainees' minds with dry facts and raw data about media can not serve any real purpose at all (Koskey, 1974:66). Also, student teachers and trainers alike will need more training on the newer student-centered or experience based instructional methods (Ashby and Besse, 1972:3). This is so because, for one thing, it is vital for effective teaching and learning of media courses; and for another, it will definitely help the trainees to effectively integrate media in their instructional system in the future.

In another dimension, in-service training is needed to up date teachers with latest developments in instructional media (Newby et.al, 1996). In addition, as a need-based exercise, it will be a useful opportunity to entertain those media aspects often overlooked in college media courses.

Concerning the implementation of in-service training on media, Newby et.al (1996:263) suggested that it would be good if local media experts and more qualified teachers are used as resource persons rather than out side consultants. Such kind of people can make better trainers because they know the classroom and school reality (Mergendoller, 1997:15). Moreover, experienced teachers and school media center staff will be of much help especially in rural schools where the teacher is most likely the most educated person who has no one else to go to for professional support (I.C.D.R., 1988:3).

What is more, because teachers are so busy people, those in-service sessions have to be scheduled in times convenient for them. For instance in service days, among others, need to be scheduled in the school timetable (Newby, 1996:263).

2.8. THE ROLE OF MEDIA CENTERS IN FACILITATING INSTRUCTION

As cited by Richard N. Tucker (1979:102), UNESCO conducted a series of educational researches in mid 1970s. And it was discovered that there were 20 equivalent names in use (in different countries) for those special units that house instructional materials. Examples include Instructional resources center, Learning resources center, A-V center, pedagogical center, Instructional support unit, Educational technology center, Education center, Teachers' center, media resource center, and media center. Amare and Tassew (1996) cited Osuala (1984:340) as calling the Nigerian version of these centers 'National education technology

centers'. In Kenya they are called 'Teacher advisory centers' (Belayneh, 1991:12 as cited by Amare and Tassew). Hence with the aim of resolving the misunderstanding that might follow as a result of such a variation in terminology, UNESCO opted for the term 'Media center' (Tucker, 1979). In Ethiopia, Pedagogic center is the equivalent name to what is commonly called media center (Tsega, 1983; Belayneh, 1991; Fantu, 1992; - as cited by Amare and Tassew, 1996:13).

Essentially Instructional media centers are special units with in an institution where a wide variety of media are produced, housed, and distributed from (Kieffer and Cochran, 1962:233; Fred and Ellington, 1984:124; Ashby and Besse, 1972: 33; and Heinich et al. 1996: 18). Today Media centers are established and maintained in schools because improvement and development in teaching and learning definitely require such kind of service/support organization (Tucker, 1979:127).

Historically, a crucial need for establishing school media centers grew in the western countries in the 1960s (Singh, 1982: 262; and Newby et.al, 1996: 325). Prior to this period, media that were commonly required by most of the school subjects were kept in libraries; while subject-specific media were kept in the cabinets or offices of individual teachers or departments (Newby et.al, 1996). The 1960s marked the addition of a wide variety of new and modern instructional resources (including electronic media) to the enormous number of materials already existing in schools. In addition to this, quite a number of equipment in schools had naturally become common requirements of all subjects. These include slide projectors, film projectors, Tape recorders, Television sets and duplicating machines. And also some resources initially considered as special requirements of single subjects were later on found to be useful for or needed by other subjects as well. Maps may be a good example here. So, as noted by Singh (1982: 255), all of these developments brought with them problems in storage, equipment handling, management and use of resources. Much more space as well as systematic organization and management were needed to store, display, and rationally use such a wide variety of resources. The new interest shown in the 1960s and the wide spread of media centers in western countries in the 1970s and 80s, were all logical and practical answers to the above developments and the subsequent problems and needs (Newby et. al, 1982: 325).

According to Ashby and Besse (1972:33), a media center represents a structure that put together and delivers all of the media related support services under a separate, single and centralized administration. And Tucker (1979:26) argues that many of the strengths of media centers rely upon the centralized holding, organization, management and use of resources. Centralization reduces duplication in the procurement or production and purchase of resources in the same school. It proved to be economical for it reduces unnecessary wastage of schools' resources, which are always limited, although relatively so. Like wise, centralization provides teachers and students with an easier and 'unlimited' access to the schools' instructional resources (Judith, 1973: 39). These are some of the reasons why school media centers became and continue to be a necessity in modern teaching and learning (Kieffer and Cochran, 1962:230; and Singh, 1982: 256).

According to one document produced by the ICDR (1980: 5), 'Pedagogic centers' - as they are called here- were established in Ethiopia at a school level after 1977. This was preceded by the establishment of 106 pedagogic centers at Awraja (or District) level between 1977 and 1978. A second progress report released in 1984 by the MOE, documented that about 5,422 S.P.Cs. were set up then in the whole of Ethiopia (Amare and Tassew, 1996:19). The periods up to 1984 represented the high times for the Ethiopian P.Cs. where it was said they have registered remarkable achievements to the extent that they attracted foreign donor agencies as well as educators and their regional professional organizations from Africa (Amare and Tassew PP.16-17).

2.8.1 SERVICES DELIVERED BY MEDIA CENTERS

To Liesener (1976:1), the primary role of media centers is that of mediating or facilitating the interaction between clients (i.e., teachers and students) and information or media. So, characteristically, media centers are service-giving centers. They provide media related services to teachers so that they can do good teaching in the classroom. Hence by way of increasing the efficiency and effectiveness of the teacher, media services ultimately aim at enhancing and ensuring students' learning (Kieffer and Cochran, 1962: 229). With the same aim in view, media centers also provide services to students directly (Liesener, 1976:7).

Today most media specialists seem to accept the following as major categories of media center services, each with a number of subcategories (Liesener, 1976, 90 -107; Tucker, 1979:

18-9; Kieffer and Cochran, 1962, 233-238). The services include a wide range of specific jobs or functions performed by a media center.

1. **Resource Acquisition and Provision Services:**

   This includes acquisition and provision of instructional materials, equipment as well as facilities and space for the use of media in the center. Successful provision of resources for clients requires efficient retrieval system and procedures (Singh, 1982:262; and Fred and Ellington, 1984:131). To this effect, all of the various types of media in the center must be catalogued or lists of available materials issued.

2. **References Services:**

   This involves provision of media-related reference materials for self-study as well as assistance in identifying and locating information and materials in and out side the media center. Tucker, (1979:18) views a media center as a 'clearing house' of media related information. Because it constitutes the school's central bank, holding information concerning mainly non-book resources and their sources too. Moreover, it acts as an agent of link between the school media center and outside media centers and sources.

3. **Production Services:**

   This category of services includes specific services such as:

   - supplying teachers and/or students with for example, tools, raw materials and stationary materials to produce simpler instructional materials;
   - providing expert advice and technical assistance to teachers and students who want to produce their own materials;
   - producing recommended instructional media by media center staff for users;

4. **Media-related In-service Training Services:**

   Kieffer and Cochran (1962:237) pointed out that in-service training is mandatory to ensure that teachers have a working knowledge and skill of selecting, producing, using and evaluating varieties of instructional media.

5. **Consulting Services:**

   It is the responsibility of the media staff to provide professional advice to teachers and students alike on media related matters. The consultation may include any one, or part or all of the following tasks. Determination of the nature of a problem presented; or selection, procurement and production, utilization and evaluation of the effectiveness of

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This is a descriptive study, which is qualitative and quantitative in nature. Ultimately, it aims at finding solutions to problems related with the selection, procurement, production and utilization of instructional materials in the primary schools of the SNNPR.

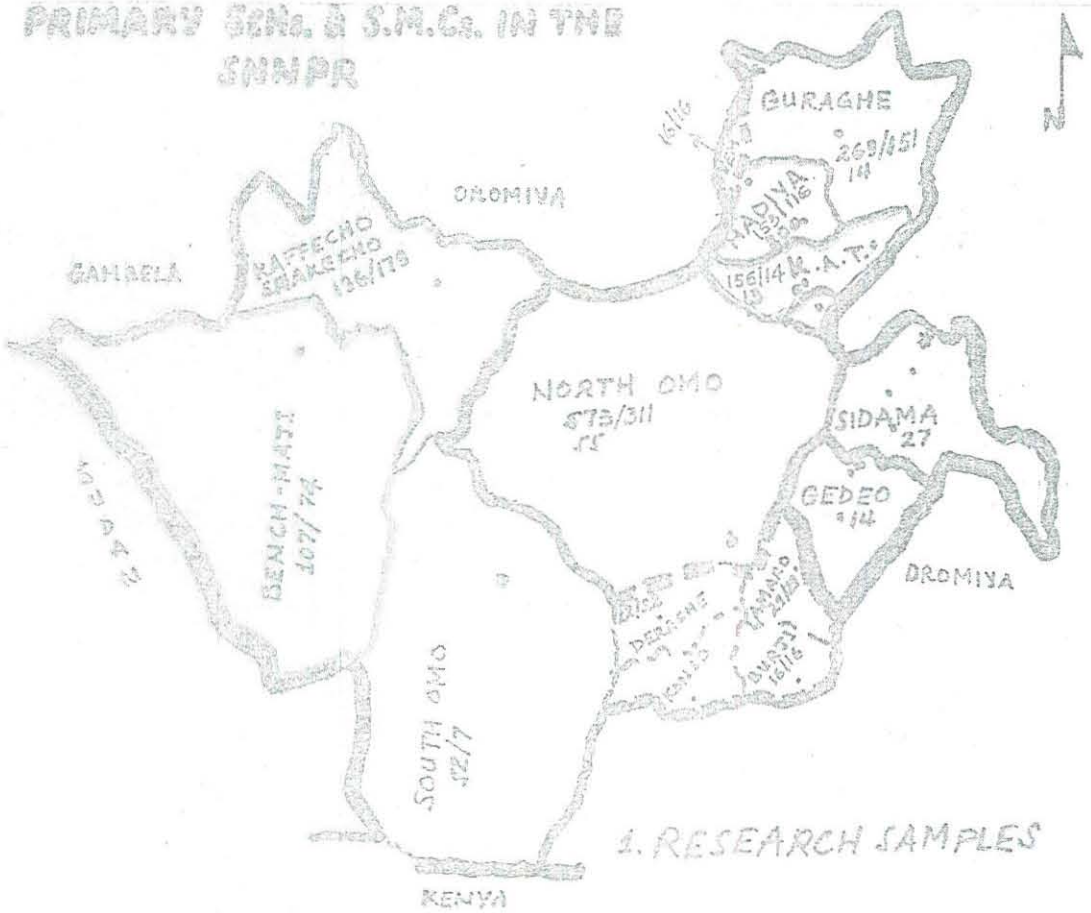
3.1. DATA SOURCES

Relevant documents prepared or maintained by institutions, mainly operating in the area of primary education in the region, served as very important source of data for this research. The very large part of the data however, was obtained from grades 7 & 8 teachers of social studies in the selected primary schools of the region. Instructors teaching courses like instructional media, general and subject area methods of teaching (geography and history) were data sources in ACTE. Also Media Centers and their coordinators at various levels, School directors, Educational support and Curriculum departments and sections in the R.E.B. Z.E.Ds and W.E.Os were valuable sources.

3.2. SAMPLES OF THE RESEARCH - RATIONALE & PROCEDURES USED TO CHOOSE THE SAMPLES

The SNNPR contains nine Zones and five Special Weredas. This is a vast region where some of the Zones & Special Weredas are situated farther from the center and in a scattered manner. As a result, some of these places are less accessible. Access to these places becomes difficult due to lack of infrastructures and services such as road and public transportation and telecommunications. Further more, some zones and nearly all of the special weredas enroll a less significant number of pupils compared to the zones selected for the purpose of this study. Taking these and similar other factors in to account, the researcher decided to pick six zones out of the total nine zones and five special weredas. The main purpose here was to make the research project feasible and manageable by making the data sources as accessible as possible. Resource constraints such as lack of finance, assistants and time have also forced the researcher to limit his samples to the six zones, namely, Gedeo, Gurage, Hadiya, K.A.T, North Omo and Sidama. The six zones make some 42.8% of the whole region.

1: ADMINISTRATIVE MAP OF THE SNNPR.



PLANNING AND ECON. DEV'T BUREAU

SCALE 1: 2 000 000

In this study, minimum of two or maximum of six schools have represented each of the six zones of the region. Each, zone took its share of schools on the basis of the number of urban primary schools it operates and the number of students it enrolls. Accordingly, larger number of schools represented North Omo and Sidama Zones, which had 31591 and 22870 primary students respectively. Actually we had six schools from Sidama and four from North Omo and Hadiya each. North omo's share fell to four because of a crisis situation, which prevailed around Wolaita while the researcher was gathering data for this research. The researcher was forced to exclude three schools from Sodo zuria and near by weredas, which could have other wise made North Omo's share seven. Gurage and Gedeo Zones were represented by three schools each while K.A.T was represented by two.

This way, out of the total number of 143 urban primary schools operating in the six zones at the time of this study, 22 schools (14%) have been chosen for the purpose of this study. Both grade levels (7 & 8) have received equal attention.

The 22 target schools are situated in 14 different Weredas, which make 25.4 % of the total number of weredas in the six zones (55). These weredas were picked mainly on the basis of the same criteria mentioned above (i.e., number of students...). This means, with the exception of North Omo zone, which was represented by one wereda only, the rest of the five zones were represented by two Weredas at least, or four Weredas at most.

Table 2: Samples of the Study

	Zones (6)		Weredas (14)	Towns	code	schools (22)	Level	Students #	Teachers (70/79) #
1	Gedeo	1	Wonago	Dilla	1	Dawit	7-8	1382	4/6
				<<	2	Kofe	1-8	1815	2/3
		2	Yirgachefe	Yirgachefe	3	Yirgachefe	7-12	733	4
2	Guraghe	3	Goro	Welkite	4	Selam Ber	1-8	1889	2
				<<	5	Ras Zeslassie	1-8	2605	2
		4	Gumer	Arekit	6	Arekit	1-8	2508	2
3	Hadiya	5	Badawacho	Shone	7	Shone	1-8	2683	1
		6	Limu	Hosaina	8	Wachemo no.3	1-8	1635	1/2
			<<	Hosaina	9	Bobicho	1-8	2008	2
		7	Msha	Morsuto	10	Morsuto	1-8	1842	2
4	K.A.T.	8	Kulito	Alaba	11	Alaba	7-12	631	3/4
		9	Kedida Gamela	Durame	12	Durame	1-8	1644	3
5	North Omo	10	Arbaminch Zuria	Arbaminch	13	Kulfo	7-8	2195	7
			<<	<<	14	Chamo	1-10	2479	2
			<<	Lante	15	Lante	1-8	2042	2
			<<	Kola Shelie	16	Kola Shelie	1-8	1416	2
6	Sidama	11	Awassa Zuria	Awassa	17	Tabor	1-8	6295	11/14
			<<	Tula	18	Tula	1-8	1927	2
		12	Shebedino	Leku	19	Leku	1-8	2858	3
		13	Dale	Yirgalem	20	Ras Desta	1-8	4005	7/8
				<<	21	Yekatit 25	1-8	3662	3/4
		14	Aleta Wendo	Chuko	22	Chuko	5-12	2379	3

Table 34: Media-related in service training for teachers

Respondents	Frequency of training					
	More than once		Only once		Never had an opportunity	
	#	%	#	%	#	%
Teachers	5	7.8	9	14	50	78

N=64

As indicated in the table above, 50 (78%) of the 64 respondents did not receive any kind of in service training on media, ever since they joined the world of teaching. The only teachers who had chances to participate in an in service training program were nine (14%) in number. And this was only a one-time training, which was also very short in duration. More importantly, 89% (57) of the teachers have served for more than 11 years. And (Few teachers) attending a workshop for 2 - 3 times in 11 to 15 years time means very little. If at all it could be said there was a training opportunity, then it took place long time ago.

