THE ATTITUDE OF TEACHER-TRAINEES TOWARD EDUCATION COURSES: THE CASE OF ADDIS ABABA UNIVERSITY

A Thesis Submitted to the
School of Graduate Studies,
Addis Ababa University

In partial Fulfilment for the
Requirement of the Degree of
Master of Arts in Curriculum and Instruction

By
Belete Kebede
June 1996

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE ATTITUDE OF TEACHER-TRAINEES TOWARD EDUCATION COURSES: THE CASE OF ADDIS ABABA UNIVERSITY

BY
BELETE KEBEDE

Approval of Board of Examination

Ambaye Tschage — June 17/1996
Chairman, Department Graduate Committee

Amare Asgedom — June 17, 1996
Advisor

Examiner — Dr. Marew Zewdie

Dr. Examiner

ACKNOWLEDGEMENT

I am greatly indebted to my advisor, Amare Asgedom, associate professor, for his unreserved, insightful and analytical advisement in the actualization of this study. My advisor's Co-working approach, friendly and welcoming attitude were no less significant in completing the thesis.

I would like also to express my heartfelt thanks to all those who were involved in the validation procedures of the attitude questionnaire of the study.

My indebtedness also goes to the School of Graduate Studies of the Addis Ababa University and the Association of African Universities for funding the thesis work.

Finally, my sincere thanks extend to W/o Yergedu Begashaw who had spared her leisure time to type the thesis.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

The purpose of this study was two fold, in view of the central importance of the professional education courses in the training and education of secondary teachers. First, to identify the attitude of the graduating student-teachers of the Addis Ababa University toward education courses. Second, to explore the factors related to the student-teachers' course-attitude.

A fifty-four item attitude questionnaire based upon the Likert Scale was administered to 163 survey population. The data were analysed and interpreted using chi- squire and correlation statistics. The identified trainees' overall course-attitude was analysed in relation to the trainees' characteristics and regard for the teaching profession; and in relation to the trainees' evaluations of factors related to the courses and the instructors' quality of teaching.

The result of the study revealed a non significant favorable attitude toward education courses. However, the identified attitude was found to be irrespective of the sex, major area, region of secondary education and CGPA of the student-teachers. The graduating student-teachers indicated that the courses lack fair balance between theory and practice, duplicated interms of contents, and less stimulant toward teaching. On the otherhand, the instructors' qualities of teaching were rated unfavorably, in general. Teaching profession was accorded a high regard by one half, and a low regard by the other half, of the subjects.

In the present study, the trainees' characteristics were found to be of little help to explain course-attitude. But, factors related to the courses, the instructors and the trainees' regard for the teaching profession were identified to have a direct association with the student-teachers' attitude toward education courses.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Toward the betterment of an educational system of a given nation, the effectiveness of teacher training and education is unquestionably significant. That is, to the degree teacher training and education deteriorates, the whole system of education will be endangered. Therefore, it is not a recent practice to consider that the preparation of teachers is at the heart of the system of education concerned. As a result of the consideration of the training and education of teachers as one of the educational programs of prime importance, the task of preparing teachers has been raised to a university level of education. That is, both at the graduate and undergraduate level (Chiarlotte and Czerniak, 1990: 103).

According to the Ethiopian Educational Policy Implementation Strategy (1993: 21) the Addis Ababa University is one of the higher educational institutions that offers a secondary school teacher training and education program in the country. The areas of the training, in the university, are Natural Sciences, Social Studies, Language Studies and Business at a first degree level. Courses are offered, in the training, in three major components; that is, professional courses, subject area courses, and courses of general studies.

As one of the categories of the program, the professional course component includes various pedagogical courses in the

areas of Curriculum, Methodology, Educational Technology Foundations of Educations, Educational Administration and Educational Psychology. These courses are incorporated into the teacher education curriculum with the aim of equipping the trainees with knowledge, skill, attitude and convictions as required by the teaching profession.

The argument in the offering of pedagogical courses to the would-be-teachers is founded upon the position that, teaching as a profession demands not only knowledge of a subject matter, but also an adequate awareness and understanding of the Philosophical, Sociological, Psychological and Pedagogical theories and principles governing the processes of teaching and learning (Lasely, 1980: 39).

Nevertheless, the age-long criticisms leveled at the teacher education programs have centred around the types of professional education courses that prospective teachers persue in their college work (Ayers and Brimm, 1975: 172). That is, inspite of their vital role in the education of teachers, education courses are being cited negatively.

As summarized by Lamma and Reeves (1981: 1-2), a multitude of charges are directed at education courses in the United States of America and European countries. The charges are that the courses tend to overlap, present too much theory unrelated to practice, lack important contents for the adequate training of teachers and are not as interesting as major courses. Moreover, the courses are labeled to be low in standard lacking

challenge and stimulation for able students. Some critics also suggest that the teacher-trainees themselves disfavor the courses and attach a low regard for the teaching profession. The professors of education are also viewed as less knowledgeable in association with a low quality of teaching in education courses.

Moreover, according to Dove (1986: 271), the low quality of teacher training and education has become a global anxiety, not confined to the developing countries. According to Dove, particularly, the failure of the programs to equip teacher-trainees with sound pedagogical knowledge and skills is an issue of major concern.

It appears that the Addis Ababa University teacher training and education is also being considered negatively. For instance, the Future Plan of the Department of Curriculum and Instruction of the University (1994: 3) described the existing program as full of unattractive circumstances. According to the Plan, the observed problem is the training of uninterested candidates. Furthermore, it was remarked that pedagogical courses and skills are not given the necessary importance. They are used for fulfilling course requirement. The Future Plan underlined, one of the challenges of the program is to improve the attitude of the teacher-trainees.

Out of such criticisms of teacher education, here as well as abroad, emerges the question of teacher-trainees' attitude toward education courses. The attitude of teacher-trainees

toward the courses is crucial in realizing the objectives of the courses; thus it requires critical investigation. In this regard, Ayers and Brimm (1975: 172) emphasized that since it is the students who may benefit or suffer from studying education courses, they have to be consulted inorder to differentiate the charges that are justifiable from the unsubstantiated.

In view of the above argument, the promotion of the effectiveness of teacher education is the function of a systematic monitoring of the ongoing programs. But the practices of many appear to be discouraging as reviewed by Dove (1986). Following his extensive review, Dove remarked that except a few, many developing countries lack back-ground information as to what is going on in their teacher education; research is lacking on the level and types of materials provided, whether the materials are culturally relevant and responsive to the local needs (P.272). Emphasising the importance of attitudinal survey, Dove concluded, the opinion of teacher-trainees, as part of the monitoring strategies, is the best source of guidance in the revision of teacher education curriculum (P. 255).

The attitude of prospective teachers toward education courses is the trainees' evaluative judgement of the various aspects of the courses in the form of favorablness and unfavorableness (Baron and Graziano, 1991: 197). Many researchers from overseas have reported both favorable and unfavorable teacher-trainees attitude toward education courses.

As for the related or associated factors with course-attitude, many authors have considered factors related to the courses themselves, factors related to the instructors' quality of teaching, the trainees' characteristics and regard for the teaching profession (Scherwitzky, 1964; Gardner, 1972; Bosco, 1972; Ayers and Brimm, 1975; Barka, and others, 1983; Marsh and Bailey, 1993).

With reference to Addis Ababa University, an investigations of teacher-trainees' attitude toward education courses have not been common so far. Thus, findings are scarce on the nature of prospective teachers' attitude, and the related factors, as regard to education courses. Research reports from abroad, on the otherhand, may not exhaustively explain the case here for attitude is also partly a function of the cultural context. It, therefore, appears that this issue needs investigation.

1.2 Statement of the Problem

The purpose of this study is the identification of students' attitude toward education courses, and the related factors, in the teacher education program of the Addis Ababa University. The specific objectives, therefore, are to:

1. identify the direction of attitude of the teacher-trainees toward education courses.
2. identify whether or not there is a significant difference in attitude toward education courses among the different groups:

2.1 between male and female teacher-trainees,

2.2 between below-average and above-average teacher-trainees in Cumulative Grade Point Average (CGPA)

2.3 between teacher-trainees who completed their secondary education in Addis Ababa and outside Addis Ababa.

2.4 among the teacher-trainees majoring in Sciences, Social Studies, Language Studies and Business Education.

3. identify whether or not there is a significant relationship between the teacher-trainees' attitude toward education courses and their evaluation of the course-related factors.

4. identify whether or not there is a significant relationship between teacher-trainees' attitude toward education courses and their evaluation of instructor-related factors.

5. identify whether or not there is a significant relationship between the teacher-trainees' attitude toward education courses and their regard for the teaching profession.

6. and suggest feasible recommendations toward improving the teacher-trainees' attitude favourably toward teacher education program, particularly in relation to education courses.

1.3 Basic Research Questions

In order to achieve the above stated objectives, the following research questions were formulated to be answered in the course of the study .

1. What is the direction of the teacher-trainees' course-attitude?
2. Is there a significant difference in course-attitude:
   - 2.1 between male and female teacher-trainees?
   - 2.2 between below-average and above-average teacher-trainees in CGPA?
   - 2.3 between the teacher-trainees who completed their secondary education in Addis Ababa and out side Addis Ababa?
   - 2.4 among the teacher-trainees majoring in Sciences, Social Studies, Language Studies and Business Education?
3. Is there a significant relationship between the trainees' course-attitude and their evaluation of the course-related factors? That is,
   - 3.1 relevance of the courses.
   - 3.2 balance between theory and practice in the courses.
   - 3.3 stimulation of the courses in teaching.
   - 3.4 adequacy of the courses.
   - 3.5 duplication of the courses.
   - 3.6 difficulty of the courses.

4. Is there a significant relationship between the teacher-trainees' course-attitude and their evaluation of the instructor-related factors? That is, the instructors'

   4.1 enthusiasm in lecture classes.

   4.2 organization skill.

   4.3 indirectness of style.

   4.4 individual rapport with students.

   4.5 breadth of coverage of course presentation.

   4.6 evaluation practices.

5. Is there a significant relationship between the teacher-trainees' course-attitude and their regard for the teaching profession?

1.4 Significance of the Study

Students' attitudes toward instructional programs are important because certain types of attitudes may disrupt the students' ability to apply learning outside classrooms. According to Bosco (1972: 128) such a possibility is very serious in teacher education since the test of the value of the program is the effect it has on the trainees as they assume professional responsibility. The identification of attitudes of this sort, then, provides a fertile ground in generating intervention programs toward promoting the desirable ones.

Thus, an investigation of the wold-be-teachers' attitude help uncover deficiencies which, in turn, render teacher education move forward to address the aspirations of our changing societies. This study, therefore, is important in the following ways:

1. the findings of the study may help concerned authorities improve the planning and organization of the professional course component in the curriculum of teacher education.
2. the findings of the study may help concerned authorities and instructors be informed of the teaching quality involved in education courses. Accordingly, such findings may indicate areas which may require remedies.
3. the findings of the study may help devise strategies by which teacher-trainees develop favorable attitude toward education courses.
4. the findings and procedures of the study may be of value for further research in the related area.