A.3. School - Initiated Staff Development Programs

Also, the researcher found no evidences of considerable effort made by the school administration to initiate school – based staff development programs (works shops) focused particularly on media. In fact there was none of such kind of programs conducted on any of the other aspects of instruction too, namely planing, methods, evaluation or ethics and so on. 75% (15) of the 20 directors who responded to a relevant item admitted that they have initiated very few or no media - related staff training (development) programs in their respective schools. The target S.M.C. coordinators were rather more critical in confirming the absence of school initiated training opportunities given to teachers. 17 (89.4%) of them admitted that they didn't remember a single time when such kind of program was ever initiated by the S.M.C as a unit, or if at all there were any, some said, it was never more than once.

Table 35: Staff Development Programs Initiated By The School Administration

Respondents	Frequency					
	Several times		Few times		None	
	#	%	#	%	#	%
Directors	5	25	8	40	7	35

N=20

Table 36: Media training services given by S.M.Cs.

Respondents	Frequency of training services					
	More than once		Only once		Never	
	#	%	#	%	#	%
Media Coord.	5	25	8	40	7	35

N=19

Of course there are a number of factors to be considered in order to effectively under take staff development programs. For instance, finding trainers would not be a very serious problem, unless schools fail in supplying raw materials and providing facilities necessary for the subsequent activities of materials production and utilization. There were around 26 teachers in the 22 schools with a moderate training on media. The combination of these teachers and the media coordinators could make valuable facilitators of such kind of programs. To the same effect, the possibilities and potentials perhaps existing in local Education offices and Donor Agencies should not be ignored too. While this being the case, however, some teachers' self-concept about their media competency level seems to deviate a little from our evidences above. The target teachers seemed to demonstrate a little exaggerated self-concept in the response they made to a relevant item (Table 37).

Table 37: Teachers' self concept of their media competency

Respondents	Self concept on media competency							
	More than enough		Just enough		Not enough		I don't have at all	
	#	%	#	%	#	%	#	%
Teachers	2	3.2	28	45	30	48.3	2	3

N=62

As indicated in the table, 32 (51.5 %) of the respondents admitted that they lack knowledge and skills necessary for media production and utilization, while 28 (45.1%) felt that they have competence just enough for producing and utilizing media. However, as said above, the self concept of the second group appears to be a little exaggerated, particularly when weighed against the very limited training opportunities (pre-service and in-service) they have had in the past. What all the evidences presented earlier show is that the target teachers had no way at all, of catching up with neither the basic/ classical nor the new knowledge and skills of media. The

knowledge gap is still very wide. On the whole, there are enough evidences proving the prevalence of lack of competency on the part of the target teachers.

B.1. Availability of Media-Related Reference Materials in S.M.Cs.

There will be no argument that teachers could also benefit from media-related reference materials, if these were available to them. Such materials would help them develop their knowledge and skills in the various areas of media, which range from selection to evaluation. The data in table 38 show what the situation looked like in this respect.

Table 38 : Availability of media-related reference materials in S.M.Cs.

	Types of reference materials	Media Coordinators (20)				On-site visit (21)			
		Available		Not Available		Available		Not Available	
		#	%	#	%	#	%	#	%
1	Hand outs	7	35	13	65	-	0	21	100
2	Reference books	3	15	17	85	1	4.7	20	95.2
3	Manuals/ Guides	1	5	19	95	-	0	21	100

The inventory made in the entire target M.Cs. during the on-site visit proved complete absence of reference materials, except for a single old book, which was present in Shone S.M.C. (Hadiya). The responses of the media coordinators, however, showed some difference, although negligible these might be. Even though seven Coordinators reported that they had handouts in their respective M.Cs., no one was actually able to produce one at the time of our meeting. Even if we assume that these handouts were probably owned privately, then they could obviously bring very little direct impact on teachers' knowledge and competence, as long as they remain in private hands. The same holds true for the rest of the responses too.

B.2. Supply of Hand Outs and Manuals on Media

The number of media-related reference materials (handouts) privately owned by the target teachers is extremely small either. This includes the handouts supplied to teachers during the pre-service and in-service training programs. This is reflected in table 39.

Table 39: Amount of handouts Supplied for teachers during training

Respondents	Amount of supply					
	Sufficient		Not sufficient		No Supply	
	#	%	#	%	#	%
Teachers who took media course	12	54.5	1	4.5	9	40.9

N=22

As indicated in an earlier section, the media training provided to teachers was deficient in many respects. To this can be added that those limited training programs had as well succeeded little in terms of supplying teachers with reference materials (handouts and manuals) for private or collective use. It can been seen from table 39 that only 13 (19%) of the 68 teachers had the chance to get handouts from training programs.

Table 40: Usefulness of the hand outs supplied

Respondents	level of usefulness					
	Very much useful		Much useful		useless	
	#	%	#	%	#	%
Teachers who took media course	4	23.5	6	35.2	7	41

N=17

In table 40, it can be seen that 10 (58.7%) of the 17 teachers found the hand out extremely valuable for their media-related jobs, while 7 (41%) disclosed that the hand outs were of little use to them.

Table 41: Frequency of Supply of Manuals/ Guides to Teachers

Respondents	Frequency of supply					
	More than once		Once		Never supplied	
	#	%	#	%	#	%
Teachers	1	1.5	1	1.5	64	96.9

N=66

On the other hand, only two (3%) teachers out of 66 respondents reported that they were able to acquire one or more than one media-related manuals or guides in the past. In this connection the ICDR for instance, has produced a manual titled 'Source book on the preparation of low cost teaching materials for primary and junior geography' (1989). Moreover, the books written in Amharic by Girum (1994) and Terffassa et.al (1999) could have served the same purpose. But the researcher has found out that none of these extremely valuable materials was available in any of the target schools. These evidences make it clear that teachers were again denied another valuable professional development opportunity that could have been supplementary or in some cases alternative to the training they received. As a combined result of these, teachers lack

media competency. This partly explains why teachers perform poor in the selection, procurement, production and utilization of instructional materials.

C. Teachers' Interest And Commitment In Media Related Activities

Training and school-initiated staff development endeavors could also contribute in awakening and further strengthening teachers' interest and commitment to media-related activities, aside to their contribution for the development of knowledge and skills. It was reported earlier that 61% and 78% of the target teachers did not have pre-service and in-service media training respectively. This implies that majority of the target teachers will find it difficult to develop and demonstrate permanent interest, commitment and self-initiation so as to make application of instructional materials daily routine activities. In practice, there are some evidences indicating that some teachers (46%) who took media course at college level implied that they simply took it just because it was a requirement. More over these teachers clearly stated that they did not know the real purpose and significance of the course while they were taking it. One can imagine how such lack of clear knowledge of purpose keeps interest and commitment idle inside a person. Lack of interest and commitment is one failure that many teachers are accused of these days. In this respect, a good number of the target school directors and media coordinators told the researcher that teachers' poor performance in borrowing, producing, and utilizing media were partly attributable to lack of the above qualities on teachers' part. The evidence presented in the following table confirms the observation just reported.

Table 42: Conditions That Prevented Teachers From Producing Their Own Instructional Materials

Factors affecting Procurement and in-house production of Instructional Materials	Responses of Media Coordinators	
	#	%
Lack of teacher interest and commitment	8	40
Shortage of budget, facilities, and supplies	6	30
Shortage of time	2	10
Lack of motivation and pressure from the school administration	1	5
Teachers' loss of hope and ambition in one's career	1	5
Lack of skills in materials production	1	5
Failure to make M.Cs. readily accessible to teachers when ever they find free time to use it	1	5

N= 20

Out of the total respondents, 25 (37.8%) teachers have a weekly load of over 20. This means every teacher will have between 4-5 periods every day. In other words, a teacher will be free for a maximum of two periods out of the six periods scheduled for every school day (shift). And the free periods are not consecutive in most cases. Therefore, it can be argued that much may not be done with in this time, as there are several other activities awaiting the attention of the teacher in addition to media. However, teaching load may very likely be a deterrent factor for effective media application more in rural primary schools than urban primary schools in the SNNPR. This is because weekly load tends to increase in rural schools where we have shortage of teachers. It should not be forgotten that this study has only targeted urban schools, where there is a relatively larger concentration of teachers.

4.5.2. INSTITUTIONAL (SCHOOL-LEVEL) FACTORS

SYSTEMS OF SUPPORT/ MEDIA SERVICES

It is now a well-established fact that efficient and effective system of support/media services enhances the teaching-learning activity. Table 44 will serve as a basis for the subsequent discussions on availability of media centers opening time, space, and staff.

Table 44 : Status Of School Media Centers (S.M.Cs.)

	Zone	Code	School	M. Staff (37)	Teaching load	Functionality of S.M.Cs.								Opening time			
						Functionality	One shift	Both shifts	Space					Always open	Mostly open	Always closed	Mostly closed
									Single room	Separate rooms							
										Office	display room	Product. room	Store (tools raw mate.				
1	Gedeo	1	Dawit	1	10	✓	✓	-	7x8	-	-	-	-	-	-	-	-
		2	Kofe	3	6	X	X	X	✓	-	-	-	-	-	-	*	-
		3	Yirgachefe	1	18	✓	✓	-	7x10	-	-	-	-	-	*	-	*
2	Guragh	4	Selam ber	2	6	✓	-	✓	--	3x4	6x12	7x12	-	*	-	-	-
	e	5	Ras zeslassie	2	10	✓	-	✓	8x10	-	-	-	-	*	-	-	-
		6	Arekit	1	20	✓	-	✓	6x8	-	-	-	-	*	-	-	-
3	Hadiya	7	Shone	1	15	✓	✓	-	-	2.5x3	5x7	4x5	3x3	-	*	-	-
		8	Wachemo no..3	1	16	✓	✓	-	6x7	-	-	-	-	-	-	-	*
		9	Bobicho	2	16	✓	-	✓	7x10	-	-	-	-	*	-	-	-
		10	Morsuto	2	20	✓	-	✓	6x7	-	-	-	-	-	-	-	*
4	K.A.T.	11	Alaba	1	9	✓	✓	-	6x7	-	-	-	-	-	*	-	-
		12	Durame	2	12	✓	-	✓	6x7	-	-	-	-	-	*	-	-
5	N.omo	13	Kulfo	2	8	✓	-	✓	3x6	-	-	-	-	-	*	-	-
		14	Chamo	2	15	✓	-	✓	6x7	-	-	-	-	-	*	-	-
		15	Lante	2	26	✓	-	✓	6x6	-	-	-	-	-	-	-	*
		16	Kola shelie	2	20	✓	-	✓	6x7	-	-	-	-	-	*	-	-
6	Sidama	17	Tabor	2	8	X	X	X	6x9	--	--	--	--	-	-	*	-
		18	Tula	2	22	✓	-	✓	--	--	6x7	6x6.5	1.5x2	*	-	-	-
		19	Leku	1	N	N	N	N	No	No	No	No	No	N	N	*	-
		20	Ras Desta	2	12	X	X	X	--	4x4.5	6x7	4X4	--	-	-	*	-
		21	Yekatit 25	2	10	✓	-	✓	6x8	--	--	--	--	*	-	-	-
		22	Chuko	1	12	X	X	X	--	4x6	4x8	4x4	4x4	-	-	*	-

NOTE: No = No media center X = Media center closed

A. Availability of S.M.Cs. (S.P.Cs.)

As indicated in the above table, five (22.7 %) schools were not giving any kind of media services to their users. Out of these, four schools (19%), namely Kofe (Dilla), Tabor (Awassa), Ras Desta (Yirgalem), and Chuko (Aleta wondo) had M.Cs, which were not functional at the time. Leku primary school (Shebedino) did not have any special building meant for M.C. at all. They said they turned the former M.C. to a classroom some four years before the time of this study. And the media coordinator reported that all of the collections, tools and other resources were destroyed, lost or misused. Though arguable it might be, this researcher can not accept the act of accommodating just a class of (80-90) students at the expense of closing an entire support/media program that serves rather the whole of the school community (teachers and students alike). It was really surprising to know that the last four of the five schools with out media services were found in the same zone (i.e., Sidama). Equally surprising was that three coordinators (a chief coordinator and two shift-coordinators) were exceptionally assigned for a M.C. that was not functional in the strictest sense of the term (Kofe). Its windows were sealed and there was no electric light in the room. And the display room of Ras Desta M.C. had turned into a dangerous place where large band of dragonflies bred and lived. The investigator's on-site visit revealed that, except for negligence on the part of the respective school officials and center coordinators, no convincing explanation could be given for leaving these centers un functional. Because, as they were, the M.Cs. at Chuko, Ras Desta and even Tabor, for instance, were better than many of the functional M.Cs, in terms of space and accommodations, physical condition, instructional materials collections, and hand tools and similar facilities (Please look at table 44). But they were closed down! And when seen at a much larger scale, there are reports indicating that closer to 45% of the primary schools in the southern region were not having media centers (Gizachew,1999; SNNPR Education Statistics,1999).

B. Opening Time

In this context, 'opening time' refers to two things. One, it refers to whether or not the S.M.Cs. were giving services for both shifts (morning and afternoon). Two, it also refers to whether or not the centers were open from period one to six for which ever shift they may be giving service. As regards the first one, 11 (64.7 %) of the 17 functional M.Cs., as such, were giving service to both shifts (full day), while six (35.2 %) of them exclusively serve either of the shifts, as the case may be. This was so because there was only one media coordinator assigned for each of these six schools. Which shift receives media service depends up on which part of the day (morning or

afternoon) the M.C. coordinator has class. If he (all were male!) has class during the morning shift, then the afternoon shift will obviously be denied media services. As the groups of classes change their shift every week or month, so changes the time of media service in the schools. The problem was not only that of serving one or both shifts. But also, whichever shift(s) they were serving, most of them were not operating full time. For example, if a media center was supposed to give service for the morning shift, it did not necessarily mean the center was open from the beginning (morning) till the end of classes in that shift (noon). In most cases, the center would be open only when the coordinator had no class. It is worthwhile to note that there was no marked difference between the weekly teaching loads of media coordinators and the target teachers. The average teaching load for the target media coordinators was 15 periods per week while for the target teachers it was approximately between 16 - 19 (please look at tables 43 & 44). Therefore, given such heavier loads for S.M.C. coordinators, it should not be surprising to see most of the target M.Cs closed during most of the school/class hours. And in reality, as shown in table 44, there were four (23.5 %) M.Cs. which were mostly closed, regardless of the shift (s) they serve. And seven (41 %) of them were mostly open. Now, if S.M.Cs. have to be used fully, as and whenever needed by teachers and students, then it is a must that they remain open all the time; that is, in both shifts and through out the school hours in a day. Therefore, when measured with this yardstick, all the 11 (64.6 %) M.Cs, which were mostly (or sometimes) closed, were operating under the requirement. By the same measure, we find only six (35.2 %) M.Cs. managing to meet the stated requirement. These were Selam Ber, Ras Zeselassie, Bobicho, Tula, and Yekatit 25.

C. Space

In terms of space, 16 (76 %) of the 21 S.M.Cs. maintained just a single room of varying size, which is less than the minimum requirement. The minimum requirement is for any M.C. to maintain separate rooms for production, storage and display (See page 45). But only five schools (13.8 %) were relatively closer to meeting the minimum requirement. These include Selam Ber, Shone, Tula, Ras Desta and Chuko, although the last two were not functional at the time.

D. Physical Condition

The difference in the physical condition and level of attractiveness of these M.Cs. was very wide. It ranged from M.Cs. built from and bamboo to those built from bricks; from those with soil ground to those with cement floor; and from much disorganized to the well-organized ones. The researcher

has seen for himself that only one (5.8 %) of the 17 S.M.Cs was in a very good physical condition, while there were two (11.7 %) with a good physical condition and three (17.6 %) with average condition. But 11 (64.7 %) of the S.M.Cs. were found to have what can be called 'bad' (even worse than that for some) physical condition. So, whatever service (good/bad) some of these 11 M.Cs. might be giving at the time, it was visible that they were not attractive to go to and not conducive to work in.