1.5 Delimitation of the Study

This study is concerned with identifying attitude toward education courses, and the underlying related factors. In identifying the attitude, the study is limited to assessing whether the trainees' course-attitude is in the positive or the negative direction. The intensity and duration of the course-attitude are not within the scope of the study. The subjects of the study are the 1994-95 graduating prospective

teachers of the regular undergraduate program of the Addis Ababa University.

Furthermore, the present attitude survey is confined in relation to the various education courses-the courses being defined as a single curriculum of the professional component among the curricula of teacher training and education program. That is, the cumulative attitude the teacher-trainees have formed as a result of the repeated exposure to the various experiences of pedagogical nature throughout the program. Therefore, specific attitudes toward particular courses are not within the bound of the study.

1.6 Limitations of the Study

The writer of this paper believes that this particular attitude investigation is limited in two aspects. First, due to the impossibility of getting many batches of graduating teacher-trainees within the given time, the study was made on a batch of survey population. Longitudinal surveys over many senior teacher-trainees could have promoted a wider generalizability of the findings of such studies.

Secondly, the absence of a locally developed attitude inventories, with stablished validity and reliability, has been one of the constraints to have appropriate criterion measures for the attitude measurement procedures used in the present study. Therefore, the empirical validity test of the present attitude scale was limited to an expert judgement and statistical item analyses procedures.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter of the report of the study deals with the organization and presentation of research findings, theories, assumptions, criticisms and other works of authorities pertinent to the teacher-trainees' attitude toward the professional education courses, instructors, teaching profession and teacher training and education program at large.

Thus, the organization of the chapter is based upon the following areas as the major topics; definitions and nature of attitude, teacher-trainees' attitude toward education courses, and factors related to teacher-trainees' attitude toward education courses; that is, factors related to the courses, the instructors and the teacher-trainees including regard for the teaching profession.

2.2 Definitions and Nature of Attitude

Different authorities have defined attitude in different ways while still having some common denominator. Some attempt is, therefore, made to present some of the common understanding and areas of differences in the conceptualization of attitude.

One of the common conceptions of attitude is that it is a term referring to a predisposition to respond. Rosenberg and

Hovland (1978) defined it as "a predisposition to respond in a particular way toward a specified class of objects" (in Rosenberg, and others, 1980: 1). On the otherhand, "the particular way of responding," has been conceived by many authors to mean the individual's positive or negative reaction toward a given attitude-object. In this regard, Aiken (1988) defined attitude as "a learned predisposition to respond positively or negatively to a certain object, situation or person" (in Payne, 1992: 412). Similarly, Papalia and Sally (1985: 603) understood attitude interms of "a way of responding by the individual or group involving a tendency to favor or reject...." Such a tendency is directed toward individuals, ideas, issues, social institutions or any other attitude-object.

Generally, the definition that attitude is an acquired inclination to react to an attitude object favorably or unfavorably is shared by Rosenberg and Hovland (1978), Aiken (1988) and Papalia and Sally (1985). From this point of view, the student-teachers' attitude toward education courses is understood as the trainees' response involving an acceptance-rejection, like-dislike and/or favor-disfavor etc.

However, in the tradition of the conceptualization of attitude, there have been two competing models of attitude as the unidimensional and three dimensional component models of attitude. Thus, some consider attitude as a unidimensional entity and defined it as the individual's feeling (like-dislike) toward an object (Bem, 1970). On the otherhand,

others (Breckler, 1974) view attitude as three dimensional referring to the individual's knowledge and/or behavior toward an object (in Baron and Graziano, 1991: 196).

But the new approach, by integrating the two models, view attitude as an evaluation. As reviewed by Baron and Graziano (Ibid), several theorists (Convers, 1970; Fazio, 1987; Zanna and Rampel, 1988) have explicitly conceptualized attitude as an evaluative judgement of a particular object forming a continuum that ranges in evaluative clarity; that is, the categorization of the object along an evaluative dimensions (P. 197). Similarly, Lippa (1990: 120-121) by summarizing the view of many modern authors that attitude is an evaluation, defined it as "a learned evaluative response directed at specific object...."

In fact, the notion of attitude as an evaluation finds its root in the outstanding work of Osgood, and others (1957). As reviewed by Fishbein (1967: 258), Osgood, and others, presented the consensus that attitude is a learned and implicit predisposition to respond evaluatively. This response varies in intensity and mediates the individual's overt behavior toward the object.

Generally, attitude, as an evaluative judgement, is the labeling of an object, and related aspects, as desirable-undesirable, good-bad, correct-incorrect, favorable-unfavorable etc. It is an appraisal of the object positively or negatively-an assessment with regard to the absence or presence

of some features, characteristics, values or qualities in the object of attitude.

Therefore, inorder to fit the recent conception of attitude to the present study, the student-teachers' attitude to professional education courses is operationalized as the teacher-trainees' evaluation of the courses. This evaluation of the courses is in relation to the trainees' evaluation of the different aspects of the courses, the quality of teaching in the courses and a career in teaching profession. By forming a continuum, the trainees' evaluation of the courses could fall along the scale from an extreme favorableness through moderate to an extreme unfavorableness.

Attitudes, as psychological constructs, have various features. One of these is that attitudes are always a referent, i.e., a hypothetical construct directed at some target with out necessarily being directly observed. Attitudes are also enduring. Thus, once stablished, they are stable over time. Ofcourse, attitudes do change, but there must be a cause to the change. Therefore, due to their stability, attitudes can be measured, studied and used to predict action (Ajzen, 1987; Lippa, 1990).

Moreover, attitudes influence behavior. Hence, they mediate behavioral intentions. For instance, since attitudes are motivational, in an educational context, the attitude of learners influence how they process and interpret information required in the process of learning. Attitudes are learned.

Consequently, the process of attitude formation and change can be studied and with this, it is possible to develop programs that can promote the development of a desirable attitude. This possibility is one of the grounds upon which the realization of better teacher education program is founded (Dove, 1986; Baron and Graziano, 1991).

2.3 Student - teaches' Attitude Toward Education Courses

In the training and education of teachers, the attitude of student-teachers toward the professional education courses has been one of the subjects of investigation long ago. The findings of the investigations have reported both favorable and unfavorable attitudes.

One of the investigations, made by Stiles (1959: 183-186), reported that among 731 graduating student teachers, 50 per cent felt satisfaction with studying education courses. However, in comparison with non-education courses, the percentage of satisfaction indicated was reduced to twenty-eight. In general, the author noted that general condemnation of education courses is subject to error in the case of the university of Wisconsin. That is, the reaction of the students, Stiles remarked, were more positive on most points than expected by the faculty.

An overall favorable reaction to the professional education courses have also been reported at the State University College at Oneonta (Scherwitzky, 1964: 207-208).

But an attitudinal difference was evident, in the report, between the senior and junior student-teachers. While the seniors disfavor being critical about the courses; the non-seniors responded favorably to a total of seventy-seven (86 percent) items relating to the courses.

On the otherhand, in the review made by Bosco (1972: 128-131), contrasting findings of student-teachers' reaction to education courses have been presented. Among the findings, Smith (1966) found strong approval of education courses - eighty-nine per cent of the respondents indicated that they would have taken education courses even had they not been required. Similarly, Pettit (1964) reported students' rating of education courses highly with a range of "acceptable" to "excellent". Moreover, other studies (Ballantine, and others, 1966; Salley, 1965 and the NEA Journal, 1965) revealed positive attitude of teacher-trainees toward the professional component of their training programs. However, still other studies (Albrecht, 1960; Lemons, 1965) reported findings that conflict with the previous results. In the latter studies, students indicated unfavorable opinion about education courses.

Furthermore, there are findings reporting student-teachers' favorable reaction toward the education courses. These findings refute the common criticisms that those who are pursuing in the teacher education are unfavorable to the professional course component of their studies. One of such findings was at the College of Education of Tennessee Technological University (Ayers and Brimm, 1975: 173). In the

finding, the pro-education statements were accepted, while anti-education ones were rejected by the teacher trainees. Similarly, a study at Western Kentucky University revealed a positive attitude of the survey population toward all aspects of education courses contrary to what the critics had supposed (Lamma and Reeves, 1981: 31).

All in all, the literature does not reveal conclusive results on the overall attitude of teacher-trainees to education courses. Some findings report unfavorable reactions, while of course, many others refute the critics that teacher-trainees disfavor professional education courses.

2.4 Factors Associated With Attitudes Toward Professional Education Courses

In an investigation of course-attitude of student-teachers, the factors underlying the prevailing attitude are worth considering. Such a consideration of factors associated with course-attitude is significant to facilitate the development of models to explain students' course-attitudes systematically (Bosco, 1972: 128).

In the present study of student-teachers' attitude toward professional education courses, three general categories of factors have seen considered. They are (1) course-related factors, (2) factors related to quality of teaching, and (3) students-related factors including regard for teaching profession.

2.4.1. Course-related Factors

Course-related factors are understood to refer to the various features, characteristics or attributes inherent in the professional education courses. In this study, such factors include the relevance of the courses, balance between theory and practice in the courses, duplication of contents in the courses, adequacy of the courses, difficulty of the courses, and the role of the courses in hindering or promoting interest in teaching profession.

2.4.1.1. The Relevance of the Courses

Many critics have considered the irrelevance of the conventional college-based teacher education programs to the actual classroom teaching realities. For instance, Sodhi (1983: 276), describing the state of teacher education in India, underlined the artificiality of courses. The theory courses lack articulation with practical work and teaching skill requirements. According to Sodhi, theoretical studies in the courses such as the Methods of Teaching advocated in the teacher education departments are totally different from what is exercised at Schools, resulting in a gulf between the training and the actual job.

Similarly, Dove (1986: 240-250), reviewing the research reports of teacher education programs in many developing countries, noted that courses at such programs tend to encourage lecture method and academicism than an appropriate

pedagogy. To the contrary, Dove noted that, efforts are being made at schools to make school work more practical requiring discovery method. Furthermore, according to Dove, some course materials persist regardless of their usefulness to the local needs, mentioning a situtaiton in which theories based on foreign realities remain to be part of the curriculum. The author concluded that lack of partnership between the training institutions and the schools is one of the factors for the prevailing irrelevance of theoretical studies to practical teaching.

There are also recent research reports supporting the critics that education courses are suffering from the problem of irrelevance. In this regard, Klinzing, reporting the case from West-Germany, presented that student-teachers expressed that the quality and quantity of course work in education courses are inadequately related to school problems with little practical help. The respondents considered the first phase of their education to be unrealistic. This situtaiton is reported to have made the trainees anxious and full of stress. A related situation has also been accounted in the teacher education programs in Israel. This was noted in the summary made by Ben Peretz on the findings of three comprehensive evaluative studies by Hoffman and Kraus (1971), Ehrlich (1974) and Hayon and Peretz (1986). According to Peretz, the findings of these studies indicated that student-teachers see college teachers presenting unrealistic picture of teaching (In Tisher and Wideen, 1990: 92-93).

Nevertheless, Lamma and Reeves (1981: 8-9) have come up with a contrasting findings. In their investigation, the bias, "Education courses tend to have little or no relevance to the needs of a teacher," received only 9.8 per cent of agreement among 122 respondents. As parts of this longitudinal study, the percentages of agreement to the same bias were, 19 (from 163) in the 1969 survey; and 31.9 (from 182) in the 1974 survey. Thus, from the three surveys made at Western Kentucky University, the authors concluded that most of the student-teachers regard the relevance of professional education courses to the needs of a teacher.