Table 45 : Physical Condition Of The Target S.M.Cs.

	V.Good 1 (5.8 %)	Good 4 (23.5%)	Aver. 1 (5.8 %)	Bad 8 (47 %) M.C	V. bad 3 (17.6 %)
1	Selam Ber	Tula	Bobicho	Ras Zeselassie	Kulfo
2	-	Shone	-	Arekit	Yirgachefe
3	-	Alaba	-	Lante	Chamo
4	-	Dawit	-	Yekatit 25	-
5	-	-	-	Kola shelie	-
6	-	-	-	Durame	-
7	-	-	-	Wachemo	-
8	-	-	-	Morsuto	-

It is appropriate to make note of the criteria roughly used to rate the physical condition of the target S.M.Cs. The criteria included, age and actual physical condition, materials they were made of, the look of the floors and walls, neatness, organization of collections (organized/disorganized) and the general impression they could give.

E. Budget

The evidences presented in the following table indicate the sources of operating budget for the target S.M.Cs.

Table 46: Sources of operating budget (supply) for the S.M.Cs.

Sources of budget	Directors (17)	
	#	%
Internal revenue	8	47
From budget allocated by the W.E.O. to stationary materials	3	17.6
From students' contributions	1	5.8
A&B	3	17.6
Others	2	11.7

As indicated in the table, large majority of the schools tended to rely mainly on two sources, namely internal revenue and budget provided by the government to supply stationary materials. A look at the alternative sources in the table makes it evident that there was no independent budget title especially meant for media programs in the schools. If there was any thing what schools could do in this respect was, to make a general request for stationary materials having the demands of the M.Cs in mind. If they failed to consider the M.Cs. while they work on the budget for stationary materials, then they will have no raw materials supply to the M.Cs before that budget year was over. But as can be seen from the table, only three (17.6 %) schools have opted to give a share to the M.C. out of what ever amount of budget they could get in the name of stationary materials. And slightly less than half (47% - eight) of the respondents (directors) said they relied solely on internal revenue for the raw materials demands of their M.Cs. By doing so, these schools had of course demonstrated that they chose to save the stationary budget for purposes excluding the M.C. Anyway, although difficult to substantiate, the difference among some schools in the amount of money they allocated some times to their M.Cs., may be partly explained by the different amount of internal revenue they had. The internal revenues for some of the target schools came from different sources. Generally, sell of coffee, fruits, crops and grass, renting plots of land from the school compound, for people (including teachers) to grow crops, and in some cases evening classes were some of the sources of revenues for these schools.

Recently, complaints and grievances were growing on the newly imposed financial directive, which required individual schools to hand over all of their internal revenues to the local offices of finance. According to this rule, 75% of their money would be latter released back to the schools on request. This practice has created a visible suspicion and resistance, on the part of the schools, on the ground that they may not be able to secure the alleged amount of their money back. More importantly, some school directors feared that this practice might probably kill the motivation, energy as well as the local initiative of individual schools in generating internal revenue to subsidize some programs of the school. Many school directors also complained about a new circular, which prohibited schools in some areas of the SNNPR, from mobilizing the local community to raise fund for supporting school programs. The researcher was told that the circular was issued by some local Education Offices on the ground that the educational policy establishes that free education be provided at the primary level. How ever, it must be known that this circular and the subsequent steps directly contradict the popular philosophy of encouraging community

discussions held with some of these teachers revealed that the real problem in some schools was not absence of money. These teachers rather felt that the problem was a matter of giving lesser attention and priority to media-related activities and more so a problem of mismanagement and misuse of the meager resources available to the schools. To sum up, the discussion in the preceding sections revealed that S.M.Cs. like Selam Ber (Guraghe), Bobicho (Hadiya) and Tula (Sidama) remained at the top of the sets of lists presented in terms of space, physical condition, and opening time. The rest of the S.M.Cs were in a disadvantageous position in the above regards.

F. Supply of Raw Materials

The on-site visits and the discussions with the media coordinators revealed that there existed a variation in the supply of raw materials to the target S.M.Cs. The variation ranged from complete absence of supply to a relatively greater amount of supply. Table 49 is intended to show the variation in the amount of supply made available to the 17 S.M.Cs. which were functional at the time of the visit.

Table 49: Amount of Supply of Raw materials (17 M.Cs).

	Better supply 3 (17.6 %)	Some supplies 6 (35 %)	Very poor supply 2 (11.7%)	No supply 6 (35 %)
1	Lante	Kola shelie	Morsuto	Yirgachefe
2	Selam Ber	Arekit	Kulfo	Chamo
3	Bobicho	Tula	---	Dawit
4	---	Yekatit 25	---	Wachemo
5	---	Shone	---	Durame
6	---	Ras zeselassie	---	Alaba

From the evidences presented in the table, it would not be difficult to tell that about 81.7 % (14) of the S.M.Cs. got little or no supplies of raw materials. Even those few supplies secured by the six (35 %) of the M.Cs were provided only sporadically. And in terms of effect, such sporadic supplies (of limited amount of materials) were found to serve no more purpose than merely keeping the M.Cs. alive, as far as materials production is concerned. It was not also difficult to tell, from the observations and subsequent discussions, that those supplies labeled here as 'better' for the three (17.6 %) S.M.Cs, were far from sufficient to run the M.Cs properly. For one thing, these supplies also suffered from lack of continuity or permanency. And for another, the actual amount of supply itself, was not enough to provide materials production service of an acceptable (or average) standard. In fact, the factors working behind the relative achievement of the three S.M.Cs. were not the same. For instance, if we take Selam Ber's case, we find that this S.M.C was also serving as a

Wereda M.C. In other words, we find here a situation where a school (Selam Ber) and a Wereda Education office (Goro/Guraghe) shared the same (rooms) for maintaining two kinds of media centers of different levels i.e. a S.M.C and a W.M.C. This explains the relatively greater amount of supplies made available to the Selam Ber SMC. Of course, it was understandable that the education office took this as an alternative or a forced measure, in view of the extremely meager resources it had at its disposal. However, the advantages/disadvantages of this kind of practice need to be critically investigated in the future. The Lante S.M.C (Arbaminch Zuria) seemed to have better exploited the relatively stronger financial capacity that the school managed to secure out of internal revenues. Lante was probably one of the leading schools, which benefited much from the sell of fruits and crops that grew with in their compound.

The relative achievement registered by the Bobicho S.M.C (Hosaina) was a work of a different factor - a human factor. It could be one remarkable example of a real difference that a committed director is capable of making to his/her school. At the time of the study, the Bobicho School had neither significant amount of internal revenue nor external donations that could be channeled to the SMC. Rather, the school officials were just serious in doing two things. One, whenever they prepared their annual budget, they gave special emphasis and priority to the SMC. Many teachers in the school agreed that there was visible devotion, clean management and rational use of existing resources, on the part of the school officials. And two, perhaps the most important one, the school administration (the director) had managed to initiate, persuade and mobilize the most important of all the resources that might be available to any school, i.e., the teachers. During the surprise visit he made to the S.M.C., the researcher met a number of teachers working in there. Later on, he found out that there was a working system (program) designed by the S.M.C. for every department to work (on individual or group basis) in the M.C. at least once a week. There were also evidences showing the relatively higher motivation and commitment demonstrated by many teachers in that school. In Bobicho School, the commitment of some teachers has gone to the extent that they bring raw materials from their homes. Some also buy some materials out of their pockets, not to mention those who managed to involve students to the same effect. This was what the school director, Media coordinators (2), and the few teachers he met, told this researcher, in almost the same words. It is only natural to wonder if a small school, whose teachers have to travel long before and after classes, managed to run an encouraging media program such as this one. The further inquires made by the researcher later on revealed that the school director has served as a S.M.C. coordinator, for

no less than a decade's time in the past. It is not the intention of this researcher, if in case, the relatively lengthy report on the achievements of the Bobicho School, has created any exaggerated impression in the mind of the reader. As a matter of fact, despite its indisputable achievements, the school was still working under extremely difficult circumstances. This is what many of the evidences presented in the earlier sections tell.

G. Media Staffs

The kind and level of performance that teachers demonstrate in the various areas of media, are functions of a wide range of factors. For instance, the forgoing presentations and analyses of data have shown how the deficiencies in teacher training as well as the deficiencies in the systems of support/media services contributed to the low level of teachers' performance in the target schools.

In a similar fashion, media staff has many things to do with the success or failure of a school's media program and eventually with the success or failure of teachers in media related activities. As a matter of fact, the wide-range of media-services that should be provided for schoolteachers and children are principally the responsibilities of the media staff. And particularly, the instructional materials provision services, reference services, materials production services, media training and consultation services are all with in their immediate professional region. Thus, the quality and quantity of the staff assigned to M.Cs. will inevitably facilitate or hinder the provision of these services.

1. Quality of Media Staff

The question in our context was "are the media coordinators really in a position to properly discharge such heavier responsibilities"? "Do they have the professional competence and personal qualities necessary for the purpose"? "Do they get the necessary support from the school administrations"? Media Coordinators' Qualification

The following sets of data will probably provide some answers for these and similar other questions that might be raised by any informed person.

Table 50: Educational Qualification of School Media Coordinators.

Respondents	Qualification							
	12th Complete		T.T.I. Certificate		T.T.I. + 1		Diploma	
	#	%	#	%	#	%	#	%
Media Coord.	1	4.5	14	63.6	5	22.7	2	9

N=22

To start with, the evidences in the table indicate that almost all of the media coordinators (95.5

%) have received primary teacher training in one or another level. Out of this, 63.6 % (14) had certificate from a one year Teacher Training Institute (T.T.I.), while seven (31.7 %) coordinators had teacher training at mainly T.T.I. + 1 and diploma (2) levels. This is passable, because it shows that, with the exception of one (4.5 %) Coordinator, they all fulfilled the minimum requirement for a media coordinator, i.e., teacher certification. But in practice, we see a paradox here. The paradox is that a group of coordinators dominated by T.T.I. graduates (63.6 %) was supposed to give professional services like training and consultation to a group of teachers largely composed of diploma graduates (53 %). Let us not forget that 25.8 % (8) of the 34 diploma graduates were studying for their first degree at the time of the data collection (see Table 27, P.76).

The complex nature of media services to be provided for teachers requires coordinators to be well ahead of the clients in professional terms. S/he must know more and perform better than her/his clients, in all areas of media. However, the evidences in the following table prove the otherwise.

Table 51: Media coordinators' regular training on media

Respondents	Level of Training on media					
	College level		T.T.I. level		No instruction	
	#	%	#	%	#	%
Media Coord.	3	13.6	18	81.8	1	4.5

N=22

As presented in the table, nearly 82% (18) of the 22 media coordinators received only a few days formal instruction on media at a TTI level. And only three (13.6%) of the total took a separate course on media at a college (diploma) level. As opposed to this, there were 26 (38.8 %) teachers with a college level media training. In this case, every target school could have at least one teacher with a college level media training on average. Where as the ratio here was one media coordinator (with a college level media training) for seven target schools. Therefore, one can tell how difficult it must have been for the target media coordinators to render satisfactory professional services with such lower level of media competency as described above.

In-Service Training

The amount of effort made by the concerned bodies to bridge this knowledge gap through in-service training opportunities was not promising either. Table 52 contains data that support this statement.

52 : In-Service Media Training Opportunities For S.M.C (A.P.C.) Coordinators

	Items	M.coord.		Tot		Responses
		#	%			
1	In service training on media	10 11	47.6 52.3	21	A B	Yes No
2	Frequency of in service training	4 6	40 60	10	A B	More than once Once
3	Duration of in service training	6 2 1 - 1	60 20 10 - 10	10	A B C D E	1-7 days 8-15 days 16 d. - 1 month 1-2 months Over 2 months
4	Time when in service training was received last	2 3 3 2	20 30 30 20	10	A B C D	1-2 years 3-5 years 6-10 years Over 11 years

The table shows that slightly more than half (52.3 %) of the 21 media coordinators never had any opportunity for an in-service training on media (Table 52,1). This makes the aforementioned situation of media coordinators much worse. The alleged training given to those 10 (47.6 %) coordinators did not even take long (Table 52,3). For example, the training given so far for 80 % (eight) of the 10 coordinators did not exceed 15 days. In fact, if we take individual cases in to account, we find that only 1 - 3 days time to be allotted for many of the training programs. In short, the duration of most of the training given to these coordinators was very short. Moreover the training seemed to lack continuity. If their memory served them well, 60% (six) of the 10 respondents took part in an in-service program only once in the last several years (Table 52,2). On the other hand, 40% (four) said they have attended in-service training program for more than once. It is even unlikely for these to have exceeded two or three. Even then, four coordinators (18 %) out of 22, attending a workshop for two or three times does not mean much. The evidence in same table (No. 4) indicates that there were only two (20 %) coordinators (out of 10) who participated in a workshop in the past two years. It is important to remember that more than half (52.3 %) of the media coordinators never attended an in-service training workshop since they graduated several years ago. And many of the target teachers have already noticed this lack of competence (and leadership quality) on the part of many of the media coordinators. For that matter, as shown in the following table, 79.3 % (50) of the 63 target teachers have made it clear that they have little or no confidence in the people who were then running the M.Cs. in their respective schools. These

teachers looked many of the media center coordinators as inferior people in professional terms. As a result, they seemed to have concluded that they could get little professional assistance from these coordinators.

Table 53 : Amount of confidence teachers had on the competency of media coordinators.

Respondents	Amount of teachers' confidence on media staff					
	Full confidence		Little confidence		No confidence at all	
	#	%	#	%	#	%
Teachers	13	20.6	38	60.3	12	19

N=63

Feelings of hurt were also visible in M.C. coordinators while some of them told the researcher about the low regard that many teachers (including school directors) had toward them. This feeling (superiority/inferiority) residing in both parties was really detrimental to the quality of media programs/services in the target schools. Perhaps, this may partly explain why some teachers didn't frequent the M.C. in their school, although some media coordinators and directors accused them as well for lack of interest and commitment. For this researcher, the reservations that both parties had to one other in these respects are things to be considered seriously and investigated farther.

2. Quantity of Media Staff

The problem of the media staff was not only that of quality. Equally important was the problem of quantity, as far as the target schools were concerned. Table 44 also presented some evidence on the number of media staff available in the target schools. During the visit, the researcher learned that eight (36. 3 %) of the 22 M.Cs. had only one coordinator each. Of course, out of these eight M.Cs., two were not functional then. On the other hand, 13 (59 %) S.M.Cs. had two coordinators each, while there was only one S.M.C. (Kulfo) having three coordinators. However, it is amazing that this S.M.C. (Kulfo -Dilla) was out of function for nearly two years from the time of the visit. In addition, assigning only one coordinator, as was the case in the eight schools (six functional), caused the closure of the M.Cs. in either of the shifts. Generally, the number of media staffs in each target school was far below the requirement. It was far from enough even under such an extremely limited supply of raw materials, which almost brought materials production activities to a halt. Because, there will still be other kinds of services to be provided by the M.Cs. (e.g., instructional materials provision). In fact, one needs no hard thinking to understand that the S.M.Cs need at least

one coordinator and one 'all-rounded' technician for each shift. This means, in the present context, the S.M.Cs will need to have at least five staff, one of whom will be the chief coordinator.

As a matter of fact, the media coordinators in the target schools were working against all odds. First, they had little or no training for the purpose. Second, they were carrying too much workload, meaning that they were supposed to work in the classroom and the M.C. for a total of 35 periods a week, which was of course the maximum load for any teacher. Third, they received little or no recognition, respect and support from the school administration. Also, some teachers had low regard for some of the media coordinators. Therefore, one will at least be morally obliged to show sympathy for them and recognition for their duties, which were accomplished under such very difficult conditions.

H. Planning and Management of Media Programs in the Target Schools

From the enquiry made in the target schools, the investigator found out the absence of teamwork, systematic approach and management in almost all of their media programs. Of course, some media centers advise academic departments to prepare, at the beginning of the year, annual work plans concerning mainly the production of instructional materials. In the plan, the departments identify and include lists of instructional materials to be prepared by individual members or in collaboration with the media coordinators or by the media staff as a unit. The departments then submit their plans to the media center on the basis of which the later prepares the school's media plan for the year. But the evidences secured from most of the media coordinators and the relevant documents proved this activity of planning to be a nominal practice, which remained just on the paper. Not only this, the investigator has also learned that some two or three media coordinators were clearly told by their school directors not to even prepare annual work plans for their media programs. The simple reason given was that these schools were not in a position to fulfill any request for the supply of raw materials to the media centers. Otherwise, only very few S.M.Cs. with some possibilities for a raw materials supply, showed some effort in planning and executing their media programs. These included the media centers in Bobicho, Arekit (Guraghe) and to some extent Lante (Arbaminh Zuria) schools.

I. Team Work and Collective Leadership

There was a sign of teamwork observed in Arekit School where a group of fourallegedly talented and interested teachers were assigned to run the media program, of course under the leadership of

the media coordinator. As reported by the media coordinator of the same school, the committee has been promising and really helpful too, in promoting the media program in the school. This was an interesting experience from Arekit School! It was really a demonstration of very good imagination and anticipation on the part of the school community there.

When seen at a much larger scale, at present, there are several evidences in the literature supporting the real value of such media committees in enhancing media programs/services in schools. With this in mind, the researcher suggested to his respondents the idea of setting up a media committee in every school. More importantly, the idea was suggested in anticipation of the extra ordinary role the committee might be capable of playing, under the difficult circumstances prevailing now in Ethiopian schools (Amare, 1999). Directors and M.C. coordinators in the target schools were therefore, asked to react on how much difference such a committee could probably bring to a school's media programs. Their reactions (opinions) are presented in table 54.

Table 54 : Opinions on the establishment of 'school media committees' as one system of managing media services.

Respondents	Impact of 'Media Committees'...							
	Make big difference		Make Little difference		Make No difference		Difficult to tell	
	#	%	#	%	#	%	#	%
Media Coord.(22)	20	90.9	1	4.5	1	4.5	-	-
Directors (20	18	90	-	-	-	-	2	10

As shown in the table, two people from each group (10% of the directors and 9% of the media coordinators) showed reluctance to the proposal. Particularly the two media coordinators rejected the idea on the ground that establishing a media committee alone is not enough unless reliable means are first created to supply media centers with the necessary raw materials on a permanent basis. Otherwise, 90 - 91% (18 and 20) of the directors and M.C. coordinators respectively, welcomed the idea of running school media programs by a committee. More over, subsequent discussions with individual M.C. coordinators resulted in a common understanding that well-authorized media committees can increase sense of ownership, seriousness of purpose, deliberateness as well as energy to the media programs in schools. But the above assertions made especially by the school directors seemed not to go beyond words. Because some of them failed to

invite and exploit the readily available media expertise and experience of some of their teachers who were formerly serving in school pedagogical centers (S.P.Cs. or S.M.Cs.) else where or in Awraja pedagogical centers (A.P.Cs.). These were people who left the Awraja pedagogical centers when the centers were closed down or displaced from their former school pedagogical centers on the ground that they don't speak the language of instruction there. The researcher met some of these former media center workers in some of the target schools like Wachemo No. 3 (Hosaina), Tabor (Awassa) and Ras Desta (Yirgalem). And he learned from some of them that they were still willing to contribute to the media programs in their new schools in any way possible, if the school officials invite them.

J. School-Level and Regional Policy on Media

Characteristically, a well elaborated media policy establishes, among other things, guiding philosophies and sets standards regarding the organization and management as well as quality and quantity of media programs or services in schools. Also, it contains general statements expressing the kind and amount of resources necessary for media programs. With this theoretical framework in view, an attempt was made to obtain evidences of any media policy ever formulated for and used in the operation of media programs in the target schools. The following table and the subsequent discussions reflect the major findings in this regard.

Table 55: Availability of recently issued or old media policy documents in the S.M.Cs.

Respondents	Recently issued media policy documents				'Old' media policy documents			
	Available		Not available		Available		Not available	
	#	%	#	%	#	%	#	%
S.M.Cs./ Coordinators	1	5	19	95	3	5	17	85

N = 20

Availability of Media Policy

The first attempt made by the investigator was to find out if any kind of newly issued media-policy was ever made available to the target schools. But as expected, nearly all (95 %) of the 20 school media coordinators responded to this question in the negative. Interestingly, only one S.M.C (Chuko), which was of course not functional at the time of the visit, was found to have a recently issued media-related 'policy' document. This document was adopted by one of the W.E.Os of the Sidama Zone in 1995, from an older document prepared by the former curriculum Department (Ministry of Education). Other than this, a smaller draft document, prepared in 1999 by the

Table 56: Directors' and media staff's' knowledge of the job descriptions for a S.M.C. coordinator.

Respondents	Knowledge demonstrated					
	Sufficient		Not Sufficient		Very little or no knowledge	
	#	%	#	%	#	%
Media Coord. (17)	4	23.5	9	52.9	4	23.5
Directors (20)	9	45	11	55	-	-

In their responses, nine (45 %) of the 20 directors and three (21.4 %) of the 14 M.C. coordinators demonstrated sufficient knowledge about the job descriptions of media staff. On the other hand, the knowledge demonstrated by 11 (55 %) of the directors and nine (52.9 %) of the media coordinators was not sufficient. And four (23.5 %) of the media coordinators demonstrated very little or no knowledge about their responsibilities and duties in the school media program. As a whole, one can see that 13 (76.4 %) of the 20 media coordinators lacked adequate knowledge of their professional and administrative responsibilities in the media programs they are supposed to run in the schools. Obviously these discrepancies and deficiencies are attributed to the absence of a clear policy on media as well as training and awareness opportunities for both parties.

Assigning Media Staff

Also, the absence of media policy and training seemed to have caused mal practices in recruiting and placing media staff at ALL levels in the educational structure of the southern region. The sets of data presented below substantiate the mal practices and haphazard now prevailing in the recruitment and placement of media personnel at school level.

Table 57: The body which assigns school media center coordinators.

Respondents	Assigning Bodies							
	W.E.O.		School Administrations		General Assembly of Staff		Other	
	#	%	#	%	#	%	#	%
Directors (20	5	25	8	40	7	35	-	-
Media Coord.(20)	2	10	7	35	10	50	1	5

In schools where the administrations showed good will, the general assembly of the academic staff took the opportunity to elect and assign school media coordinators. Eight (40 %) of the 20 directors confirmed this case. And seven (35 %) of the directors said the school administrations themselves appointed media coordinators, while five (23.8 %) reported that their media coordinators were assigned for them by the local W.E.O. Generally speaking the responses given by 20 media coordinators also confirmed the same observations reported above. On the whole all the evidence here verify that no body in the educational ladder possessed a clear cut understanding on who has the authority and responsibility to select or appoint media staff for schools.

Media Staff Selection Criteria

Also, absence of media policy denied schools and education offices a systematic and comprehensive set of criteria for the selection and placement of media personnel. As a result, the customary and common practice had become to use a very limited selection criterion in all of the target schools. At the time of this study, the principal selection criterion commonly considered by all schools tended to be the relative talent and experience in arts and craft allegedly possessed by the candidates. There was no evidence in any school of giving due consideration to the equally important criteria like media training, knowledge and experience on the contents and problems of primary curriculum and leadership qualities, etc. This might perhaps explain why most of the target teachers (79.3) have little or no confidence on the professional competence of most school media coordinators.

Evaluation of Media Staff

The researcher has also learned that there was no system or procedure employed in the schools to evaluate the media staffs for their performances in the schools' media programs. Media coordinators were not evaluated for what they did/did not accomplish in delivering media services. Like all the rest of their fellow teachers, they were formally evaluated only for their teaching performances in the classrooms.

Motivation for Media Staff

As mentioned earlier, most of the media coordinators carried the maximum load for a week, which was 35 periods. And despite they worked under such pressures and other difficult circumstances, no system of support, encouragement and incentive was employed by the school administrations to

motivate the coordinators in accomplishing their duties. For instance, all of the coordinators disclosed to this investigator that they had never been supplied with a work coat, not to mention other safety items and accommodations. Neither did they receive any kind of incentives or privilege. Most of them told the researcher that they received little or no recognition and encouragement from the school administrations. Most of the directors accepted the complaints of the media staff. However, some of them believed that the media staffs were indirectly benefiting by farther developing their technical knowledge and experience, which many of them used for personal fulfillment in economic terms.

THE ROLE OF SCHOOL ADMINISTRATIONS IN THE SUCCESS OR FAILURE OF MEDIA PROGRAMS IN THE TARGET SCHOOLS

As instructional leaders, it is inevitable that school administrations are responsible for many of the major achievements or weakness observed in their respective schools. For example, as mentioned earlier, a good part of the credit for the relative achievements of the Bobicho M.C. (in materials supply and production) went to the school director. And the same may also be true for Arekit school (media committee). In a similar manner, it may be enough to reflect back some of the major media-related weaknesses observed in some of the target schools. The investigator believes these to be partly demonstrations of failure on the part of the school administrations. Table 58 presents summary of the major areas of media where schools administrations failed.

Table 58: Summary of the Major weaknesses Shown by target school administrations in media related issues

	Major Weaknesses	Schools		
		#	%	Total
1	With out media programs / Services (unfunctional M.C.)	5	22.7	22
2	Media services for one shift only	6	35.2	17
3	M.Cs. closed mostly or sometimes	11	64.7	17
4	Heavier teaching load given to M. Coordinators	11	64.7	17
5	Absence of school-initiated staff-development programs	15	75	20)
6	Lesser effort in mobilizing teachers to:			
	6.1. Obtain free and inexpensive media from local sources including M.Cs. and students			
	6.2. Involve students in materials production			
	6.3. Use readily available instructional materials*			
7	Much reluctance in :			
	the evaluation of teachers' performance in media application			
	motivating committed teachers and media coordinators			

The following sections present data and evidences showing the weaknesses observe in those areas mentioned last in the above table.

6.3. Efforts Made By School Administrations To Mobilize Teachers To Use Existing Instructional Materials

This refers to the time and energy spent by the school administrations in persuading and requiring teachers to use instructional materials, which are already existing in the S.M.Cs. The evidences obtained from teachers show (table 59) that most of the school administrations were not very serious in this respect either. 80.5% (54) of the 67 teachers implied that their school administrations were reluctant in convincing and mobilizing them to use existing instructional materials on a permanent basis.

Table 59: School administrations' efforts in mobilizing teachers to use existing instructional materials.

Respondents	Amount of formal effort by school administration					
	constant effort		Ocassional effort		No effort	
	#	%	#	%	#	%
Teachers	13	19.4	42	62.6	12	17.9

N=67

7.1. Evaluation of Media-Related Performances of the Target Teachers

In the Ethiopian school context, the school community carries out evaluation of teachers' performance twice a year. The format prepared for this purpose contains few items particularly intended for measuring the quality of teachers' performance in some media-related activities. And with the assumption that these items would be seriously considered by school administrations, the researcher tried to find out the grade points and raw marks given to teachers for their media-related performances during the last evaluation period. To this effect, two most relevant items were picked from the format filled by the school administration and one item from that filled by classes of students. The items are listed as follows.

1. Competence in connecting instruction with life and using appropriate methods and materials of instruction (Item 4);
2. Participation and cooperation shown by the teacher in co-curricular and media center activities as well as in various committees and posts in the school (Item 13); and
3. Competence in connecting instruction with life, presenting lessons using simple language and instructional materials, and participating students in the lesson (Item 2 - students).

The maximum point given to each item (quality) was five. The three items altogether make up 15 points. Table 60 presents the sum of the raw scores achieved by the target teachers.

Table 60: Evaluation Results for the Media-Related Performances of Target Teachers.

A= Scores For The Three Evaluation Items

Respondents	Scores earned out of 15									
	15		14		13		12		9	
	#	%	#	%	#	%	#	%	#	%
Teachers	15	31.9	14	29.7	12	25.5	3	6.3	3	6.3

N=47

B= Scores for two evaluation items

Respondents	Scores earned out of 10					
	10		9		8	
	#	%	#	%	#	%
Teachers	4	26.6	8	53.3	5	33.3

N=17

It is appropriate to mention early on that the researcher found it very difficult to get complete and readily available information about teachers' performance evaluation results in most of the target schools. For instance, in some cases, one or another of the three relevant items was missing in the formats used by some of the target schools. In other cases, some schools failed to fill the grade points for all of the three media-related items in the format. Consequently, the investigator was forced to consider only two items for some 17-target teachers, while he excluded some five-six teachers for they had no evaluation record at all at the time of the inquiry. Coming to the evidences, it can be seen in table 60(A) that 32% (15) of the 47 teachers have earned full mark. Clearly, this means nothing but the teachers must have the best and most satisfactory performance in obtaining, producing and using instructional materials. Like wise, earning 14 out of 15, as was the case for

29.7% (14) of the teachers, must also be considered as an evidence of best performance. With this kind of interpretation in mind, we can find around 41(87.2%) of the 47 target teachers scoring 13 and above out of 15. These raw scores as well, can be taken as representing an excellent performance on the part of the target teachers. Also, noting that the lowest mark (9/15) is still a pass mark, the performances of the entire teachers was there fore taken as a satisfactory one in the judgment of the school administrations. But the problem is that the evidences presented earlier as obtained from several different sources never agree with this judgment of the administrations of the target schools. In fact, all of the evidences presented in this report about teachers' media-related performances rather prove the other wise. In more specific terms, the fact is that most of the target teachers demonstrated very low participation in their schools' media programs (centers) and eventually poor performance in obtaining, producing and utilizing instructional materials. As a result, we will be obliged to doubt the validity of the evidences obtained from the evaluation results compiled by the school administrations. Before closing this part of the discussion, it would be important to make few remarks on the factors that caused the non-objectivity and unreliability of these evidences. The investigations of the evaluation records and the subsequent discussions held with the media coordinators revealed serious shortcomings in the procedures employed in the process. For instance, in very many cases, grade points were simply given by the school administration with out involving or considering the testimonies of the right people for the purpose (the S.M.C. coordinators). More amazing was that the administrations of the five schools whose M.Cs. were not functional have been continually giving grade points (good ones!) to their teachers for their media-related performances, which were not there in practical terms. The excuse made by some directors for these and the other inflated marks, was more or less the same. The school officials simply wanted to stay on good terms with their fellow teachers. It is evident that they chose this at the expense of the quality of the instruction in general and the quality of the media programs in particular. This is no doubt, detrimental and hence requires further investigations, which lead to some corrective measures.

System Of Motivation Used To Encourage Committed Teachers

Recognition and rewards given to teachers, who showed extra ordinary performance in media, will surely have a motivational effect. About 12 teachers, who constituted 17.6% of the total respondents, were able to produce over five instructional materials each, in the past one and half years. In fact, the number of teachers who managed to prepare more than eight instructional

contains evidences obtained from these 'high achievers' on the amount of encouragement and rewards they received for their better performances in the past.

Table 61: Encouragement and reward given to teachers for their better performances in media related activities.