2.4.1.2. Balance Between Theory and Practice in the Courses

In any program that intends toward professional preparation, it is a common sense that both theory and practice are equally important. This is true to the preparation of professional teachers. However, teacher education programs are reported as being characterized by lack of fair balance between theory and practice. One of such criticisms has been considered by Openshaw, as presented by Friedmann, and others, (1980: 6). According to Openshaw, theory without practice is steril and practice with out theory is a vicious cycle. He underlined that some of the current approaches to the training and education of teachers are characterized by both extreme practices.

In line with the criticisms, research reports have also indicated the prevalence of lack of balance between theory and practice in education courses. This has been noted from forty-five surveys by Fohrbrodt, and others, (1978) that most student-teachers criticized their teacher education programs for lack of balance between theoretical studies and studies oriented to practice teaching (In Tisher and Wideen, 1990: 92).

The problem of balance between theory and practice in education courses has also been reported by Scherwitzky (1964: 208). According to this report, demonstrating the prevalence of imbalance, the respondents argued that there is too much theory in education courses. But the study made at the university of Wisconsin reported a contrasting finding that most of the student-teachers noted the prevalence of balance (Stiles, 1959: 183).

The solution to the problem of imbalance between theory and practice lies not in viewing the two as a dichotomous entities, rather as a holistic unit. The question of integration of theory and practice claims that theory is a basis for guiding practice, while practice is the test and resource for the development of theory. Therefore, what is needed in the preparation of teachers is a proportional coverage of theoretical studies and practical exercises in an integrated fashion (Friedmann, and others, 1980; Dove, 1986).

2.4.1.3. Duplication of Contents in the Courses

Duplication of contents has also been observed in education courses. The criticism is that the same contents are unnecessarily repeated within and among various education courses causing monotony on the part of learners.

In this regard, Cox and Smith (1958: 47), long ago, investigated student-teachers' opinion toward education courses in relation to duplication of contents in southern Illinois University. From the findings, out of 116 graduating students, fifty-seven per cent believed that there was more repetition in their education courses than in their English course. On the otherhand, fifty per cent of the survey group noted that there was more repetition in professional education courses than in their major courses.

The findings of Cox and Smith have been supported by that of Scherwitzky (1964: 208). In the report of Scherwitzky, student-teachers evaluated the contents of education courses to be full of repetition than in other courses. Particularly, the seniors felt that there was sameness between contents of education courses supporting the charge that education courses tend to overlap each other. However, in the findings of Stiles (1959: 184), seventy per cent of the respondents indicated that there was no unprofitable repetition of contents in education courses.

2.4.1.4. Adequacy of Contents of the Courses

The adequacy of contents of education courses is the question of whether or not education courses contain important contents sufficient for an adequate training of professional teachers. In relation to this, charges are directed at education courses that they lack sufficient contents to the intended purposes.

For example, Sodhi (1983: 276) describing the case in India, observed that "... weightage on content is negligible. The Method Courses are routine. The overall course structure lacks theoretical framework..." According to Sodhi, the professional education courses characterized as such will be hardly helpful in handling instructional problems in actual classrooms.

Similarly, as Klinzing reported the situation in West Germany, student-teachers evaluated studies in education courses to be insufficient. As a result of this, the trainees felt inadequately prepared to cope with school situation. In a related report of Ben Peretz, in Israel, teacher-trainees perceived their pre-service education, especially practical aspects such as practice teaching, inadequate (In Tisher and Wideen, 1990: 217).

Many findings support the previous reports. Cox and Smith (1958: 47) reported that student-teachers felt more adequately prepared in their major fields than in professional education

courses. Scherwitzky (1964: 208) also reported a similar student-teachers' reaction. The respondents noted that education courses did not help them develop confidence in teaching, in forming good relationship with chidlren, and in becoming aware of ones own lack of knowledge of teaching. Moreover, Albrecht (1960: 103-108) found out that almost half of the respondents stated that education courses are of little or no importance in the development of effective teachers.

On the otherhand, there are a number of findings which contrast with the critical findings. Among these, Pettit (1964: 381) reported a graduating respondents' reaction that education courses contain important body of useful contents and were an essential parts of teacher preparation. In particular, Pettit's finding demonstrated that education courses can and do make significant contribution for the preparation of teachers. Smith (1966: 120-121) also found out that ninety-nine per cent of the respondents believed that they needed education courses to teach adequately. Furthermore, Ayers and Brimm (1975: 173) indicated the subjects' feelings that the course contents were of value in teaching and dealt with important matters.

2.4.1.5. Difficulty of the Courses

In the tradition of attitude investigations toward a given course of study, the views of the learners about the difficulty of the course have been considered one of the factors

underlying the attitude toward the course (Duckworth and Entwistle, 1974; Barka, and others, 1983).

The position that the difficulty level of a course explains course-attitude is based on the argument that course materials that are either too difficult or too simple are less motivating. In both cases, as Payne (1992: 411) observed, learners develop unfavorable attitude, while materials of moderate difficulty promote favorable attitude toward the materials.

Taking the case of teacher education programs, Andrews (1987: 503) indicated the prevalence of a view that education courses are less challenging. This resulted in lower level of appreciation of the courses on the part of trainees. Moreover, since much of the course materials appear to be learned at the level of verbalism, Andrews added, the trainees lack real readiness for education courses. Therefore, education courses are not enthusiastically welcomed by the trainees.

In this respect, the study of Scherwitzky (1964: 208) showed that, the senior respondents indicated that in education courses there are "watered down" contents and the courses, being simple, do not call for critical thinking and stimulation for more able students. Thus, education courses attract less able students. But the non-senior respondents responded that education courses are as difficult as other courses and require equal preparation. In another report by Lamma and Reeves (1981: 122), the bias, "Education courses tend to be easier

than other courses," received 30.3 percentage of agreement (from 122). This percentage of agreement, though did not represent the majority of the respondents, is the highest percentage as compared to percentage of agreements to other biases in the study.

2.4.1.6. Interest Promotion of the Courses in the Teaching Profession

Interest promotion in teaching is the role of education courses whether or not they influence the trainees in developing beliefs, values or attitudes toward teaching positively. This is believed to be one of the components of the behavioral outcome of the professional education courses on the part of would-be-teachers. Therefore, in an attitudinal studies, one possible question to be raised is whether or not the trainees believe that the courses taken have made them motivated in becoming teachers.

According to the report of Stiles (1959: 184) respondents remarked that education courses made them interested in teaching and classes of these courses stimulated them to examine problems in teaching. Moreover, the respondents agreed that the courses were good enough for stimulating, or maintaining, interest in teaching as a Career. On the contrary, Scherwitzky (1964: 208) had a different finding that, particularly, the seniors expressed their feeling that education courses did not stimulate their interest in becoming school teachers.

2.4.2. Factors Related to Quality of Teaching

Quality of teaching, in the literature of higher education, has been understood as the effectiveness of teaching demonstrated in a given course. It is a measure of excellence of teaching-style employed in a course of study. Quality of teaching is primarily considered to be a function of the ways in which an instructor handles a course in the preparation, presentation and evaluation phases of the instructional processes. One of the major sources of evidences on the quality of teaching is the rating of instructors by their students (Marsh and Bailey, 1993: 1-19).

Quality of teaching, apart from its role in the realization of the objectives of a course of study, has been a point of interest in the investigation of students' attitude toward the course. In relation to this, Payne (1992: 412) noted "... in whatever the instructor does, attitudinal developments take place in learners..." stressing the direct relationship between the instructors' teaching style and students' attitude to the course. Other studies (Pohlmann, 1976; Barka, and others, 1983) have also underlined the importance of quality of teaching to explain course-attitude.

2.4.2.1. Constructs of Quality of Teaching

Quality of teaching is a multidimensional entity which depends on various forms of factors. Though different authors

have considered various factors to explain quality of teaching, most agree on some common factors.

For instance, Scherwitzky (1964) considered the image of instructors of education courses, in an investigation of course attitude, interms of the variables: (1) instructors' preparation, (2) instructors' enthusiasm, (3) instructors' knowledge of classroom situation, (4) instructors' willingness to give individual help to students, (5) breadth of coverage and (6) instructors' style of indirectness.

Ayers and Brimm (1975), on the otherhand, associated instructors' quality of teaching in education courses with the instructors' (1) indirectness, (2) relationship with students (3) preparedness and (4) knowledge and ability of classroom situations. But Pohlmann (1976) limited such factors to three: clarity, enthusiasm and indirectness.

In another investigation on the relationship between course-attitude and instructors' rating, by Barka, and others, (1983), quality of teaching was affected by: (1) subject matter knowledge, (2) organization skill, (3) teaching skill and (4) relationship with students.

However, Marsh and Bailey (1993) reviewed the literature since 1920's on quality of teaching and presented a set of comprehensive variables underlying teaching effectiveness. These variable were: (1) enthusiasm, (2) organization/clarity, (3) group interaction, (4) individual rapport, (5) breadth of

coverage (6) examination/grading, (7) learning/value, (8) work load/difficulty and (9) assignment/reading.

From the forgoing reviews, it is clearly observable that there is an overwhelming agreement than difference among authors on the factors explaining quality of teaching in a given course. The following commonly understood factors were, therefore, considered for this study.

1) Enthusiasm: refers to the commitment or devotion the instructor manifests in his teaching. That is, the instructors' interest in teaching the course with an energetic and dynamic appearance infront of the learners.
2) Organization skill: is the skill of the instructor in planning the course materials and in following the planned course of action. It involves the thorough explanation of the course objectives and rationals, incorporation of relevant materials, assignments, appropriacy of the sequence and order of contents and learning experiences and the clarity of presentations.
3) Indirectness: is one of the progressive teaching style in which the instructor provides an opportunity for students to participate actively in the process. Such a style promotes group interaction, independent thinking and motivation in learning.

4) Individual Rapport: refers to the kind of relationship maintained between the instructor and the students. That is, whether the instructor is friendly and welcoming as opposed to an authoritative approach.

5) Breadth of coverage: is the skill and knowledge of the instructor in presenting a given lesson from various points of view by making use of varied techniques or methods as opposed to treating a given lesson based on one sided view through a single strategy.

6) Evaluation: is the soundness of the construction of tests, examinations and other assessment devices and the fairness of grading practised by the instructors.

Generally, it is assumed that students develop favorable attitude to their instructors, courses and to the overall program under the following conditions (Pohlmann, 1976; Marsh and Bailey, 1993). That is, when

1) the instructor is enthusiastic in his teaching,
2) the instructor presents a well organized material with clarity,
3) the students are actively involved in the instructional processes rather than being passive recipients,
4) the instructor is friendly and welcoming in relation to the students,

5) the lecture classes are coloured by diversity of views and strategies,

6) evaluation practice are fair.

2.4.2.2. Image of Professors-of-Education Courses Held by Students

This is a summary of the reaction of student-teachers toward the instructors of education courses in relation to course-attitudes. One report is made from the university of Southern Illinois by Cox and Smith (1958: 47). In this report, the student-teachers considered quality of teaching as one of the most common weaknesses in education courses. The unfavorable reaction to the instructors related positively to the reported inadequate preparation in the education courses.