Respondents	Frequency of rewards for teachers							
	Frequently		Occasionally		None		I Have No Information	
	#	%	#	%	#	%	#	%
Teachers (12)	3	25	2	16.6	7	58.3	-	-
Directors (20)	3	15	2	10	14	70	1	5

It was reported that two (16.6 %) of the 12 teachers received encouragement from their school administration in the form of verbal praise, while 2 (10 %) of the 20 directors similarly said they have given verbal praise occasionally for some of the high achievers. On the other hand, those three (25 %) teachers who prepared over eight instructional materials each have confirmed that they have received some meaningful rewards from their respective school administrations. The forms of the rewards included, in addition to words of praise, a letter of appreciation given to one of them on the occasion of a school (parents') day. The other teacher was given a privilege for attending a short workshop while the last one got priority for a further education at a diploma level. As opposed to this, seven (58.3 %) of the high achievers disclosed that they have never received any kind of encouragement for the relative commitment they demonstrated in the past. It was interesting to know that 75 % (15) of the 20 directors did not hesitate to admit their failure in this regard. During the interviews, many of these directors told the researcher that they failed to give encouragement not because there were no teachers who deserved it, but rather the idea simply has never occurred to their mind. On the whole, from the evidences presented above it seems apparent that the target schools didn't have a clear policy or system for motivating outstanding teachers.

In summing up this part of the discussion, it may be appropriate to mention that the investigator has learned that several demotions and appointments of school directors took place in the whole of the region, immediately following the last data collection in January 2000. All of the six target schools in the Sidama Zone, for instance, were affected by the change. In fact little is known to date if these changes and reshuffles were results of well informed decisions or connected in any way to similar low performances of directors with the ones presented in this report. Which ever the case may be, whether or not this new generation of directors can bring improvement in the schools' media

3. LOCAL/REGIONAL FACTORS

Support From Local/Regional Media Centers

There can be no argument that local or regional media centers play a tremendous role in the promotion of media services at school level. This section presents the findings on the nature and extent of media support/services the target S.M.Cs. received in the past few years, from wereda, zonal and regional educational offices or media centers. In fact, the quality and quantity of media services provided to S.M.Cs will largely depend up on the capacity currently maintained by these local/regional offices mainly in terms of policy, finance, media centers and media personnel. Tables 62 and 63 provide a glimpse of idea on the present condition of media centers and personnel maintained in the target weredas and zone of the southern region.

A. Local/Regional Media Centers

Table 63: Availability and functionality of M.Cs at local/regional levels.

	Media Centers at											
	W.E.Os. (14)				Z.E.Ds. (6)				R.E.B. (1)			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#		#	%
Availability	**5**	**35.7**	**9**	**64.7**	**2**	**33.3**	**4**	**66.6**	-	-	**1**	**100**
Functionality	**2**	**40**	**3**	**60**	-	-	**2**	**100**	-	-	-	-

The visit made to the target education offices in the region revealed the following facts. The R.E.B. does not as yet have a regional media center (R.M.C.). In general, at the time of this study, all of the six target Z.E.Ds were not maintaining M.Cs., which can provide what so ever kind of media support/services to their schools. In fact Z.E.Ds in Sidama and Gededo have Z.M.Cs. that went out of function some five to six years ago. Formerly these were media centers organized at regional (Sidamo) and Awraja (Gedeo) levels. Their facilities and equipment were sealed for a long time now. Similarly the Hadiya Z.E.D. has taken over a building which was initially meant for A.P.C. (Kembata and Hadiya) The building has never started operation after its construction was finished. At the time of the visit they were using it as a conference hall and parts of it for office purposes. And construction of a Zonal Media Center (Z.M.C.) in the premise of the Guraghe Z.E.D. was closer to completion, although unlikely that it will resume its operation soon. Also with the exception of two W.E.Os in Guraghe Zone (Goro ad Gumer), twelve (85.7 %) of the fourteen target W.E.Os were not providing media support/services to their schools. It was mentioned earlier

the present context of the region. In practice, a decisive part of the power in the local administration (of education) appears to concentrate at the level of Z.E.Ds. So the absence of media experts at this level contributed to the stagnation of media programs/services in all parts of the region. On the other hand, six (42.8 %) of the 14 weredas did not have media coordinators. One smaller implication of this was that tens of schools missed benefits from some local and individual initiatives that might be taken by some committed wereda or zonal media coordinators. The case of Gumer wereda (Arekit) could be recited as an example here.

B. Work Relations

There were reports about the Arekit (Guraghe) wereda media Coordinator maintaining better work relations with and among S.M.Cs. in the locality. Apart from this, about 75% (15) S.M. Coordinators out of a total of 20 respondents, have reported that they had loose or no work relations with neither wereda nor Zonal media coordinators. Eventually, most of them told the researcher that the S.M.Cs. received little or no technical and material support from the local and regional education offices.

All of the evidences reported thus far about local/ regional media centers, personnel, work relation and recent efforts etc. tend to reveal one harder fact. The entire mal practices and serious deficiencies in the region's media programs did not happen all by themselves or by sheer coincidence. Or as might be assumed from a face value, the main problem is not just a matter of lack of good will, initiative and commitment on the part of individual teachers, School directors or media coordinators at all levels etc. In practice, one of the real problems is that media programs and services in the SNNPR are no body's responsibility. The researcher strongly feels that the region's educational planners and decision-makers at the very top levels have forgotten media programs. The researcher has also learned that many people including teachers, school directors and media coordinators as well as media 'experts' at W.E.Os and R.E.B. level strongly share this observation.

Media centers /programs are left unnoticed at a policy or strategic plan level in the southern region. A glance at the Education Sector Development Plan (ESDP) for the SNNPR (1997/8-2000/1) can substantiate this observation. The section titled "Textbooks and instructional materials" (1997: 30-36) entirely deals with only textbooks and issues related to them. Instructional materials are only vaguely addressed with just five lines in the whole document. So, if instructional materials (media

centers) are neglected at a strategic plan level, then it would be a little naïve to expect them to receive any meaningful attention in any of the subsequent levels. The following seem to be some of the immediate consequences of this negligence. Media centers and programs are deprived of feasible policy implementation strategies, workable structure and organization, sufficient budget and media personnel. These in turn have resulted in very poor media services and practices at school level. Ultimately, this has brought about an instructional system, which is over dominated by verbal presentations and rote memorization of lessons by teachers and students respectively. This is what the evidences in this report substantiate!

On the other hand, except for some occasional initiatives, S.M.Cs or media programs did not get any considerable attention from the donor agencies either. A brief review of the media issue against the primary objectives of some of the donor agencies might perhaps explain why School Media Centers or Programs are not with in the immediate focus of their improvement programs.

The BESO project (USAID) for example, consists of various units, which are all, structured around the common goal of improving the quality of primary education in the SNNPR. The project intends to realize this broader goal through the following independent units or programs:

a) Primary Curriculum Improvement Program,
b) Primary Teacher Training Improvement Program,
c) School Leadership Development Program,
d) Community Awareness and Mobilization Program (World Learning Incorporated), etc.

Hence the specific mission (objective) given to these different units (project offices) seemed to make them focus more on other areas than on media programs.

So, in practice only little has been done by donor agencies in areas such as building new media centers or maintaining old ones. Other little attended areas include provision of facilities, equipment and tools, supply of raw materials and stationary materials, donation of factory made instructional materials, training media personnel in the education offices and school teachers and media coordinators. It is sad to know that media programs/services received little attention from all stakeholders, i.e. the school administrations, the government, and donor agencies. But it should not be forgotten that effective media programs play a very decisive role in improving the quality of education at any level.

RECENT EFFORTS

After a long period of stagnation, there appeared in recent months, a revival of some interest in the restoration of media centers and programs in the region. One manifestation of this was the seminar organized in Dec, 1999 at Arbaminch and Hosaina by the department of educational supports in the R.E.B. Unicef sponsored the seminar and media personnel or delegates drawn from all Z.E.Ds and W.E.Os attended it. The theme of this seminar was revival of media centers and programs in the southern region. Although far from sufficient, this initiative should be praised for it was the first of its kind in the last 6-7 years. The researcher met many participants who also praised the initiative but worried about the sustainability of such efforts in order to bring the desired effects. In fact, there were clear evidences that the workshop and the other paper works carried out by the media centers coordinating unit (R.E.B), were all individual and sporadic initiatives. As yet, media centers and programs have not received attention from the educational planners and decision-makers. Consequently, southern schools are not getting any kind of media support or services from the concerned bodies in their locality and from the R.E.B. at large. On the contrary, it can be said with all certainty that the wereda, zonal and regional media 'programs' have now become tails even to the very limited media programs on most schools in the southern region. If we just attempt to reflect two decades back in time, we will find a very good example (fact) showing how media programs (supports) are extremely neglected currently at local, regional and national levels. The former A.P.Cs., which did not have more than six or seven years of existence in 1984, have managed then to produce and disseminate prototypes of 17,116 different instructional materials to different schools in Ethiopia (MOE,1984).

On another dimension, there are no evidences indicating that national agencies like ICDR, EMA, EMPDA, Science and Technology Exhibition Center were considered to help in the improvement of media programs and services. Except for the educational radio and TV programs EMA broadcasts, and the textbooks EMPDA publishes, their presence is not felt in the schools as far as other related instructional materials are concerned. For instance, if some efforts are made in that direction, it would not be difficult for EMPDA to produce printed materials like maps, graphs, charts, diagrams etc. Like wise, EMA is certainly capable of producing audio and video programs or slide films for educational purposes. There fore, the possibilities for these institutions to serve for instance as national media centers or cooperating resources centers needs to be thoroughly investigated.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Teachers include different types of instructional materials in their lesson and annual plans without referring to the list of instructional materials suggested in the syllabus. Apart from using other curriculum materials than the syllabus, they rely more on their own intuition and subjective judgement in all the media-related decisions they make. The teachers resorted to this for the simple reason that the education offices completely failed to supply them with the syllabuses.

There is extreme shortage of instructional materials in the S.M.Cs. Even relatively common place media are not in evidence in most schools. And considerable portion of the already meager collections is not only old in physical terms but also less relevant to the new school curriculum. Only a handful teachers show enthusiasm for using existing instructional materials. In practice most teachers heavily rely on or confine themselves to the use of very few types of instructional materials, namely their voice (lecture), the textbook and the chalkboard. Hence teaching by words (spoken and written) and learning by listening and copying have become characteristic of primary classrooms in the SNNPR.

On the whole it is obvious that the limited production and utilization of instructional materials in the primary schools of the southern region are still largely effects of few individual efforts and occasional initiatives. Media use is taking place unsystematically in response mainly to the enthusiasms of certain relatively devoted individual school teachers, directors and media coordinators. Failure of the majority in this regard deterred students from receiving concrete and meaning full learning experiences.

The achievements of the very few enthusiastic teachers and media coordinators are seldom recognized/rewarded and never communicated to the rest of the staff members. Like wise the failure of the majority in materials production and utilization are always ignored. This is so because the schools don't have any system of motivation in use. In addition, teachers are only nominally evaluated and never held accountable for their media-related performances, while media coordinators are not evaluated at all for what they do/don't do in the media centers.

Most teachers are lacking competence and enthusiasm necessary for the production and utilization of instructional materials. As a result, there seems to be an apathy and natural resistance to obtain, produce and use instructional materials. Moreover, Nearly all of the target

schools are using un-trained and incompetent personnel who are supposed to run media centers and render wide range of professional media services to the clients.

Full-fledged media centers are almost absent in the entire primary schools of the southern region. There are schools with out media centers. Some S.M.Cs. are fully closed and give no media services at all. Others are functioning on a shift basis hence give services only for half of the potential users. Still other media centers, which are supposedly serving both shifts, are not open through out the school hours. The current buildings, lay out, and space of S.M.Cs just don't meet even the minimum requirements for the purpose.

All of the schools do not have budget for running their media centers. They are also suffering from absence of school-level media policy, space and facilities for media programs. As a result, many media services (centers) have reached at the verge of death, where they can no longer provide efficient and effective media services for teachers and students.

One of the greatest obstacles to media programs in the schools is lack of institutional commitment, which made school officials fail to accept and play a leadership role in enhancing media services.

Due to lack of imagination, attention, commitment as well as policy and a workable structure from the top, instructional media's (media centers') potential to increase instructional effectiveness have been barely realized and actualized.

RECOMMENDATIONS

Although the recommendations listed below will not by any means be "the answer" to the whole quality of instruction in the region, They do present some valuable possibilities and dimensions for solving problems pertaining to the application of instructional materials at the classroom level.

1. As a rule, Education offices must provide teachers with the syllabuses. Also they have to see to it that textbooks reach schools on time. The Riso machines in the R.E.B. and the duplicating machines available in the Z.E.Ds, W.E.Os and in some schools could be fully utilized to this effect.
2. Education offices at all levels must take serious and well-integrated initiative to revive and strengthen M.Cs. at all levels in the entire region;
   2.1. Schools, which do not currently have media centers, must be required to reopen at any cost;
   2.2. The S.M.Cs that are wholly or partly non-functional should resume their programs in such a way that they give media services to both shifts on full time basis;
3. School officials must show all rounded institutional commitment toward media programs/ centers. They should stop regarding media centers as sideshows of the school's program.. More importantly, responsibilities for planning and managing media programs should be placed up on the highest levels of the school officials.
4. A system should be designed and enforced in order to require and motivate teachers produce simpler materials and use existing instructional materials on a permanent basis. A motto equivalent to the "*Publish or Perish*" as in the tertiary level, might be introduced and effected in the school system in order to ensure the concretization of instruction;
5. Government (Federal, Regional and Local) must allocate viable budget for enhancing media centers/ programs at ALL levels including S.M.Cs.
   5.1. The new financial directive that requires schools to transfer part of their internal revenue to local finance offices needs to be waived out so as to encourage schools' initiative to subsidize own programs (e.g. media programs);
   5.2. The new circular that prohibits schools from mobilizing local communities to raise fund for supporting school programs should be reconsidered, as this act squarely contradicts

the popular philosophy of encouraging community participation in local educational development schemes;

6. Teacher education colleges need to revitalize and redesign their professional courses (e.g. media). The courses should be made to include more practice in the selection, procurement, production, utilization and evaluation of media.

6.1. The colleges need to initiate a remarkable shift of emphasis from instructor-centered expository approaches to trainee- centered participatory approaches. To the above effect:

A. The credit hour for the college media course has to be raised from two to three

B. In addition to well organized media course rooms, media centers with a full and clear access to trainees have to be set up in all the teacher education colleges and faculties.

6.2. In addition to well-equipped media course-rooms, education colleges and faculties have to set up fully-equipped media centers in their respective premises;

7. Education colleges and faculties have to take the initiative to design and run short in-service media training programs so as to help raise the media-related competency of teachers, S.M. coordinators, media personnel, curriculum workers and supervisors working in the various educational offices of the SNNPR ;

7.1. The R.E.B. and Z.E.Ds, in collaboration with Education Colleges and Donor agencies have to make continued effort to provide awareness programs and refresher mini-courses on media to educational administrators and school directors.

8. A comprehensive media policy has to be formulated at a regional level. And the ESDP for the SNNPR has to give enough consideration for non-textbook instructional materials (at least for the next term of plan);

8.1. New standards should be set up for the buildings, space and lay out, facilities and staffs ... of all levels of media centers. This should be enforced particularly in the newly emerged (emerging) Education Offices, schools and Teacher Education Colleges.

9. Donor agencies operating in the SNNPR need to show fresh interest and initiative in making impact on the neglected dimension of capacity building in the specific areas of media.