However, the study conducted in the university of Wisconsin, department of education, by Stiles (1959: 187) reported that two-third of the respondents favored instructors of education courses. Thus, as noted by Stiles, the blanket criticisms directed were invalidated by the reported high quality teaching at the university of Winsconsin. However, worth noting remark about the finding of Stiles is that, instructors in education courses can be subject to the human as well as pedagogical weaknesses as in the case of other fields. According to Stiles, a university cannot expect all scholars in Education to be automatically outstanding teachers any more than, say, it can expect its professors of Economics to become wealthy. Therefore, replies of the respondents can

be employed inorder to achieve high quality teaching in the faculty. As for the relationship between quality of teaching and course-attitude, Stiles concluded that when students liked the instructor, they also show favorablness toward the course.

On the otherhand, there are also a contrasting findings on the image of the professors of education courses. Scherwitzky (1964: 208) reported a contrasting reaction to the professors between the seniors and juniors. The juniors rated their instructors to be well prepared, enthusiastic, knowledgable of classroom situation and welcoming to students. Moreover, the juniors remarked that education courses are well thaught like other courses with varied and indirect approaches. But, as apposed to the juniors, the seniors held the views upholding the charges directed at professors of education courses. In terms of course-attitude, the group favoring the instructors also favored the courses and vice versa.

Ayers and Brimm (1975: 175) have also reported a favorable appraisal of instructors of professional education courses. In the finding, students felt that instructors encouraged them to think and develop independence, and made efforts to establish good relationship between the students and the faculty. In addition, the instructors were reported to be well prepared and knowledgeable of practical classroom situations. And such a favorable reaction to the instructors has been similarly observed in the reactions toward the education courses.

Favorableness toward instructors of education courses is also evident in the study of Lamma and Reeves (1981: 12-14). In this study, the bias that, "Education professors teach less effectively than other college professors," is supported only by 18.9 per cent (out of 122) of the survey group. This agreement is some what less than the 24.7 per cent (out of 182) obtained in the 1974 survey. On the otherhand, in the same study, the bias that, "Education professors appear to be less knowledgeable in general than other college professors," received only 4.1 percent which is lower than the 9.3 per cent in the 1974 survey. Thus, the authors concluded that the biases which were not widely accepted in the 1974 survey are less accepted in the 1981. Therefore, these findings did not support the criticisms leveled at the professors of professional education courses. The study also supported the direct relationship between course-attitude and instructors appraisal.

2.4.3 Regard For Teaching Profession and Other Students-related Factors

Regard for teaching is understood as the evaluative reaction of the student-teachers toward teaching profession. It is the favorableness of the trainees toward the profession they are being trained. In this regard, the criticism is that student-teachers have a low regard for the teaching profession. Thus, they wish they had chosen some other career. Moreover, the charge is that, the trainees have no or short term plan to stay in the teaching profession after their graduation. And

in relation to course-attitude, it is assumed that, those who are unfavorable to teaching are also unfavorable to the education courses and vice versa (Lamma and Reeves, 1981).

The prevalence of low regard for teaching appears to be explained in relation to the low rank of teaching profession in prestige (Dove, 1986: 88-89). According to Dove, the low rank attached to teaching profession is associated with factors such as poor salary, unsatisfactory conditions of services, poor working condition and limited career opportunity in the profession.

Different studies have come up with varying findings on student-teachers' regard for the teaching profession. In one of these studies (Stiles, 1959: 182), it was revealed that student-teachers expressed low regard and lack of career-plan in teaching. In this study, among 731 respondents, the majority were found to have a career plan for only not more than five years. And a definite career plan in teaching was expressed only by the seventeen per cent of the trainees. In the report, how much future plan influenced reaction to education courses was not known. Yet, on most points, the respondents showed positive reactions. Therefore, the finding did not substantiate the expectation that unfavorable reaction to teaching is related to unfavorable course attitude. The finding of Scherwitzky (1964: 206) also supported Stiles' report indicating no significant relationship between students' favorableness to education courses and career plan in teaching.

Nevertheless, Lamma and Reeves (1981) found different results. It was showed that out of 122 respondents, eighty-one (66.4%) expressed a career plan in teaching. According to the authors, this is an increase over the first two longitudinal studies (38.7% in the 1969; and 64.3% in the 1974 survey, P. 22). Moreover, it was only 6.6 per cent (out of 122) who agreed to the bias, "I wish I had chosen some career other than teaching" (P.11). In the same study, teaching was ranked fifth among the twelve professions with a mean of 5.9. With such findings, the writers concluded that teaching is accorded a considerable prestige, relative to various professions, by those in the teacher education program. In the study, there was a direct relationship between course-attitude and regard for teaching (P. 25).

As determiners of course-attitude, other student-related factors include age, sex, Grade Point Average (GPA), major area and other individual characteristics (Remmers, 1954; Ayers and Brimm, 1975; Bosco, 1972).

Some research findings reported GPA and major area to be of little help to explain student teachers' attitude toward education courses (Bosco, 1972). Scherwitzky (1964) also reported no significant relationship between GPA and course attitude. But, in the study, major area was found to have some relationship. Those majoring in Early Childhood and Home Economics were found to favor contrary to those majoring in Secondary Education. Lamma and Reeves (1981) also found an increasing positiveness in course-attitude among Art and

Science majors as compared to the 1969 survey. But in the 1981 survey, Education majors have the highest favor of education courses.

On other hand, Ayers and Brimm (1975) reported the non significance of sex factor to course-attitude. This factor was, however, found significant in the study of Scherwitzky (1964) and in the study of Lamma and Reeve (1981). Scherwitzky noted that females showed more favorablness toward education courses.

CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the description of the population of the study, the procedures employed in the development of the instrument of data collection, the administration and scoring, variable designation and methods of the analysis of the data.

3.1 Subjects of the Study

The subjects of the study were the prospective graduates of the teacher training and education program of the Addis Ababa University in the academic year of 1994-95. They were teacher-trainees who have had a four years of education at a first degree level of qualifications. Following their graduation, they are supposed to become secondary school teachers. The seniors were decided to be the survey group of the study by taking in to account their maximum experiences about all of the required education courses and the program at large.

The survey group belonged to four faculties in nine departments in the university. That is, the Faculty of Natural Sciences (N=126), in the Departments of Physics, Chemistry, Biology and Mathematics; the College of Social Sciences (N=18), in the Department of Geography and History; the Institute of Language Studies (N=40), in the Department of Foreign Language and Literature and Ethiopian Languages and Literature; and the Faculty of Education (N=20), in the Department of Business

Education. Among the total of 204 prospective graduates, 25 were females. All of them (204) were included in the study.

In addition to the major area and general studies courses, the graduating student-teachers have taken education courses in 28 credit hours throughout their training program. These courses of the professional component are organized in the areas of Curriculum, Methodology, Educational Technology and Foundations of Education in the areas of Educational Psychology and Educational Administration (See Appendix G).

Inspite of the differences among these pedagogical courses, they share in common a multitude of features. These courses belong to the field of study of education. They are all about the processes of teaching and learning. They are related to the profession of teaching than to any other profession. In effect, therefore, they induce typical feelings, beliefs, convictions and attitudes upon those to whom they are offered. Thus, the present study is aimed at identifying that collective attitude the teacher-trainees have formed toward these education courses.

3.2 The Measurement of Attitude and the Scale Used in the Study

The scientific study of attitudes requires some ways of measurement. Because attitudes are internal and unobservable, their measurement involves an inference of the individual's overt evaluation of the related object. The overt behaviour

Education. Among the total of 204 prospective graduates, 25 were females. All of them (204) were included in the study.

In addition to the major area and general studies courses, the graduating student-teachers have taken education courses in 28 credit hours throughout their training program. These courses of the professional component are organized in the areas of Curriculum, Methodology, Educational Technology and Foundations of Education in the areas of Educational Psychology and Educational Administration (See Appendix G).

Inspite of the differences among these pedagogical courses, they share in common a multitude of features. These courses belong to the field of study of education. They are all about the processes of teaching and learning. They are related to the profession of teaching than to any other profession. In effect, therefore, they induce typical feelings, beliefs, convictions and attitudes upon those to whom they are offered. Thus, the present study is aimed at identifying that collective attitude the teacher-trainees have formed toward these education courses.

3.2 The Measurement of Attitude and the Scale Used in the Study

The scientific study of attitudes requires some ways of measurement. Because attitudes are internal and unobservable, their measurement involves an inference of the individual's overt evaluation of the related object. The overt behaviour

can be a response in a questionnaire or actions in a structured situations. Various types of scales have been developed and employed as an instruments of attitude measurement. Likert scale of summated rating was used in the present study of the attitude of the graduating teacher-trainees of Addis Ababa University toward education courses.

3.2.1 The Likert Scale

The Likert Scale is one of the self-report paper-pencil measures of attitude as developed by Rennis Likert (1932). The Scale involves a number of statements (20 or 30) on the issue of interest to which the respondents express their degree of agreement in five-point scales. The items are phrased in a clearly favorable and unfavorable directions about the attitude object. The subjects respond to the items as Strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The favorable and the unfavorable items are scored in an opposite directions (1,2,3,4,5 versus 5,4,3,2,1). Finally, the total scores are calculated by adding up the respondents' answers to all items of the given attitude construct. While high total scores reflect favorable overall attitude, low total scores reflect unfavorablness toward the object of attitude (Baron and Graziano, 1991: 214).

The assumption underlying the Likert technique is similar with Fishbein and Ajzen (1975) Theory of Reasoned Action, according to which humans are rational animals who can systematically process and utilize the information available

can be a response in a questionnaire or actions in a structured situations. Various types of scales have been developed and employed as an instruments of attitude measurement. Likert scale of summated rating was used in the present study of the attitude of the graduating teacher-trainees of Addis Ababa University toward education courses.

3.2.1 The Likert Scale

The Likert Scale is one of the self-report paper-pencil measures of attitude as developed by Rennis Likert (1932). The Scale involves a number of statements (20 or 30) on the issue of interest to which the respondents express their degree of agreement in five-point scales. The items are phrased in a clearly favorable and unfavorable directions about the attitude object. The subjects respond to the items as Strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The favorable and the unfavorable items are scored in an opposite directions (1,2,3,4,5 versus 5,4,3,2,1). Finally, the total scores are calculated by adding up the respondents' answers to all items of the given attitude construct. While high total scores reflect favorable overall attitude, low total scores reflect unfavorablness toward the object of attitude (Baron and Graziano, 1991: 214).

The assumption underlying the Likert technique is similar with Fishbein and Ajzen (1975) Theory of Reasoned Action, according to which humans are rational animals who can systematically process and utilize the information available

to them. Accordingly, attitude toward an object is a function of the underlying belief held about the object. On the otherhand, the Theory of Reasoned Action is also in line with the Theory of Cognitive Summation as formulated by Fishbein (1961). This theory also asserts that attitude is a function of the algebraic sum of the evaluative aspects of beliefs. Therefore, Likert Scale measures attitude by assessing the positive and negative beliefs held by the respondents about the issue of the investigation (Fishbein, 1967; Ajzen and Fishbein, 1980; Baron and Graziano, Ibid).

Belief is a psychological link between an object and some attributes; that is, the information a person has about an object. The content of belief can be factual or an opinion but characterizing the object as true or false, good or bad, desirable or undesirable. In the context of Likert Scale of attitude measurement, a person's belief refers to all statements with which the person agrees (believes), and the person's disbelief is all the statements the person disagrees with (disbelieves). Finally, the single score that represents the person's attitude is indexed from the consideration of the persons' beliefs and disbeliefs (i.e. agreement and disagreement) with each of the statements (Edward, 1957; Petty and Cacioppo, 1981; Payne, 1992).

The most advantageous aspect of the Likert Scale is the possibility of item analysis as a check on the homogeneity of items measuring a given construct. This helps to increase the reliability of the instrument (Petty and Cacioppo, Ibid, pp.

11-12). Moreover, since Liekrt Scale contains large number of items, it promotes reliability. According to Lippa (1990: 228) the best way of increasing reliability is "... to add up responses over many items which is exactly what the Likert Scale does."

Generally, the Likert scale is popular and preferable on the grounds of its directness and the use it made of graphic rating scale and its relative simplicity. Infact, many studies have demonstrated that in validity and reliability, the Likert scale compares equally well with other apparently complex and Labourious methods (Burroughs, 1971: 120).

3.2.2 Procedures of Instrument Development

3.2.2.1 Item Collection and Adaptation

The items included in the attitude questionnaire of the present study were largely adopted from the attitude test of Ayers and Brimm (1975) and from the teaching effectiveness test of Marsh and Bailey (1993). Based on these and the survey of the related literature and research reports, a pool of ninety-five items was collected. The items were categorized in to the general attitude and fourteen specific attitude clusters. Overall, about half of the items were stated positively, while the other half negatively, about the respective attitude variables. After the pool of items has been assembled, the screening and validation of the items took place through various methods.

11-12). Moreover, since Liekrt Scale contains large number of items, it promotes reliability. According to Lippa (1990: 228) the best way of increasing reliability is "... to add up responses over many items which is exactly what the Likert Scale does."

Generally, the Likert scale is popular and preferable on the grounds of its directness and the use it made of graphic rating scale and its relative simplicity. Infact, many studies have demonstrated that in validity and reliability, the Likert scale compares equally well with other apparently complex and Labourious methods (Burroughs, 1971: 120).

3.2.2 Procedures of Instrument Development

3.2.2.1 Item Collection and Adaptation

The items included in the attitude questionnaire of the present study were largely adopted from the attitude test of Ayers and Brimm (1975) and from the teaching effectiveness test of Marsh and Bailey (1993). Based on these and the survey of the related literature and research reports, a pool of ninety-five items was collected. The items were categorized in to the general attitude and fourteen specific attitude clusters. Overall, about half of the items were stated positively, while the other half negatively, about the respective attitude variables. After the pool of items has been assembled, the screening and validation of the items took place through various methods.

3.2.2.2 Item Screening and Validation

The selection of good items and the validation of the test batteries of the instrument involved expert judgement, pilot test tryout and statistical methods of item analyses.

3.2.2.2.1 Expert Judgement

In the present study, two groups of panel of judges were involved. The first group consisted of three experts: a senior lecturer from the Department of Foreign Language and Literature and two associate professors from the Department of Educational Psychology in the area of Social Psychology and Testing and Measurement. The tasks of this group were to comment and improve upon the clarify, wording, phrasing and appropriateness of the items as measures of attitudes. Based on an overall assessment made by this group, among the ninety-five pool of items, seventy were retained for further screening and validation. At this stage, the fourteen specific attitude clusters were reduced to thirteen.

The retained seventy items were presented to the second group of panel of judges. The second group of judges consisted of five experts from the area of Testing and Measurement and Curriculum and Instruction. All were instructors among which, three were with the rank of an assistant professorship. Their major task was to rate each of the items on the extent to which each item measures the construct in which it is grouped. Thus, based on the question, "To what extent does the item measure

the category it belongs," the judges rated the seventy items on a three-point Scale as Highly (3), Moderately (2) or poorly (1). In doing so, the judges were provided with a table of specification of the categories to be measured with the corresponding intended items including a brief explanation of the categories (Appendix - A).

On the basis of the rating of the second group of judges items which received a mean rating score of 2.0 and above were retained as good, while the rest were discarded. Therefore, fifty-four items were made ready for the pilot test tryout of the instrument. At this stage, while nineteen items belonged to the general attitude category, the number of items belonging to each of the thirteen specific attitude clusters ranged from two to six.

Inorder to check the degree of agreement among the raters in judging the items an estimate of raters' reliability was calculated. On the basis of the analysis of variance of the raters and the items, a raters' reliability index of 0.67 was obtained (Appendix B).

3.2.2.2.2 Pilot Test Tryout

The purpose of the pilot test was to check the overall organizational structure of the test and to generate data for the statistical items analysis procedure. The items used in the test tryout were the fifty-four items retained from the judgement of the panel of judges and additional items of

biographical data. In the test, the items were unanimously distributed irrespective of their specific clusters. Moreover, the items assumed the form of Likert Scale in five-points. Then the instrument was tried at a randomly selected group of thirty-six subjects.

3.2.2.2.3 Item Analyses

Following the pilot test, the discrimination power (D) of the items was calculated. The procedure involved the identification of the two extreme attitude groups, each of which were twenty-five per cent of the group. These two groups were labeled as the Low Attitude Group and the High Attitude Group. According to Payne (1992: 442-443), these two groups provide a criteria to evaluate the goodness of individual statements. As it has been shown in Table 1 in Appendix D, the calculated t-ratio of the nineteen general attitude items ranged from 1.13 to 5.15. Infact, as for Burroughs (1971: 120), for an item to be retained as good its t-ratio should not be preferably less than one and certainly not less than one half.

Moreover, the Pearson-Product moment correlation was calculated for the odd and even numbered items of the nineteen items resulting a coefficient of 0.9331. As regard to the internal consistency of the items, a reliability estimate was calculated using the Flanagan and Spearman-Brown formulae resulting an indices of 0.8269 and 0.9656 respectively (Table 2 in Appendix D). The Flanagan (1937) formula is recommendable

that it does not require the items to be scored right or wrong to justify its use. Thus, it can be used with rating scales. On the other hand, the Spearman-Brown formal is one that empirical researches strongly support its usefulness and accuracy (Payne, 1992: 282).

As for the validation and reliability of the items of the thirteen attitude variables an item-test correlations were carried out on the basis of the computer print out of the correlation matrix, rather than calculating the discrimination power (D). Ofcourse, both yield the same conclusion about the goodness of an item (Guilford, 1965: 498). Thus, the calculated correlation coefficient of each item with its respective test battery ranged from 0.60 to 0.92. And the average correlations of the items belonging to the same construct of the thirteen factors were within the range of 0.70 and 0.89, while the Spearman-Brown reliability estimates of these test batteries ranged from 0.70 to 0.88 (Table 3 in Appendix D).

But the question was raised whether there is a relative independence among these thirteen test batteries. That is, whether the tests are measuring different constructs. Thus, a correlation matrix was run by a computer among the total scores of the tests yielding the result as in Table 4 in Appendix D. Among the seventy-eight intercorrelations, only three exceed 0.50. In other words, the amount of variance which any two tests have in common in most cases is less than twenty-five per cent. Therefore, the writer concluded that

that it does not require the items to be scored right or wrong to justify its use. Thus, it can be used with rating scales. On the other hand, the Spearman-Brown formal is one that empirical researches strongly support its usefulness and accuracy (Payne, 1992: 282).

As for the validation and reliability of the items of the thirteen attitude variables an item-test correlations were carried out on the basis of the computer print out of the correlation matrix, rather than calculating the discrimination power (D). Ofcourse, both yield the same conclusion about the goodness of an item (Guilford, 1965: 498). Thus, the calculated correlation coefficient of each item with its respective test battery ranged from 0.60 to 0.92. And the average correlations of the items belonging to the same construct of the thirteen factors were within the range of 0.70 and 0.89, while the Spearman-Brown reliability estimates of these test batteries ranged from 0.70 to 0.88 (Table 3 in Appendix D).

But the question was raised whether there is a relative independence among these thirteen test batteries. That is, whether the tests are measuring different constructs. Thus, a correlation matrix was run by a computer among the total scores of the tests yielding the result as in Table 4 in Appendix D. Among the seventy-eight intercorrelations, only three exceed 0.50. In other words, the amount of variance which any two tests have in common in most cases is less than twenty-five per cent. Therefore, the writer concluded that

each of the thirteen tests measure their respective categories with a satisfactory validity and reliability with a relative independence among them.

Generally, after the various methods of screening and validations were employed, the instrument which was dominantly adopted from previously used tests was considered to be satisfactory to be used in the main study (Appendix C).

3.3 Administration and Scoring

The administration of the main instrument took place by the end of the second semester of the academic year in June, 1994-95. At this stage, the subjects of the study have taken all of the required professional education courses. They are also at the level where they have acquired the maximum exposure about the teacher training and education program including practice teaching in the actual secondary schools in the capital.

In the administration of the test, it was emphasized to the subjects about the crucial importance of their frankness and objectivity in their response to the items of the test. To that effect, the identity of the respondents was made anonymous and it was made clear that individual responses will be kept confidential. Moreover, it was stated that in their response to the items, there is nothing to be said right or wrong; thus, they donot need to be secretive or reserved. The test was administered during the regular classes and took

approximately about 45 minutes. A total of 163 teacher-trainees filled and returned the attitude questionnaire.

The scoring of the data gathered was made following the usual procedures employed in Likert Scale. The five point scales were given the scale values in such a way that Strongly agree, Agree, Undecided, Disagree and Strongly disagree were given a scale values of 5,4,3,2,1 respectively for the positive items while it was the revers for the negative items. The total score of a subject on a single variable was then calculated by summing the scores on the items belonging to the variable. Thus, all subjects of the study will have one total attitude score on the dependent variable and thirteen total scores on the independent variables.

In the categorization of the subjects on the attitude continuum, the arithmetic mean attitude score on the variable considered was used as a frame of reference. That is, on a given attitude variable, the subjects who are said to have a positive attitude or evaluation are those who have an attitude scores above the mean. Similarly, those who are said to have a negative attitude or evaluation on a given variable are those who have an attitude score below the mean score (Edwards, 1957: 158). The group was dichotomized for the purpose of categorical analysis, while the data remain in the continuous form in the correctional investigation (see the details of the categorization in Appendix I).

calculated by adding responses on item 6,9,19,21,24,25,30,33,35,39,42,43,46,47,49, 50,51,53 and 54 (See Appendix C).

3.5 Methods of Data Analysis

The methods of data analysis used were Chi-squire and correlation techniques. The chi-squire analysis was employed to test the significance of difference between the proportion of respondents who are favorable and those who are unfavorable toward a given variable. Such a test of proportional difference was also carried out between respondents with a positive and a negative evaluation of the variables considered (Guilford, 1965).

The chi-squire analysis was also used to test the association between the dependent variable and each of the independent variables in the categorical analysis of the data (Everitt, 1977). In addition to the chi-squire analysis of association, simple correlation technique was used inorder to identify the direction and magnitude of association or relationship between the criterion and the predictor variables. In both cases, the data were processed using P-STAT 8 version. The significance of proportional differences and associations were considered adequate at the 0.05 or better alpha level.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter of the report of the study consists of two parts. The first part deals with the presentation of results, while the second part with discussion.