APPENDIX – A

<u>በደቡብ ብሔር ብሔረሰቦችና ሕዝቦች ክልል መንግሥት ትምህርት ቢሮ
በ1991 ዓ/ም የ8ኛ ክፍል ሀገር አቀፍ ፈተና ለመውሰድ የተመዘገቡ፣ የተፈተኑ፣
ያለፉ ፣ የደገሙ ተማሪዎች ብዛትና ያለፉትን በደረጃ የሚያሣይ ሠንጠረዥ፣</u>

ተራ ቁጥር	ዞን /ልዩ ወረዳ/	የተመዘገቡ	የተፈተኑ	ያለፉ	በ%	የደገሙ	በ%	ያለፉ በደረጃ
1	ሰሜን ኦሞ	14384	12595	6508	51.67	6087	48.32	3ኛ
2	ሲዳማ	13458	12106	5987	49.45	6119	50.54	4ኛ
3	ሀዲያ	4997	4145	2944	71.02	1201	28.97	2ኛ
4	ጉራጌ	3785	3232	1204	37.25	2028	62.74	9ኛ
5	ከአጠ	3671	3003	1426	47.48	1577	52.51	5ኛ
6	ካፋ ሸካ	3249	2967	817	27.53	2150	72.46	13ኛ
7	ጌዲኦ	2953	2681	840	31.33	1841	68.66	11ኛ
8	ቤንች ማጂ	1589	1410	389	27.58	1021	72.41	12ኛ
9	ደቡብ ኦሞ	716	661	132	19.96	529	80.03	14ኛ
10	ኮንሶ	384	341	159	46.62	182	53.37	6ኛ
11	ዲራሼ	361	336	120	35.71	216	64.28	10ኛ
12	አማሮ	273	246	181	73.57	65	26.42	1ኛ
13	የም	260	250	115	46	135	54	7ኛ
14	ቡርጂ	108	97	40	41.23	57	58.76	8ኛ
	ድምር	50188	44070	20862		23208		

<u>ንፅፅር</u>

1990 ዓ/ም የተመዘገቡ- 54,172 የተፈተኑ- 49202 ያለፉ- 26364 (53.58%)
የደገሙ 22838 (46.41%)

1991 ዓ/ም የተመዘገቡ -50,188 የተፈተኑ- 44070 ያለፉ-- 20862 (47.33%)
የደገሙ-- 23208 (52.66%)

...ons Nationalities and People's ...nment Education Bureau

APPENDIX - B

በደቡብ ክልል የ7ኛና 8ኛ ክፍል የህብረተሰብ ትምህርት መምህራን የሚሞላ መጠይቅ

የጥናቱ ርዕስ፡ በደ.ብ.ብ.ሕ.ክ በመጀመሪያ ደረጃ ትምህርት ቤቶች የህብረተሰብ ትምህርት መርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም፣

ዓላማ፣ የማስተማሪያ መርጃ መሣሪያዎችን በሚመለከት በመምህራንና በትምህርት ቤቶች በኩል በመሠራት ላይ የሚገኘውን ሥራ፣ የሚያጋጥሙ ችግሮችን፣ ያሉትንና የጎደሉትን ሁኔታዎች ... በተጨባጭ ለማወቅ የሚያስችሉ መረጃዎችን መሰብሰብ ነው:: በመጨረሻም መረጃዎቹ ተተንትነው ስለችግሩ ሁኔታ ጥልቀትና ስፋት ያለው ግንዛቤ ከተገኘ በኋላ ለውሣኔ ሰጪ አካላት የመፍትሔ ሐሣብ ማቅረብና ተገቢ የማስተካከያ እርምጃዎች እንዲወሰዱ ሁኔታዎችን ማመቻቸት የዚህ ጥናት ከፍተኛ ዓላማ ነው::

ማሳሰቢያ ፣

- ስምዎን መፃፍ አያስፈልግዎትም
- የጥናቱ ውጤት አስተማማኝ እንዲሆን በጣም ግልጽ ሆነው ጥያቄዎቹን እንዲመልሱ እጠይቃለሁ
- ግልጽ ሆነው የሚሰጡት ማንኛውም መረጃ ለጥናቱ ዓላማ ብቻ ከሚውል በቀር በሚስጥር እንደሚያዝ አረጋግጣለሁ ፣
- ጥያቄዎቹን አንድም ሣያስቀሩ በመመለስ የተሟላ መረጃ እንዲሰጡ አደራ እላለሁ ፣
- መጠይቁን የሙያ ኃላፊነት በተሞላበት መንፈስ፣ በጥንቃቄና በትክክል በመሙላት የጥናቱ ውጤት አስተማማኝና የተሣካ ይሆን ዘንድ የበኩልዎን አስተዋፅዖ እንዲያደርጉ በትህትና እጠይቃለሁ::
- ለእያንዳንዱ ጥያቄ ከተሰጡት አማራጭ መልሶች መካከል በርስዎ በኩል ትክክለኛ ነው ብለው ያመኑበትን መልስ የሚወክለውን ፊደል ይክበቡት፣
- ለአንዳንድ ጥያቄዎች ከተሰጡት አማራጭ መልሶች የተለየ ሌላ መልስ ሲኖርዎትና እንዲሁም ምርጫ ለሌላቸው ክፍት ጥያቄዎች መልስዎን ለዚሁ በተዘጋጁት ክፍት ሥፍራዎች ላይ ይፃፉ::

ለትብብርዎ ሁሉ ልባዊ ምሥጋናዬን ከወዲሁ አቀርባለሁ::

ክፍል አንድ፣ የግል ሁኔታ መረጃዎች

1. ሀ/ የሚያስተምሩበት ዞን _____ ለ/ የሚያስተምሩበት ወረዳ _____

2. ፆታ:- ሀ/ ወንድ ለ/ ሴት

3. የአገልግሎት ዘመን:-

ሀ/ ከ1-5 ለ/ ከ6-10 ሐ/ ከ11-15 መ/ ከ16 በላይ

4. የትምህርት ደረጃ:-

ሀ/ 12ኛ ያጠናቀቀ/ች/ ለ/ የምሥክር ወረቀት/ መምህራን ማሠልጠኛ ተቋም

ሐ/ 12+1ኛ ዓመት ኩሌጅ መ/ ዲፕሎማ ሠ/ ሌላ/ ይገለጽ _____

5. ከፍተኛ ሥልጠና የተከታተሉበት ተቋም/ኮሌጅ :-

ሀ/ ኮተቤ መምህራን ት.ኮሌጅ ለ/ ባህርዳር መምህራን ኮሌጅ ሐ/ አ.አ ዩኒቨርስቲ

መ/ አዋሣ መምህራን ትምህርት ኮሌጅ ሠ/ መም. ማሠልጠኛ ተቋም /ይገለጽ/ _____

ረ/ ሌላ ተቋም/ኮሌጅ/ ይገለጽ/ _____ ሰ/ ሥልጠና አልወሰድኩም

6. በኩሌጅ ደረጃ ሠልጥነው ከሆነ የሠለጠኑበት የትምህርት ዓይነት/ሜጀር ማይነር ካለ/ይገለጽ

_____

7. የተመረቁበት ዓ.ም:-

ሀ/ ከ1980 በፊት ለ/1980-1984 ሐ/ 1985-1989 መ/ከ1989 በኋላ

8. የሚያስተምሩበት የክፍል ደረጃ:-

ሀ/ 7ኛ ለ/ 8ኛ ሐ/ 7ኛና 8ኛ መ/ ሌላ ካለ ይገለፅ _____

9. በሣምንት ውስጥ ምን ያህል ክፍለ ጊዜ ያስተምራሉ?

ሀ/ ከ10 በታች ለ/ ከ11-15 ሐ/ከ16-19 መ/ ከ20-24 ሠ/ከ25 በላይ

ክፍል ሁለት ፣ መሠረታዊ መረጃዎች

10. በርስዎ ግንዛቤ/አመለካከት የህብረተሰብ ትምህርት ሲለበስ ማለት ምን ማለት ነው?

ሀ/ ለተማሪዎች መማሪያ እንዲያገለግል ለአንድ የተወሰነ የክፍል ደረጃ የተዘጋጀ የህብረተሰብ ትምህርት መፅሐፍ ነው

ለ/ መምህሩ የሚያስተምራቸውን ፅንሰ ሐሳቦችና ፍሬ ነገሮች አብራርቶ የሚያቀርብና እንዴትና በ ሊያስተምራቸው እንደሚገባ ዝርዝር ምክርና ጥቆማ የሚሰጥ የመምህራን መምሪያ መፅሐፍ ነው

ሐ/ የህብረተሰብ ትምህርትን አጠቃላይና ዝርዝር ዓላማዎች፣ ዐቢይና ንዑሣን ርዕሶችን፣የማስተማሪያ ዘዴና መርጃ መሣሪያዎችን፣ የግምገማ ዘዴዎችንና የመሣሠሉትን በአጫጭሩ የሚጠቅስ፣ በሠንጠረዥ መልክ የቀረበና በማዕከላዊ ወይም በክልል ደረጃ የሚዘጋጅ ዐቢይ ዕቅድ ነው

መ/ ሌላ ትርጉም ካለ ይገለፅ _____

_____

11. ለሚያስተምሩት የትምህርት ዓይነት በ1990 ዓ.ም. በአዲስ መልክ የተዘጋጀው ሲለበስ አለዎት?

11.1 የ7ኛ ክፍል - ሀ/ አለኝ ለ/ የለኝም ሐ/ አይመለከተኝም

11.2 የ8ኛ ክፍል - ሀ/ አለኝ ለ/ የለኝም ሐ/ አይመለከተኝም

12. ለጥያቄ 11 መልስዎ አዎ ከሆነ፣ ሲለበሱን ከየት አገኙት?

ሀ/ ከዳይሬክተርዎ ለ/ ከንብረት ክፍል ሐ/ በት/ት ቤትዎ አብሮዎት ከሚሠራ ባልደረባዎ

መ/ ከትምህርት ክፍልዎ ሠ/ ከት/ት ቤትዎ ውጭ ካሉ ምንጮች በራስዎ ጥረት

ረ/ በሌላ መንገድ/ከሌላ ምንጭ/ይገለፅ _____

13. ለጥያቄ ቁ.11 መልስዎ የለም ከሆነ ዓመታዊ የትምህርት ዕቅድዎን ለማዘጋጀትና ለአጠቃላይ ለማስተማር ሥራዎ በመመሪያነትና በማመሣከሪያነት የሚገለገሉበት አማራጭ ምንድን ነው ?

/ ከአንድ በላይ መልስ መስጠት ይችላሉ /

ሀ/ አዲሱ የመምህሩ መምሪያ ለ/ አዲሱ የተማሪው መማሪያ መጽሐፍ ሐ/ የድሮው ሲለበስ

መ/ የድሮው የመምህሩ መምሪያ ሠ/የድሮው የተማሪው መማሪያ

ረ/ከአእምሮዎ አፍልቀው ሰ/ ሌላ ካለ ይገለጽ _____

14. አዲሱ ሲለበስ ከሌለዎት፣ እንዲሰጥዎት ለሚመለከተው ክፍል ምን ያህል ጊዜ ጥያቄ አቅርበዋል ?

ሀ/ በጭራሽ ጥያቄ አላቀረብኩም ለ/ አንድ ጊዜ አቅርቤያለሁ

ሐ/ ከአንድ ጊዜ በላይ አቅርቤያለሁ መ/ ሌላ መልስ ካለ ይገለጽ_____

15. በ1990 ዓ/ም የተዘጋጀው አዲሱ የመምህሩ መምሪያ አለዎት ?

ሀ/ አለኝ ለ/ የለኝም

16. በሲለበሱ ወይም በመምህሩ መምሪያ ውስጥ ከተጠቆሙት መርጃ መሣሪያዎች መካከል በቀላሉ ሊገኙ/ሊሠሩ/ የማይችሉት ምን ያህሎቹ ናቸው ?

ሀ/ በጣም ብዙዎቹ ሊገኙ አይችሉም ለ/ ብዙዎቹ ሊገኙ አይችሉም

ሐ/ ጥቂቶቹ ሊገኙ አይችሉም መ/ ሁሉም ሊገኙ የሚችሉ ናቸው

ሠ/ አዲሱን ሲለበስና የመምህሩ መምሪያ አይቸው አላውቅም

17. ለሚያስተምሩበት የትምህርት ዓይነት የተማሪው መማሪያ መፅሐፍ በት/ ቤቱ አለ ?

17.1 ለ7ኛ ክፍል ሀ/ አለ ለ/ የለም ሐ/ አይመለከተኝም

17.2 ለ8ኛ ክፍል ሀ/ አለ ለ/ የለም ሐ/ አይመለከተኝም

18. ለጥያቄ 17 መልስዎ አለ ከሆነ ለተማሪዎችዎ ምን ያህል ተዳርሷል?

ሀ/ ለእያንዳንዱ ተማሪ ደርሷል ለ/ አንድ መጽሐፍ ለ2-3 ተማሪ

ሐ/ አንድ መጽሐፍ ለ4-5 ተማሪ መ/ አንድ መጽሐፍ ለ6ና ከዚያ በላይ ተማሪ

19. የማስተማሪያ መርጃ መሣሪያዎችን የሚመለከት ትምህርት፣ ራሱን የቻለ አንድ ኮርስ ሆኖ ተምረውታል ?

ሀ/ ተምሬያለሁ ለ/ አልተማርኩም ሐ/ ትምህርቱ ራሱ መኖሩን አላውቅም

20. በሥልጠናው ዘመን /ሥልጠና ወስደው ከሆነ/ ስለመርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም በቂ የሆነ ተግባራዊ ልምምድና ትምህርት ያገኙ ይመስልዎታል ?

ሀ/ ይመስለኛል ለ/ አይመስለኝም ሐ/ አስተያየት ለመስጠት ይከብደኛል

21. ለጥያቄ 20 መልስዎ ይመስለኛል ከሆነ ፣ ኮርሱ የመርጃ መሣሪያዎችን አዘገጃጀትና አጠቃቀም በሚመለከት ላለብዎት ኃላፊነት በብቃት አዘጋጅቶኛል ብለው ያስባሉ ?

ሀ/ በከፍተኛ ደረጃ አዘጋጅቶኛል ለ/ በመጠኑ አዘጋጅቶኛል ሐ/ ምንም አላዘጋጀኝም

መ/ ሥልጠና አልወሰድኩም

22. የማስተማሪያ መርጃ መሣሪያዎችን የሚመለከት ትምህርት (በኮርስ ወይም በምዕራፍ ደረጃ) ተምረው ከሆነ ትምህርቱ ለማስተማር ሥራዎ የሚሰጠውን ጥቅም በሚገባ ያወቁት መቼ ነው?

ሀ/ ትምህርቱን በምከታተልበት ወቅት

ለ/ ትምህርቱን ጨርሼ ወደ ሥራ ዓለም ከገባሁ /ከተመለስኩ በኋላ

ሐ/ የተጠቀሰውን ትምህርት አልተማርኩም መ/ ሌላ መልስ ካለ ይገለጽ _____

23. ስለማስተማሪያ መርጃ መሣሪያዎች ትምህርት አግኝተው ከሆነ ትምህርቱን በእርጋታ ለመከታተል በወቅቱ በቂ ጊዜ አግኝተዋል ?

ሀ/ አግኝቻለሁ ለ/ አላገኘሁም ሐ/ ትምህርቱን አልተከታተልኩም

መ/ ሌላ መልስ ካለ ይገለጽ _____

24. ለጥያቄ 19 መልስዎ አዎ ከሆነ የመርጃ መሣሪያዎችን አመራረጥ፣ አዘገጃጀትና አጠቃቀም የሚመለከት ፅሑፍ በተቀነባበረ መልኩ (Hand Out) በአሠልጣኝዎ ተሰጥቶዎታል?

ሀ/ አዎ ለ/ የለም ሐ/ ሌላ መልስ ካለ ይገለጽ _____

25. ለጥያቄ 24 መልስዎ አዎ ከሆነ ፅሑፉ በሥራዎ ላይ ምን ያህል ጠቀመዎት?

ሀ/ እጅግ በጣም ለ/ በጣም ሐ/ በመጠኑ መ/ ምንም አልጠቀመኝም

ሠ/ ጽሑፉ ትዝ ብሎኝ አንብቤው አላውቅም

26. ለጥያቄ 19 መልስዎ የለም ከሆነ፣ እንግዲያው ስለ መርጃ መሣሪያዎች ያለዎትን ዕውቀት ከየት አገኙት?

ሀ/ ከመ.ማ. ተቋም የፔዳጐጂ ትምህርት ለ/ በልዩ ልዩ አጋጣሚ ከግል ተሞክሮ

ሐ/ ከአጭር የማስተዋወቂያ ስብሰባ እና/ወይም ወርክሾፕ

መ/ በትምህርት ቤትዎ ካለው የትምህርት ማበልፀጊያ ማዕከል

ሠ/ ሌላ ካለ ይገለጽ _____

27. በመርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም ላይ ባተኮረ ወርክሾፕ ወይም ሴሚናር ተካፍለው ያውቃሉ ?

ሀ/ ከአንድ ጊዜ በላይ ተካፍያለሁ ለ/ አንድ ጊዜ ተካፍያለሁ ሐ/ በጭራሽ አልተካፈልኩም

28. ለጥያቄ 27 መልስዎ «አዎንታዊ» ከሆነ፣ ወርክሾፑ የተዘጋጀው በምን ደረጃ ነበር? /ከአንድ በላይ መልስ መስጠት ይችላሉ/

ሀ/ በትም/ቤት ደረጃ ለ/ በተቀራረቡ አካባቢዎች ለሚገኙ ት/ቤቶች በአንድ ላይ

ሐ/ በወረዳ ደረጃ መ/ በዞን ደረጃ ሠ/ በክልል ደረጃ ረ/ በሃገር አቀፍ ደረጃ

29. መርጃ መሣሪያዎችን ለማዘጋጀት የሚያስፈልገው በቂ ዕውቀትና ችሎታ ያለዎት ይመስልዎታል?

ሀ/ ከበቂ በላይ አለኝ ለ/ በቂ አለኝ ሐ/ በቂ የለኝም መ/ ምንም ዕውቀት የለኝም

30. በትምህርት ቤትዎ የትምህርት ማበልፀጊያ ማዕከል አለ?

ሀ/ አለ ለ/ የለም

31. ለጥያቄ 30 መልስዎ አዎ ከሆነ ማዕከሉ በአሁኑ ጊዜ በምን ሁኔታ ላይ ይገኛል?

ሀ/ ሁል ጊዜ ክፍት ነው ለ/አንዳንድ ጊዜ ክፍት ነው ሐ/ ሁልጊዜ ዝግ ነው

መ/ አንዳንድ ጊዜ ዝግ ነው ሠ/ ሌላ ካለ ይገለፅ _____

32. ለጥያቄ 30 መልስዎ አዎ ከሆነ ለማዕከሉ የተመደበ አስተባባሪ መምህር /ቴክኒሺያን/ አለ?

ሀ/ አዎ ለ/ የለም ሐ/ ለሥራው ብቃትና ፍላጎት የሌለው ሰው ተመድቦ እየሠራ ነው::

33. ልዩ ልዩ መርጃ መሣሪያዎችን ለማዘጋጀት መመሪያ የሚሰጥ ጽሑፍ/ማኑዋል/ ከሚመለከተው ማዕከል/ የትምህርት ጽ/ቤት ተሰጥቶዎት ያውቃል ?

ሀ/ ከአንድ ጊዜ በላይ ተሰጥቶኛል ለ/ አንድ ጊዜ ተሰጥቶኛል ሐ/ በጭራሽ አልተሰጠኝም

34. አንድ የተወሰነ የመርጃ መሣሪያን ለማዘጋጀት የሚረዳዎትን ዕውቀትና ችሎታ ከማበልጸጊያ ፣ ማዕከሉ ሠራተኛ/መምህር/ ጠይቀው ያገኙበት ጊዜ አለ ?

ሀ/ በርካታ ጊዜ አግኝቼአለሁ ለ/ አልፎ አልፎ አግኝቼአለሁ ሐ/ በጭራሽ የለም

35. በአለፈው የአንድ ዓመት ተኩል ጊዜ ውስጥ የትምህርት ማበልጸጊያ ማዕከሉን ሠራተኛ የመርጃ መሣሪያ እንዲያዘጋጅልዎ ምን ያህል ጊዜ ጠይቀውት /ዋት/ ያውቃሉ ?

ሀ/ ባስፈለገኝ ጊዜ ሁሉ ለ/ ከ1-3 ጊዜ ሐ/ ጠይቄ አላውቅም

36. የመርጃ መሣሪያዎችን አዘገጃጀት በሚመለከት ሊሰጥዎት ከሚችለው ሙያዊ ምክርና የቴክኒክ ድጋፍ አኳያ በትምህርት ቤትዎ የትምህርት ማበልጸጊያ ሠራተኛ ብቃት ምን ያህል ይተማመናሉ

ሀ/ ሙሉ እምነት አለኝ ለ/ መጠነኛ ዕምነት አለኝ ሐ/ ምንም ዕምነት የለኝም

37. በእርስዎ አመለካከት፣ የማስተማር-መማርን ተግባር ስኬታማ ለማድረግ የትም/ማበልጸጊያ ማዕከላት የሚጫወቱት ሚና ምን ያህል ነው?

ሀ/ በጣም ከፍተኛ ሚና ለ/ ከፍተኛ ሚና ሐ/ ዝቅተኛ ሚና

መ/ በጣም ዝቅተኛ ሚና ሠ/ ምንም ሚና አይጫወቱም

38. ባሉበት ዞን የትምህርት ማበልጸጊያ ማዕከል አለ ?

ሀ/ አለ ለ/ የለም ሐ/ መኖር-አለመኖሩን አላውቅም

39. ለጥያቄ 32 መልስዎ አለ ከሆነ መርጃ መሣሪያ ለማዘጋጀት ዕውቀትና ችሎታ ከማዕከሉ ሠራተኛ ጠይቀው ያገኙበት ጊዜ አለ ?

ሀ/ ምንም ጊዜ የለም ለ/ አልፎ አልፎ አግኝቼአለሁ ሐ/ ብዙ ጊዜ አግኝቼአለሁ

40. በሚከተለው ዐረፍተ ነገር ምን ያህል ይስማማሉ? «ትምህርት ቤትዎ በፋብሪካ የተሠሩ መርጃ መሣሪያዎችንና ተዛማጅ ቁሣቁሶችን ለመግዣ የሚሆን በቂ በጀት የለውም»

ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ አልስማማም መ/ በጣም አልስማማም

41. ተማሪዎች በመርጃ መሣሪያዎች ታግዘው ሲማሩ የአቀባበልና የማስታወስ ችሎታቸው ከፍ ይላል ብለው ያምናሉ ?

ሀ/ በጣም አምናለሁ ለ/ በመጠኑ አምናለሁ ሐ/ አላምንም መ/ በፍጹም አላምንም

42. በአለፈው አንድ ዓመት ተኩል ጊዜ ውስጥ በአካባቢዎ የሚገኙ ቁሣቁሶችን በመጠቀም ምን ያህል መርጃ መሣሪያዎችን አዘጋጅተዋል?

ሀ/ ከ8 በላይ ለ/ ከ5-8 ሐ/ ከ1-4 መ/ ምንም አላዘጋጀሁም

43. ምናልባት መርጃ መሣሪያዎችን ከተለያየ ሥፍራ አፈላልጎ ማምጣትም ሆነ ማዘጋጀት የዘወትር ተግባርዎ ከሆነ፣ ከትምህርት ቤቱ አስተዳደር በኩል የተሰጠዎት ማበረታቻ አለ?

ሀ/ የቃል ምስጋና ተሰጥቶኛል ለ/ የጽሑፍ ምስጋና ተሰጥቶኛል ሐ/ ትምህርታዊ ስብሰባ /ወርክሾፕ/ የመሳተፍ ቅድሚያ ተሰጥቶኛል መ/ የከፍተኛ ትምህርት ዕድል ተሰጥቶኛል

ሠ/ ምንም የለም

44. ተማሪዎችን መርጃ መሣሪያዎችን ለማሠራት እና/ወይም ከቤታቸው እንዲያመጡ ለማድረግ ምን ያህል ሞክረዋል? ሀ/ ለበርካታ ጊዜያት ለ/ አልፎ አልፎ ሐ/ በጭራሽ ሞክሬ አላውቅም

45. ከትምህርት ቤትዎ ውጪ ካሉ ምንጮች ልዩ ልዩ መርጃ መሣሪያዎችን በውሰትም ሆነ በስጦታ መልክ ለማግኘት ምን ያህል ጥረት እያደረጉ ነው ?

ሀ/ በጣም በርካታ ጥረት ለ/መካከለኛ ጥረት ሐ/ አነስተኛ ጥረት መ/ ምንም ጥረት አላደረግሁም

46. ከትምህርት ቤትዎ ውጭ ካሉ ምንጮች ልዩ ልዩ መርጃ መሣሪያዎችን በውሰትም ሆነ በስጦታ መልክ ለማግኘት እንዲችሉ ትምህርት ቤትዎን የትብብር ደብዳቤ እንዲጽፍልዎ ጠይቀው ያውቃሉ ?

ሀ/ አዎ ለ/ ጠይቄ አላውቅም

47. ለጥያቄ 46 መልስዎ አዎ ከሆነ የጠየቁትን የትብብር ደብዳቤ ለማዘጋጀት የትምህርት ቤትዎ አስተዳደር ፈቃደኛነት ምን ያህል ነበር ?

ሀ/ በፍጥነት ጽፎልኛል ለ/ ብዙ ጊዜ አስጠብቆኛል ሐ/ ሊጽፍልኝ ፈቃደኛ አልሆነም

መ/ ሌላ ካለ ይገለጽ _____

48. መርጃ መሣሪያዎችን በቋሚነት እንድትጠቀሙ በትምህርት ቤትዎ አስተዳደር በኩል በስብሰባ አማካኝነት ማሳሰቢያ ተሰጥቶ ያውቃል?

ሀ/ ዘወትር ለ/ አልፎ አልፎ ሐ/ በጭራሽ

49. የት/ቤቱን የትም/ማበልጸጊያ ማዕከል ዘወትር እንድትጠቀሙ በት/ቤቱ ኃላፊዎች ወይም በማዕከሉ ተጠሪ በኩል ማሳሰቢያና ቅስቀሳ ተሰጥቶ ያውቃል?

ሀ/ ብዙ ጊዜ ተሰጥቶአል ለ/ አንዳንድ ጊዜ ተሰጥቶአል

ሐ/ ማሳሰቢያ ተሰጥቶ አያውቅም መ/ እኔ ሰምቼ አላውቅም ሠ/ ሌላ መልስ ካለዎት

---

50. መምህራንን የመገምገሚያውን ቅጽ ዝርዝር ይዘቱን አይተውት ያውቃሉ?

ሀ/ አውቃለሁ ለ/ አላውቅም

51. ለጥያቄ 50 መልስዎ «አውቃለሁ» ከሆነ የመገምገሚያውን ቅጽ እንዴት ሊያገኙት ቻሉ ?

ሀ/ የት/ ቤትዎ አስተዳደር (የትም/ት ክፍልዎ) አሣየዎት

ለ/ ከጓደኛዎ ወስደው አዩት ሐ/ ሌላ ካለ ይገለጽ _____

52. በመምህራን መገምገሚያ ቅጽ ውስጥ የመርጃ መሣሪያን መጠቀም የሚመለከት ነጥብ መካተቱን ያውቃሉ ?

ሀ/ አውቃለሁ ለ/ አላውቅም

53. ለጥያቄ 38 መልስዎ አውቃለሁ ከሆነ የትኛው ሥፍራ ላይ እንደሚገኝ በትክክል ያውቃሉ?

ሀ/ አውቃለሁ ለ/ አላውቅም

54. የዞኑ/የወረዳው ማዕከል የሚገኝበት አካባቢ ከርስዎ ትም/ቤት በግምት ምን ያህል ኪ.ሜ ይርቃል?

ሀ/ ከ20 በላይ ለ/ ከ10-19 ሐ/ ከ1-9

55. ከዞኑ/ከወረዳው የት/ማበልፀጊያ ማዕከል ለሙያዎ የሚረዳ (የአጭር ሥልጠና ፣ የመርጃ መሣሪያዎች ፣ የምክር ወይም ሌላ ዓይነት) አገልግሎት አግኝተው ያውቃሉ?

---

56. በዞን/በወረዳ ት/ማበልጸጊያ ማዕከል ውስጥ የጽሁፍ ማባዣ መሣሪያ መኖሩን ያውቃሉ?

ሀ/ አውቃለሁ ለ/ አላውቅም

57. ለጥያቄ 56 መልስዎ አውቃለሁ ከሆነ መቼና እንዴት ሊያውቁ እንደቻሉ ይግለጹ::

---

58. ለተማሪዎች የሚሰጥ ጽሑፍ (ሀንድ አውት) እንዲባዛልዎ ለዞኑ ማዕከል ጥያቄ አቅርበው ያውቃሉ?

ሀ/ አውቃለሁ ለ/ አላውቅም

59. ለጥያቄ 58 መልስዎ «አውቃለሁ» ከሆነ ፣ ያገኙት ምላሽ ምን ነበር?

60. ስለመርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም እንዲሁም ስለትምህርት ቤቱ ማበልጸጊያ ማዕከል ሁኔታና ሌሎችም በዚህ መጠይቅ ውስጥ ያልተዳሰሱ አጠቃላይ ሃሣቦችና አስተያየቶች ካሉዎት ቀጥሎ ባለው ክፍት ሥፍራ ላይ ይፃፉ::

APPENDIX - D

የት/ቤትየትምህርትማበልፀጊያማዕከልምልከታ
(OBSERVATION)

ሀ- ማዕከሉ የሚገኝበት ዞን _____
ለ- ማዕከሉ የሚገኝበት ወረዳ _____

1. ራሱን የቻለ የትምህርት ማበልጸጊያ ማዕከል አለ ወይ? ሀ/ አለ ለ/ የለም
2. ማዕከሉ በአሁኑ ጊዜ በምን ሁኔታ ላይ ይገኛል?
   ሀ/ ሁል ጊዜ ክፍት ነው ለ/ አንዳንድ ጊዜ ክፍት ነው
   ሐ/ ሁል ጊዜ ዝግ ነው መ/ አንዳንድ ጊዜ ዝግ ነው ሠ/ ሌላ----------
3. በማዕከልነት የሚያገለግለው ክፍል መጠንና አካላዊ አቋም
   ሀ/ በጣም ሠፊ ነው ለ/ ሠፊ ነው ሐ/ ጠባብ ነው መ/ በጣም ጠባብ ነው
4. ለማዕከሉ የተመደበ አስተባባሪ መምህር /ቴክኒሺያን/ አለ?
   ሀ/ አዎ ለ/ የለም
5. የማዕከሉ አቋምና አደረጃጀት፡
   5.1- የጥሬ ዕቃ አቅርቦት ሀ/ በቂ ነው ለ/ በቂ አይደለም ሐ/ እንዲያውም የለም
   5.2- የሥራ መሳሪያዎች፡ ሀ/ የተለያዩ ዓይነቶች አሉ ለ/ አንድና ሁለት ዓይነት ብቻ ሐ/ ምንም የለም ነው ያለው

   5.3- የሥራ መሳሪያዎች

መጋዝ	ሀ/ አለ	ለ/ የለም
መዶሻ	ሀ/ አለ	ለ/ የለም
መሰርሰሪያ	ሀ/ አለ	ለ/ የለም
ሞርሳ	ሀ/ አለ	ለ/ የለም
ብሩሽ	ሀ/ አለ	ለ/ የለም

6. በማዕከሉ ውስጥ የህብረተሰብ ት/ት የሥርዓተ ት/ት መሣሪያዎች አሉ?