4.1 Presentation of Results

4.1.1 Overall Respondents' Attitude Toward Education Courses

Inorder to see the distribution of the respondents in to the favorable and unfavorable attitudinal directions, the survey group was dichotomized. The dichotomy was based upon the mean attitude score of the respondents as determined from their response to the items of the general attitude in the questionnaire. The distribution has been presented in Table 1.

TABLE 1

Distribution of the Respondents into the Favorable and Unfavorable Attitude Toward Education Courses

Course-attitude	N°	%
Favorable	89	54.60
Unfavorable	74	45.40
Total	163	100

X^2 1.38, P(1,0.05) = 3.841 Non significant

As the distribution reveals, among the total respondents, 54.60 per cent have shown a favorable reaction, while the remaining 45.40 per cent had unfavorable opinion in education

courses. That is, more than half of the trainees tended to evaluate the overall aspects of education courses positively. However, the chi-squire test for significance of proportional difference between the two groups was found to be non significant at the 0.05 level (Table 1 in Appendix E). In other words, the calculated chi-squire value (X^2=1.38) is less than the critical value (3.481). And this is an indication that the respondents are not predominantly favoring education courses they have been taking throughout their teacher training and education program in the Addis Ababa University.

In this study, though the purpose was not to identify specific attitudes to each course, attempts have been made to supplement the collective overall attitude to the courses. To that effect, the respondents were made express their agreement to the item, "In general, it is often boring to me," pertaining to each course (see Appendix G).

The respondents' percentage of agreement to the item (as in Appendix G) ranged from 33.13 to 55.21. All in all, the teacher-trainees tended to favor six out of ten courses, though the tendency is statistically significant in relation to only two courses on the basis of chi-squire test. On the otherhand, regardless of statistical significance, the respondents disfavored four out of ten education courses. It appears, therefore, the survey group were not in favor of many of the education courses significantly.

4.1.2 Attitudinal Difference Toward Education Courses in Gender

The distribution of the respondents in terms of sex reveals that nearly equal number of females fall into both the favorable and unfavorable attitude toward education courses. Male respondents, however, tended to favor the courses. That is, as in Table 2, among 138 male respondents, 55.80 per cent expressed favorable course attitude.

TABLE 2

Difference in Course-attitude Between Male and Female Respondents

Sex	Unfavorable		Favorable		Total	
	N°	%	N°	%	N°	%
Female	13	52	12	48	25	100
Male	61	44.20	77	55.80	138	100
Total	74	45.40	89	54.60	163	100

$X^2 = 0.55$, $P(1,0.05) = 3.841$ Non Significant

However, the overall distribution of the total survey group into the positive and negative direction of attitude toward education courses appears to be regardless of gender. Infact, the overall chi-squire test indicates a non significant attitudinal difference in sex at the 0.05 level (Table 2 in Appendix E).

4.1.3 Attitudinal Difference in course-attitude by Origin of Educational Background

A non significant difference in course-attitude was observed between respondents who completed their secondary education in Addis Ababa and those outside Addis Ababa. The distribution of the respondents in the favorable and unfavorable course-attitude, in terms of origin of their secondary education, has been presented in Table 3. As the Table depicts, among the 101 respondents who joined the university from outside Addis Ababa, 52.48 per cent indicated positive course-attitude. Among those from Addis Ababa, more than half of the trainees (58.06 per cent) reacted positively toward the courses.

TABLE 3

Difference in Course-attitude Between the Respondents from Addis Ababa and Outside Addis Ababa

Region	Unfavorable		Favorable		Total	
	N°	%	N°	%	N°	%
Outside Addis Ababa	48	47.52	53	52.48	101	100
Addis Ababa	26	41.94	36	58.06	62	100
Total	74	45.40	89	54.60	163	100

$X^2 = 0.47$, $P(1, 0.05) = 3.841$ Non Significant

Both of the groups tended to evaluate the courses desirably. However, the chi-squire test for the significance

of difference in course-attitude between the two groups was found to be non significant at the 0.05 level (Table 3 in Appendix E). Therefore, this suggests that the respondents' region, interms of the Addis Ababa and outside Addis Ababa, is not a factor in their attitude toward education courses.

4.1.4 Attitudinal Differences Toward Education Courses in Major Areas

No significant difference in course - attitude was observed among the respondents majoring in the areas of Sciences, Social Studies, Language Studies and Education. Nevertheless, there is an indication that, while the Language Studies and Education majors tend to favor education courses, the Science and Social Studies majors were not decidedly to either side of attitudinal directions. This has been demonstrated in Table 4 below.

TABLE 4
Difference in Course-attitude Among Respondents Majoring Different Areas

Major area	Unfavorable		Favorable		Total	
	N°	%	N°	%	N°	%
Nat. Science	52	50	52	50	104	100
Lang. Studies	11	34.38	21	65.62	32	100
Soc. Studies	7	46.67	8	53.33	15	100
Education	4	33.33	8	66.67	12	100
Total	74	45.40	89	54.60	163	100

$X^2 = 3.10$, $P(3, 0.05) = 7.815$ Non Significant

The calculated chi-squire value ($X^2 = 3.10$), for the distribution of the four majors in the two attitudinal

directions, is less than the critical value at 3 degree of freedom (x^2, P(3,0.05) = 7.815). Therefore, there is a non significant difference in course-attitude among the four majoring areas of the teacher-trainees at the 0.05 level (Table 4 Appendix E).

4.1.5 Attitudinal Difference Between the Below-average and Above-averages Toward Education Courses

The distribution of the respondents was observed in such a pattern that slightly more than half of the above-averages (52.54 per cent) favored education courses. Similarly, Slightly more than half of the below - averages (55.77 per cent) indicated a positive attitude. That is, within both groups, the number of respondents tends more in the acceptance direction of evaluating the courses. This has been shown in Table 5 below.

TABLE 5
Difference in course-attitude Between Below-average and Above-average Respondents

Academic Standing in CGPA	Unfavorable		Favorable		Total	
	N°	%	N°	%	N°	%
Below average ≤ 2.44	46	44.23	58	55.77	104	100
Above-average > 2.44	28	47.46	31	52.54	59	100
Total	74	45.40	89	54.60	163	100

X^2 = 0.14, P(1,0.05) = 3.841 Non Significant

However, the positive tendency of both groups toward education courses was irrespective of an overall academic

standing in CGPA. Therefore, it appears that there is no significant difference in attitude toward the courses between the below-average and above-average respondents. The chi-squire analysis also revealed the difference to be non significant at the 0.05 level (Table 5 in Appendix-E). This has also been supported by the result of the correlation matrix that a non significant correlation coefficient (r = 0.0004) was obtained between the trainees' attitude-Score and CGPA (Appendix F).

4.1.6 The Observed Relationship Between Course - attitude and Course-related Factors

This section presents the results of the chi-squire and correlation analysis with regard to the relationship between the attitude of the trainees toward education courses and their evaluations of the course-related factors.

4.1.6.1 Course-attitude Versus Evaluation of Course-relevance

The relevance of education courses to the realities of secondary schools was evaluated negatively by 56.44 per cent of the respondents. But this percentage of respondents is not significantly different from the percentage of respondents who believed in the relevance of the courses at the 0.05 level (Table 6 in Appendix E).

Such an evaluation of course-relevance and its relationship with course-attitude were presented in Table 6 below.

TABLE 6

Relationship Between Course-attitude and Course-relevance

Course-attitude	Irrelevant		Relevant		Total	
	N°	%	N°	%	N°	%
Unfavorable	52	70.27	22	29.73	74	100
Favorable	40	44.94	49	55.06	89	100
Total	92	56.44	71	43.56	163	100

$X^2 = 10.47$, $P(1,0.01) = 6.635$ Significant

A pattern of association is observed between the respondents' course - attitude and their evaluation of course-relevance. As it is shown in Table 6, more than half of those who rated the courses as irrelevant also had a negative course attitude. On the otherhand, about two-third of the trainees who evaluated the courses as relevant also expressed a positive opinion toward the courses. From this inspection of the distribution of the subjects into the four cells, there is an indication of association between the evaluation of the courses as irrelevant and the unfavorable course - attitude and vice versa. The chi-squire test of this association was also found to be significant at the 0.05 level (Table 7 in Appendix E).

4.1.6.2 Course-attitude Versus Evaluation of Balance Between Theory and Practice in the Courses

The respondents' evaluation of balance shows that two-third of them indicated the prevalence of imbalance between theory and practice in education courses. And this proportion of respondents is significantly different from those who believed in the fairness of coverage to both theory and practice at the 0.001 level (Table 3 in Appendix E). Thus, the subjects of the study pre dominantly asserted the absence of fair and proportional emphasis to the theoretical treatment of educational issues and the necessary practical exercises in education courses. Table 7 below demonstrates the trainees' evaluation of balance and its relationship with their course-attitude.

TABLE 7

Relationship Between Course-attitude and Balance

Course-attitude	Imbalance		Balance		Total	
	N°	%	N°	%	N°	%
Unfavorable	62	83.78	12	16.22	74	100
Favorable	47	52.81	42	47.19	89	100
Total	109	66.87	54	33.13	163	100

X^2 = 17.5, P(1,0.001) = 10.828 Significant

In terms of relationship, most of the respondents (83.78 per cent) who believed in the imbalance of theory and practice also had unfavorable course - attitude. Moreover, among those

who noted the fairness of balance, the majority have favored the courses. That is, in most cases, the negative evaluation of balance is associated with a negative attitude to the courses and so does the reverse. Such a relationship was also found to be very significant at the 0.001 level on the basis of chi-squire analysis (Table 9 in Appendix E).

4.1.6.3 Course - attitude Versus Evaluation of the Interest Promotion of the Courses in Teaching Profession

The interest promotion of education courses in teaching profession was evaluated negatively by 58.28 per cent of the total respondents. The courses were, however, evaluated as motivating in the career of teaching by the remaining 41.72 per cent. The departure between the two proportions of respondents in the two direction of evaluation is statistically significant at the 0.05 level (Table 10 in Appendix E). Therefore, the teacher-trainees have tended to evaluate education courses as less motivating in the profession of teaching.As in Table 8,

it is also observed that there is a relationship between the subjects' attitude to the courses and their evaluation of the stimulation of the courses in teaching.

TABLE 8

Relationship Between Course-attitude and Courses' Stimulation in Teaching

Course-attitude	less stimulating		Stimulating		Total	
	N°	%	N°	%	N°	%
Unfavorable	52	70.27	22	29.73	74	100
Favorable	43	48.31	46	51.69	89	100
Total	95	58.28	68	41.72	163	100

$X^2 = 8.06$, $P(1, 0.01) = 6.635$ Significant

A pattern of relationship is evident that most of the respondents who rated the courses as less motivating in teaching are most of those who had unfavorable course - attitude. In a similar fashion, among those who rated the courses as stimulating in teaching, the majority (46 out of 68) have favored the courses. There is an overall significant association between the respondents' course-attitude and their evaluation of the interest promotion quality of the courses in the teaching profession at the 0.01 level (Table 11 in Appendix E).

4.1.6.4 Course-attitude Versus Evaluation of Course-adequacy

The teacher-trainees' evaluation of the adequacy of education courses in the preparation of secondary teachers was not significant in either positive or negative directions. Infact 55.21 per cent of the respondents rated the courses as adequate. But, this proportion of respondents is not significantly different from those who noted the inadequacy of the courses (Table 12 in Appendix E) . However, as Table 9 demonstrates, the respondents' evaluation of course-adequacy is associated very significantly with their course-attitude at the 0.001 level (Table 13 in Appendix E).

TABLE 9

Relationship Between Course - attitude and Course-adequacy

Course-attitude	Inadequate		Adequate		Total	
	N°	%	N°	%	N°	%
Unfavorable	47	63.51	27	36.49	74	100
Favorable	26	29.21	63	70.79	89	100
Total	73	44.79	90	55.21	163	100

X^2 = 19.33, P(1,0.001) = 10.828 Significant

The association between course - attitude and course - adequacy is observed in such a way that among the respondents who considered the courses unfavorably, 63.51 per cent had also

rated the courses inadequate. On the otherhand, the majority of those who showed a favorable course-attitude, 70.79 per cent, rated the courses as adequate for the training and education of secondary teachers. Hence, it appears that unfavorable course-attitude of the trainees goes with their evaluation of the courses as inadequate and vice versa.

4.1.6.5 Course-attitude versus Evaluation of Course-duplication

In reaction to the question of whether or not there are duplications of contents among the various education courses, the majority of the respondents, 69.33 per cent, asserted that the courses are duplicated. And such a distribution of the group was found to be very significatn at the 0.001 level (Table 14 in Appendix E).

TABLE 10

Relationship Between Course-attitude and Course-duplication

Course-attitude	Full of duplication		No duplication		Total	
	N°	%	N°	%	N°	%
Unfavorable	64	86.49	10	13.51	74	100
Favorable	49	55.06	40	44.94	89	100
Total	113	69.33	50	30.67	163	100

X^2 = 18.76, P(1,0.001) = 10.828 Significant

Table 10 presets the respondents' evaluation of duplication in education courses in relation to their course-attitude.

A pattern of association is observed, as in Table 10, between the respondents' evaluation of an overlap between education courses and their attitude to the courses. The relationship is in such a way that the trainees who rated the courses as full of duplication, most are those who disfavored the courses (86.49 per cent). From a different perspective as well, out of those who rated the courses as unduplicated, the majority are those who are favorable toward the courses. Thus, there is an evidence to believe that evaluation of duplication of contents in the courses is associated with attitude toward the courses, the significance of which is also very high at the 0.001 level (Table 15 in Appendix E).

4.1.6.6 Course-attitude Versus Evaluation of Course-difficulty

The difficulty level of education courses is evaluated as simple by about half of the respondents, while the other half rated the courses as challenging. Thus, the proportion of the trainees is not tending significantly to either side of evaluating the course-difficulty. Nevertheless, there is an indication of a relationship between respondents' negative course-attitude and their evaluation of the courses as simple. Similarly, an association is also seen between the trainees' positive course-attitude and their evaluation of the courses as challenging. Hence, it seems that evaluation of the difficulty level of courses goes with course-attitude. This association is also found to be significant at the 0.01 level

(Table 17 in Appendix E). Table 11, below demonstrates the respondents' distribution.

TABLE 11

Relationship Between Course-attitude and Course-difficulty

Course-attitude	Simple		Challenging		Total	
	N°	%	N°	%	N°	%
Unfavourable	47	63.51	27	36.49	74	100
Favourable	34	38.20	55	61.80	89	100
Total	81	49.69	82	50.31	163	100

X^2 = 10.3, P(1,0.01) = 6.635 Significant

4.1.7 Simple Correlation Between Course-attitude and Course-related Factors

In addition to the bivariate analyses of the data using the method of chi-squire, simple correlation was carried out between the course-attitude score and each of the scores on the course-related independent variables. Table-12 presents the results of the correlations as summarized from the correlation matrix of the computer print out (Appendix-F).

From Table 12, it can be seen that all of the course-related variables included in the correlation matrix have a positive relationship with the dependent variable. And all of

these variables' correlations with course-attitude are significant statistically at the 0.01 level. As an exception, however, one variable, that is, duplication (X_5) is only slightly significant at the 0.05 level.

TABLE 12

Summary of Correlation Coefficients Between Course-attitude and Course-related Independent Variables

Independent variables	Cor.-coef. with attitude score (r)	Degree of freedom	Significance level
1. Relevance (X_1)	0.3419	161	0.01
2. Balance (X_2)	0.2680	161	0.01
3. Int. promotion (X_3)	0.4115	161	0.01
4. Adequacy (X_4)	0.4871	161	0.01
5. Duplication (X_5)	0.1570	161	0.05
6. Difficulty (X_6)	0.3280	161	0.01

df = N-2

Among these course-related independent variables, the variable with the highest correlation with the dependent variable is course-adequacy (X_4) with a coefficient of r=0.49. That means, 24.01 per cent of the variance in course-attitude is associated with, accounted for, or determined by, the variance in the adequacy of the courses. To the contrary, the lowest correlation coefficient of r=0.16 is observed between course-attitude and course-duplication (X_5).

Generally, the results of both the chi-squire and the simple correlation tests show a direct and positive relationship between the respondents' attitude toward education courses and their evaluation of the course-related factors.

4.1.8 The Observed Relationship Between Course-attitude and Instructors-related Factors

This section presents the results of the chi-squire and correlation analysis with regard to the relationship between the teacher-trainees' attitude toward education courses and their evaluations of the factors related to the instructors of the courses.

4.1.8.1 Course-attitude Versus Evaluation of Instructors' Enthusiasm

The instructors of education courses are perceived as lacking enthusiasm in their teaching by more than half of the respondents (55.21 per cent). However, on the basis of chi-squire analysis, this proportion of respondents is not significantly different from the proportion of those who rated the instructors as enthusiastic at the 0.05 level (Table 18 in Appendix E). As Table 14 demonstrates, however, the respondents' course-attitude is associated with their evaluation of instructors' enthusiasm.

The pattern of association identified, as in Table 14, is that the respondents' favorable course-attitude is related to

the respondents' evaluation of the instructors' enthusiasm positively. Similarly, the trainees' negative course-attitude is associated with the negative evaluation of instructors' enthusiasm. And such an association was found to be significant at the 0.05 level (Table 19 in Appendix E).

TABLE 14

Relationship Between Course-attitude and Instructors' Enthusiasm

Course-attitude	Not enthusiastic		Enthusiastic		Total	
	N°	%	N°	%	N°	%
Unfavorable	48	64.86	26	35.14	74	100
Favorable	42	47.19	47	52.81	89	100
Total	90	55.21	73	44.79	163	100

$X^2 = 5.04$, $P(1, 0.05) = 3.841$ Significant

4.1.8.2 Course-attitude versus Evaluation of Instructors' Indirectness

The question whether the lecture classes of education courses are instructor-dominated or participatory was considered in this analysis. The result suggests instructors dominance (60.74 per cent). This tendency of the survey group to rate the lecture classes as non-participatory was also found

to be significant at the 0.01 level (Table 20 in Appendix E). Table 15 presents the relationship between the respondents' evaluation of the indirectness of style of the instructors of education courses and their course-attitude.

TABLE 15

Relationship Between Course-attitude and Instructors' Indirectness

Course-attitude	Direct		Indirect		Total	
	N°	%	N°	%	N°	%
Unfavorable	52	70.27	22	29.73	74	100
Favorable	47	52.81	42	47.19	89	100
Total	99	60.74	64	39.26	163	100

$X^2 = 5.22$, $P(1, 0.05) = 3.841$ Significant

A look at Table 15 reveals that the teacher-trainees' attitude toward education courses is associated with their evaluation of the instructors' teaching style with regard to group participation. That is, the respondents' negative evaluation of the instructors' indirectness of teaching style is related to the respondents' disfavoring of the courses and vise versa. The association is also significant at the 0.05 level (Table 21 in Appendix E).

4.1.8.3 Course-Attitude versus Evaluation of Instructors' Individual Rapport

The kind of relationship the instructors of education courses establish with their students was evaluated negatively by 52.76 per cent of the survey group. But such a negative evaluation of individual rapport by more than half of the respondents is not significant at the 0.05 level (Table 22 in Appendix E).

TABLE 16

Relationship Between Course-attitude and Instructors' Individual Rapport

Course-attitude	Not friendly		Friendly		Total	
	N°	%	N°	%	N°	%
Unfavorable	50	67.57	24	32.43	74	100
Favorable	36	40.45	53	59.55	89	100
Total	86	52.76	77	47.24	163	100

X^2 = 12.01, P(1,0.001) = 10.828 Significance

Nevertheless, as Table 16 demonstrates, the respondents' evaluation of their instructors' individual rapport and their course-attitude are associated at a very high significance level of 0.001 (Table 23 in Appendix E).

4.1.8.4 Course-attitude Versus Evaluation of Breadth of Coverage

The majority of the teacher-trainees (61.34 per cent) evaluated the lecture classes of education courses as lacking varied approaches, while 38.66 per cent rated the classes as full of different strategies. All in all, the respondents appear to have evaluated the breadth of coverage of lecture classes of the courses unfavorably which is significant at the 0.01 level (Table 24 in Appendix E).

TABLE 17

Relationship Between Course-attitude and Breadth of Coverage

Course-attitude	No varied approach		Varied approach		Total	
	N°	%	N°	%	N°	%
Unfavorable	50	67.57	24	32.43	74	100
Favorable	50	56.18	39	43.82	89	100
Total	100	61.34	63	38.66	163	100

$X^2 = 2.21$, $P(1,0.05) = 3.841$ Not Significant

On the otherhand, as Table 17 reveals, the chi-squire analysis of the association between course-attitude and evaluation of breadth of coverage was found to be non significant at the 0.05 level (Table 25 in Appendix E).

Therefore, from the distribution of the respondents into the four cells, course-attitude and evaluation of the variety of strategies employed in the lecture classes of education courses are independent.

4.1.8.5 Course-attitude Versus Evaluation of Instructors' Evaluation Practices

The kinds of evaluation practices observed in education courses were viewed negatively by 58.28 per cent of the survey group. But, 41.72 per cent rated the practices as effective. The chi-squire analysis for the significance of the difference between the two proportions was found significant at the 0.05 level (Table 26 in Appendix E).

TABLE 18

Relationship Between Course-attitude and Evaluation Practices

Course-attitude	Not fair		Fair		Total	
	N°	%	N°	%	N°	%
Unfavorable	52	70.27	22	29.73	74	100
Favorable	43	48.31	46	51.69	89	100
Total	95	58.28	68	41.72	163	100

$X^2 = 8.06$, $P(1,0.01) = 6.635$ Significant

Thus, the group predominantly believed in the undesirableness of the practices of evaluations in education courses. Interms of the relationship, as in Table 18, between the respondents' course-attitude and their evaluation of the

evaluation practices in education courses, the chi-squire result shows a significant association at the 0.01 level (Table 27 in Appendix E). The implication of this is that, the respondents who evaluated the evaluation practices in the courses negatively also show unfavorable course-attitude and so does the reverse.