6.1 የ7ኛ ክፍል ሲለበስ	ሀ/ አለ	ለ/ የለም
6.2 የ7ኛ ክፍል የመምህሩ መምሪያ	ሀ/ አለ	ለ/ የለም
6.3 የ7ኛ ክፍል የተማሪው መጽሐፍ	ሀ/ አለ	ለ/ የለም
6.4 የ8ኛ ክፍል ሲለበስ	ሀ/ አለ	ለ/ የለም
6.5 የ8ኛ ክፍል የመምህሩ መምሪያ	ሀ/ አለ	ለ/ የለም
6.6 የ8ኛ ክፍል የተማሪው መጽሐፍ	ሀ/ አለ	ለ/ የለም

7. ለ7ኛና 8ኛ ክፍሎች ኅብረተሰብ ት/ት የተዘጋጁ መርጃ መሣሪያዎች አሉ? (ዓይነታቸው Variety)

_____

_____

APPENDIX - E

ከርዕሰ መምህራን ጋር የሚደረግ ቃለ መጠይቅ ጥያቄዎች

ሀ. ትም/ቤቱ የሚገኝበት ዞን _____
ለ. ትም/ቤቱ የሚገኝበት ወረዳ _____

1. ትምህርት ቤትዎ መርጃ መሣሪያዎችን ለመሥራት የሚያስፈልገውን ወጪ የሚያገኘው ከየት ነው?
   ሀ/ ከራሱ የውስጥ ገቢ ለ/ ከመንግሥት ከሚያገኘው በጀት
   ሐ/ ከተማሪዎች ከሚሰበሰብ ገንዘብ መ/ በጀት የለውም
   ሠ/ ከሌላ ይገለጽ _____
2. ለትምህርት ማበልፀጊያ ማዕከላት ሥራ ማስኬጃ የሚውል በጀት ሰርታችሁ ጠይቃችኋል? ምን ምላሽ አገኛችሁ?

   _____
   _____
   _____
   _____

3. የማዕከሉን ሠራተኛ/ ቴክኒሽያን የሚመድበው ማን ነው ?
   ሀ/ ትምህርት ቤቱ አስተዳደር ለ/ የመምህራን ጉባኤ/በምርጫ/
   ሐ/የወረዳው ትምህርት ቤቶች ጽሕፈት ቤት
   መ/ ሌላ ካለ ይገለጽ _____
4. በምን መመዘኛ ነው የሚመደበው ?
   ሀ/ በመርጃ መሣሪያ አዘገጃጀት ያለው ዕውቀትና ችሎታው ከሌሎች መብለጡ ተረጋግጦ /ተወዳድሮ/
   ለ ከወረዳ ጽሕፈት ቤት እስከተላከ ድረስ
   ሐ/ ትርፍ መምህር ከሆኑት ውስጥ ተመርጦ
   መ/ ሌላ ካለ ይገለጽ _____
5. የማዕከል ሠራተኛ መሆን ልዩ ጥቅም ያስገኛል ወይ ?

   _____
   _____
   _____

6. የማዕከሉ አስተባባሪ ያለበትን ኃላፊነት በብቃት ለመወጣት እንዲችል የማስተማር ሥራ ጫናው / የክፍለ ጊዜ ብዛት ተቀንሶለታል ? በሳምንት ስንት ክፍለ ጊዜ ያስተምራል?

   _____

7. የማዕከሉ ሠራተኛ ልዩ ሥልጠና እንዲያገኝ የተደረገበት ጊዜ አለ? ለምን ያህል ጊዜ?መቼ ? የት ?_____

   _____

8. መምህራን መርጃ መሣሪያዎችን ለማዘጋጀትና ለመጠቀም የሚያስፈልገውን ዕውቀት ችሎታና አመለካከት በየጊዜው እንዲያሻሽሉ ለማድረግ የባለሙያ ምክርና ድጋፍ እንዲያገኙ ተሞክሯል?
   ሀ/ ብዙ ጊዜ ተሞክሯል ለ/ ጥቂት ጊዜ ተሞክሯል
   ሐ/ ምንም ጊዜ አልተሞከረም

18. ለላይኛው ጥያቄ መልስዎ ያውቃል ከሆነ፣ ከማን ነው ያገኘው?
ሀ/ ከወረዳ/ዞን ትም/ት ማበልፀጊያ ማዕከል ለ/ መንግሥታዊ ካልሆኑ ድርጅቶች
ሐ/ ከወላጆች ኮሚቴ መ/ ሌላ ካለ / ይገለጽ _____

19. የማዕከሉ አስተባባሪ በግልጽ የታወቀ/ የተቀመጠ የሥራ ኃላፊነትና ድርሻው ምንድን ነው?

_____

_____

_____

_____

20. በትም/ት ቤቱ ውስጥ ራዲዮ አለ? ምን ያህል? ካለስ ይሠራል?

_____

21. በትም/ት ቤቱ ውስጥ ቴሌቪዥን አለ? ካለስ ይሠራል?

_____

22. የቴሌቪዥን አገልግሎት ለመስጠት የሚያስችል ቴክኖሎጂ (ማይክሮዌቭ...)
በዞኑ/በወረዳው አለ? (ቴሌቪዥን ገብቷል?)

_____

23. ከልዩ ልዩ ልዩ ዲፓርትሜንቶች የተውጣጡ ፍላጎትና መጠነኛ ተሰጥኦ ያላቸውን መምህራን ያካተተ "የቴክኖሎጂ" ኮሚቴ ቢቋቋም የሚያመጣው ለውጥ ይኖር ይመስልዎታል?

_____

_____

_____

_____

_____

_____

24. የጠመኔ አቅርቦት ችግር አለባችሁ? ከየት ነው የምታገኙት? ምን ያህል?

_____

25. በትም/ት ቤቱ ውስጥ የየክፍሉ የተማሪዎች ብዛት በአማካይ ምንያህል ነው? _____

26. የጥቁር ሰሌዳ ችግር/ እጥረት/ አለ? ችግር ካለ ምን መፍትሔ ለማግኘት ተሞክሯል?

_____

_____

27. በየክፍሉ የማስታወቂያ ሰሌዳ ለማዘጋጀት ያልተቻለው ለምንድን ነው?

_____

_____

28. የትም/ት ቤት ማበልፀጊያ ማዕከል አስተባባሪው በትምህርት ቤቱ አስተዳደር የሚታወቅበት የሥራ መደብ መምህርነት ነው ወይስ ድጋፍ ሰጪ የአስተዳደር ሠራተኝነት? መምህር አይደላችሁም ተብለው የደረጃ ዕድገት የተነፈጋቸው አሉ?

_____

_____

_____

29. መምህራን የትምህርት ማበልፀጊያ ማዕከላትን አላማና ተግባር/ ጠቀሜታ/ አውቀውና አምነው ዘወትር እንዲጠቀሙባቸው ግፊት ይደረጋል? በምን መልክ? የመምህራኑስ አመለካከትና አቋም ምንድን ነው?

30. የጽሑፍ ማባዣ መሣሪያ በዞን /ወረዳ ማዕከል መኖሩን ያውቃሉ? እንዴት ሊያውቁ ቻሉ?

31. በማባዣው መሣሪያ ለመጠቀም ጥያቄ አቅርበው ያውቃሉ? ምን ምላሽ አገኙ?

32. የማባዣውን መሣሪያ መኖር ለመምህራን አሳውቀው አንዲጠቀሙበት ግፊት አድርገው ያውቃሉ? በምን መንገድ? ምን ምላሽ አገኙ?

33. የህብረተሰብ ትምህርት የተማሪ መማሪያ መጽሐፍ እጥረት አለ?

34. የተማሪው መማሪያ መጽሐፍት ትምህርት ቤት በወቅቱ ይደርሳሉ ?

35. የተማሪው መማሪያ መጽሐፍ ትምህርት ቤት የሚደርሰው በአማካይ በየትኛው ወር ነው?

36. የተማሪ -መጽሐፍ ጥመርታው ምን ያህል ነው? _____

37. እጥረት ካለ ከመጽሐፉ በጣም አስፈላጊ የሆኑ ጥቂት ገጾች ብቻ/ሥዕላዊ መግለጫዎች/በዞኑ መምሪያ ወይም በትምህርት ማበልፀጊያ ማዕከል በኩል አራብቶ ለተማሪዎች ለማዳረስ አይቻልም? ጥያቄ አቅርባችሁ ታውቃላችሁ? ምን ምላሽ እገኛችሁ?

38. በትምህርት ቤታችሁ የማንበቢያ ክፍል አለ?የማንበቢያ ክፍል ለማዘጋጀት የማይቻልበት ምክንያት/ችግር ምንድን ነው? በማዕከሉ ውስጥ የማንበቢያ ስፍራ ለማዘጋጀት አይቻልም?

APPENDIX - C

ለትም/ት ቤት የትም/ት ማበልጸጊያ ማዕከል ሠራተኛ/ ቴክኒሺያኖች / የሚቀርቡ መጠይቆች

ሀ/ ትም/ቤቱ የሚገኝበት ዞን _____
ለ/ ትም/ቤቱ የሚገኝበት ወረዳ _____

1. ለማዕከሉ የተመደበ አስተባባሪ መምህር /ቴክኒሺያን/ አለ?
   ሀ/ አዎ ለ/ የለም
2. የማዕከሉ ሠራተኛ/ መምህር የትምህርት ደረጃ
   ሀ/ 12ኛ ያጠናቀቀ ለ/ ሠርቲፊኬት/መ.ማ. ተቋም
   ሐ/ 12ኛ+1ኛ ዓመት ኮሌጅ መ/ ዲፕሎማ ሠ/ ሌላ

_____

3. የማስተማሪያ መርጃ መሣሪያዎችን በሚመለከት ትምህርት ወስዷል?
   ሀ/ በኮሌጅ ደረጃ ለ/ በተቋም ደረጃ ሐ/ ምንም አልወሰደም
4. ለማዕከል ቴክኒሺያንነት የሚያበቃ ልዩ ሥልጠና አግኝተዋል?
   ሀ/ አዎ ለ/ የለም
5. የሥልጠናው ባህርይ/ይዘት ምን ይመስላል (Wood work...)

_____

_____

_____

6. ልዩ ሥልጠና አግኝተው ከሆነ ለምን ያህል የጊዜ ርዝመት?
   ሀ/ ከ1--7 ቀን ለ/ ከ8--15ቀን ሐ/ ከ16ቀን --1ወር
   መ/ ከ1ወር ---2 ወር ሠ/ ከ2 ወር በላይ
7. ልዩ ሥልጠና ለመጨረሻ ጊዜ ካገኙ ምን ያህል ጊዜ ሆነ?
   ሀ/ 1 እና 2 ዓመት ለ/ ከ3--5 ዓመት ሐ/ ከ6--10 ዓመት መ/ ከ11ዓመት በላይ
8. ልዩ ሥልጠና አግኝተው ከሆነ ስንት ጊዜ?
   ሀ/ ከአንድ ጊዜ በላይ ለ/ አንድ ጊዜ ሐ/ ምንም አላገኙም
9. የማዕከሉ አስተባባሪ በግልጽ የታወቀ /የተቀመጠ የሥራ ድርሻ አለው ? (ተሰጥቶታል?) ካለ ዝርዝሩ ይገለጽ

_____

_____

_____

_____

10. መምህር ነዎት / ነበሩ ? በየትኛው ደረጃ?

_____

11. ለማዕከል አስተባባሪነት የመደበዎት ማን ነው?

ምክንያቱ ምን ይመስልዎታል?

_____

_____

_____

_____

26. ማዕከሉ ስለመርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም ለመምህራን ትምህርት / ሥልጠና/ በተደራጀ መልኩ የሰጠበት ጊዜ አለ?
ሀ/ ከአንድ ጊዜ በላይ ለ/ አንድ ጊዜ ሐ/ ምንም የለም
27. በማዕከሉ ውስጥ ስለመርጃ መሣሪያዎች አዘገጃጀትና አጠቃቀም የሚያብራሩ ጽሑፎች አሉ?
27.1 ማኑዋል ሀ/ አለ ለ/ የለም
27.2 ሀንድ አውት ሀ/ አለ ለ/ የለም
27.3 መጽሐፍ ሀ/ አለ ለ/ የለም

28. የህብረተሰብ ትም/ት ሥርዓተ ትም/ት መሣሪያዎች (ሲለበስ፣ የመምህሩ መምሪያና የተማሪው መማሪያ መጽሐፍ) በማዕከሉ ውስጥ ወይም በእጅዎ ይገኛሉ? (በተለይ የ7ኛና የ8ኛ ክፍል)

28.1 የ7ኛ ክፍል ሲለበስ	ሀ/ አለ	ለ/ የለም
28.2 የ7ኛ ከፍል የተማሪው መጽሐፍ	ሀ/ አለ	ለ/ የለም
28.3 የ7ኛ ክፍል የመምህሩ መምሪያ	ሀ/ አለ	ለ/ የለም
28.4 የ8ኛ ክፍል ሲለበስ	ሀ/ አለ	ለ/ የለም
28.5 የ8ኛ ክፍል የተማሪው መጽሐፍ	ሀ/ አለ	ለ/ የለም
28.6 የ8ኛ ክፍል የመምህሩ መምሪያ	ሀ/ አለ	ለ/ የለም

29. ማዕከሉ የተመደበ በጀት አለው ? ሀ/ አዎ ለ/ የለውም

30. በጀት ካለው ምን ያህል ነው? _____

31. ለማዕከሉ በጀት ሠርተው እንዲፈቀድ ለት/ት ቤቱ ጥያቄ አቅርበው ያውቃሉ? ምን ምላሽ አገኙ?

_____

_____

_____

_____

32. ማዕከሉ የሚጠበቅበትን አገልግሎት ለመስጠት ይችል ዘንድ ከት/ት ቤቱ አስተዳደር የሚደረግለት ድጋፍና ክትትል ምን ያህል ነው?
ሀ/ በጣም ከፍተኛ ነው ለ/ አቅም በፈቀደ መጠን ነው
ሐ/ በጣም ዝቅተኛ ነው መ/ ዝቅተኛ ነው ሠ/ ምንም የለም
33. የማዕከሉን አገልግሎት ለማሻሻል የሚረዳ የማቴሪያልና የገንዘብ ድጋፍ ከት/ት ቤቱ / ከመንግሥት/ ውጪ ከሆኑ አካሎች አግኝቶ ያውቃል?
ሀ/ ከአንድ ጊዜ በላይ ለ/ አንድ ጊዜ ሐ/ አያውቅም
34. ለጥያቄ 33 መልስዎ አዎንታዊ ከሆነ ድጋፍ ያደረገው አካል ማን ነው?
ሀ/ የት/ት ቤቱ ወላጆች ኮሚቴ ለ/ ግለሰብ ዕርዳታ ሰጪ

---

52. የጽሁፍ ማባዛት አገልግሎት ለማግኘት የዞኑን/ ወረዳውን ማዕከል ጠይቀው ያውቃሉ? ምን ምላሽ ተሰጠዎት?

---

53. አገልግሎት አግኝተው ከሆነ ምን ዓይነት አገልግሎት? መቼ?

---

54. የማባዣ መሣሪያ በዞን/ ወረዳ ማዕከል መኖሩን ለመምህራን አሣውቀው እንዲገለገሉበት ጠይቀው ያውቃሉ? የመምህራኑ ምላሽ ምን ነበር?

---

55. ለማዕከሉ ረዳት አስተባባሪ አለው? ሀ/ አለ ለ/ የለም

56. በአሁኑ ሰዓት የሚያስተምሩ ከሆነ በሣምንት ስንት ክ/ጊዜ ያስተምራሉ? ይህ በማዕከል ኃላፊነትዎ ላይ ያሣደረው ጫና አለ?