4.1.8.6 Course-attitude versus Evaluation of Course-organization

The preparation and presentation of the course materials of education courses are evaluated in the direction of ineffectiveness by 58.90 per cent of the total respondents. On the basis of chi-squire analysis, such an evaluation is significant at the 0.025 level (Table 28 in Appendix E). As Table 19 depicts, the respondents' evaluation of the course-organization is also associated with their course-attitude at the 0.05 level (Table 29 in Appendix E).

TABLE 19
Relationship Between Course-attitude and Course-organization

Course-attitude	In effective Organization		Effective Org.		Total	
	N°	%	N°	%	N°	%
Unfavorable	50	67.57	24	32.43	74	100
Favorable	46	51.69	43	48.31	89	100
Total	96	58.90	67	41.10	163	100

X^2 = 4.19, P(1,0.05) = 3.841 Significant

An association is evident in that, more than half of those who rated the course-organization in the negative direction have also disfavored the courses. Viewed from a different

perspective, most of those who rated course-organization as an effective are most of those who favored the courses as it is presented in Table 19. Thus, it seems that course-attitude and course-organization are interdependent.

4.1.9 Simple Correlation Between Course-attitude and Instructor-related Factors

Along with the bivarite analysis of the data using the chi-squire method, simple correlation was employed between the course-attitude score and each of the scores of the instructor-related factors. Table 20 presents the results of the correlations as summarized from the correlation matrix of the computer print out (Appendix F).

TABLE 20
Summary of the Correlation Coefficients Between Course-attitude and Instructor-related Independent Variables

Independent variables	Cor-coef. with attitude score (r)	Degree of freedom	Significance level
1. Enthusiasm (X_7)	0.2465	161	0.01
2. Organization (X_8)	0.4427	161	0.01
3. Indirectness (X_9)	0.1746	161	0.01
4. Individual rapport (X_{10})	0.3435	161	0.01
5. Breath of Coverage (X_{11})	0.2310	161	0.01
6. Evaluation (X_{12})	0.3254	161	0.01

df = N-2

As it is presented in Table 20, all of the instructor-related factors correlate positively with course-attitude. Therefore, the results of the chi-squire analysis which showed dependence between these factors and course-attitude are also supported by the positive correlations summarized in Table 20.

An exception to this is that, while the correlation between breadth of coverage (X_{11}) and course-attitude is significant at the 0.01 level, the chi-squire test, however, resulted in a non-significant association at the 0.05 level (see Table 17).

Among the instructor-related variables, the variable with the highest correlation coefficient with course-attitude is the organizational skill (r=0.44). That is, 19.36 per cent of the variance in course-attitude is associated with, accounted for or determined by, the variance in the organizational skill of the instructors of the courses. On the otherhand, the variable with the lowest correlation coefficient with course-attitude is indirectness of instructors' style (r=0.17).

4.1.10 Course-attitude Verses Regard for the Teaching Profession

The subjects' distribution in giving regard for teaching profession in relation to their course-attitude was presented in Table 21.

TABLE 21
Relationship Between course-attitude and Regard for Teaching Profession

Course-attitude	Low regard		High regard		Total	
	N°	%	N°	%	N°	%
Unfavorable	55	74.32	19	25.68	74	100
Favorable	26	29.21	63	70.79	89	100
Total	81	49.69	82	50.31	163	100

X^2 = 32.78, P(1,0.001) = 10.828 Significant

The distribution of the teacher-trainees in giving regard for the teaching profession is observed in such a pattern that,

while nearly one half attached the profession a high regard, the other half considered the profession with a low regard.

On the basis of the chi-squire analysis, the course-attitude of the respondents is associated with their regard for the teaching profession at a very high level of significance of 0.001 (Table 31 in Appendix E). This kind of association is also supported by the result of a positive correlation (r=0.44) between course-attitude and regard for the teaching profession (Appendix F). In other words, a variance of 19.36 per cent in the respondents' attitude toward education courses is associated with, accounted for, or determined by the variance in their regard for the teaching profession.

4.2 Discussion of Results

In this section, attempt is made to explain the results of the study analyzed in relation to the basic questions raised in the study. The discussion of results has been organized under the following sub-topics.

1. Attitude toward education courses
2. Attitudinal variations in sex, region, CGPA and major areas
3. Relationship between course-attitude and course-related variables
4. Relationship between course-attitude and instructors-related variables
5. Relationship between course-attitude and regard for the teaching profession.

4.2.1. Attitude Toward Education Courses

Teacher-trainees' attitude toward education courses is to be understood as the trainees' overall evaluation of the courses expressed in terms of liking-disliking, favoring-disfavoring or acceptance-rejection. It is the trainees' overall evaluative reaction toward the courses in either positive or negative direction of the attitude continuum.

In the light of the above context, more than half of the respondents showed favorablness toward the courses. However, such an indication of positive evaluation was not statistically significant. The result of the study which reveals a non significant positive evaluation seems to be discouraging if the expectation is a significant proportion of trainees in the direction of favorable course-attitude.

However, in relation to the common charges that teacher education students disfavor their professional education courses, the finding which shows more than half of the survey group favoring the courses could be satisfactory. For instance, the Future Plan of the Department of Curriculum and Instruction of Addis Ababa University (1994) described the existing teacher education program as pregnant with unattractive circumstances. According to this Future Plan, one of the observed problems is the training of uninterested candidates. Particularly, it was noted in the plan, that pedagogical courses and skills are not emphasized. The result of the present study appears to be similar to the experiences

of others. For instance, Stiles (1959) reported that about half of the teacher-trainees expressed favorableness toward education courses in the University of Wisconsin.

4.2.2 Attitudinal Variations in Sex, Region, Major areas and Overall Academic Performance

Male-female variation in attitude toward education courses was found to be non significant. Similarly, the respondents from Addis Ababa and outside Addis Ababa did not show a significant attitudinal difference toward the courses. Moreover, in the present study, major area of the trainees was not found to be a factor in course-attitude. In addition, no significant difference was found in course-attitude between the below-average and above-average respondents. In all of these student-related factors, there were only slight variations in course-attitude.

As compared to females, males tended to favor education courses, eventhough, statistically non significant. In this regard, the present finding agrees with the report of Ayers and Brimm (1975) at the Tennessee Technological University. However, in the report of Schrewitzley (1964), at the State University College at Oneonta, females showed more favorablness toward education courses.

The non significant difference in course-attitude among different majors, in the present study, is consonant with the

finding of Bosco (1972) at Western Michigan University. In the report of Bosco, major area was found to be of little help explaining teacher trainees' attitude to education courses. Contrary to this, however, Lamma and Reeves (1981) found the highest favorablness to education courses among Education majors at the Western Kentucky University. Infact, in the present study, though there is an overall non significant difference, Education and Language majors have shown favorablness as compared to those in the Sciences and Social Studies.

In terms of the relationship between academic performance and course-attitude, the result of the present study supports the reports of Scherwitzky (1964) and Bosco (1972). That is, both the below-average and the above-average groups favored the courses irrespective of their academic standing. Both the chi-squire and correlation results showed a non significant association between the respondents' attitude-score and Cumulative Grade Point Average.

4.2.3 Relationship Between Course-attitude and Course-related Variables

Among the course-related factors, balance between theory and practice (X_2), interest promotion in teaching (X_3) and duplication (X_5) were evaluated significantly in the negative direction by the respondents. In otherwords, according to the evaluation of the majority of the respondents, in most of the education courses, there is no fair coverage to theory and

practice; most of the courses do not promote interest in teaching; and among the courses there are duplication of contents.

These findings did not refute some of the common criticisms directed at professional education courses in other countries. The charges are often that education courses suffer from too much emphasis to theory to the detriment of practical activities (Openshaw, in Friedmann, 1980) addressing the state of affairs in the United States. Education courses are also said to be failing to promote interest in the teaching profession, in the case of University of Wisconsin (Stiles, 1959). In other development, the report from Tennessee Technological University labeled education courses as tending to overlap each other in terms of contents (Ayers and Brimm, 1975).

In terms of the questions, whether or not there is a relationship between the respondents' course-attitude and their evaluation of balance, interest promotion and duplication of the courses; a direct and positive relationships were found in the present study. That is, the respondents' evaluation of the courses that they are more of theoretical, less motivating in teaching and repetitive is directly related to the respondents' unfavorable course-attitude. On the contrary, when the respondents evaluate these aspects of the courses as positive, they show favorable attitude toward the courses.

In the case of the other three course-related variables, that is, relevance (x_1), adequacy (X_4) and difficulty (X_6), a different pattern of evaluations were observed. Out of these three factors, the relevance of the courses to high school teaching was evaluated non significantly in a negative direction. This finding, therefore, did not significantly support the criticisms that education courses are not based upon the actual school realities, as considered in India and many other countries (Sodhi, 1983; Dove, 1986).

Concerning the issue of adequacy of education courses, more than half of the respondents said that the course-contents are adequate. But this positive evaluation of adequacy was found to be non significant on the basis of chi-squire analysis. The finding, thus, did not significantly refute the charge that education courses lack important and sufficient contents.

Specifically, addressing the teacher training and education program of Addis Ababa University, many authors noted that the professional education courses offered to prospective teachers are less comprehensive and narrow in their scope to cover the various aspects of the profession (Azeb, 1986; 1990; Abraham, 1986; Last, 1990; Tassew, 1992). And the present finding seems to agree to the report of Albrecht (1960), from California, in which case about half of the respondents indicated that education courses are of little help in the development of effective teachers.

The level of difficulty of education courses was evaluated as simple by one half, and challenging by the other half, of the respondents. Thus, the finding did not support significantly the view that education courses are less challenging (Andrews, 1987) and the research report that contents of education courses do not call for critical thinking (Scherwitzky, 1964).

As for the basic questions of association between the respondents' course-attitude and their evaluation of the relevance, adequacy and difficulty level of education courses, the present study resulted a direct positive relationship. That means, the respondents' evaluation of the courses as less relevant, less adequate and less demanding are directly related to the respondents' unfavorable attitude toward the courses and vice-versa.

In general, among the course-related factors, balance (X_2), interest promotion (X_3) and duplication (X_5) were evaluated significantly in the negative direction. In the case of relevance (X_1), the respondents' evaluation is in a statistically non significant negative direction, while adequacy (X_4) in a non significant positive direction. On the otherhand, the respondents' evaluation of course-difficulty (X_6) is mixed, some said the courses are simple and the same number of respondents said they are difficult. All of the six course-related factors were found to have a direct and significant relationship with course-attitude. Overall these findings are consonant with what has been described in the

Ethiopian Educational Policy Implementation Strategy (1993). In the policy statement, it was noted, one of the deficiencies of the training program lies in the professional education courses.

In the hight of the above discussion, the finding of a non significant positive overall course-attitude might be explained in relation to the kinds of the respondents' evaluation of the course-related factors. That is, the teacher-trainees' consideration of many of the course-related factors negatively could have contributed for their overall course-attitude which was not found to be significant in the acceptance direction.

4.2.4 Relationship Between course-attitude and Instructor-related Variables

Two of the instructor-related factors, that is, instructors' enthusiasm (X_7) and individual rapport (X_{10}) were evaluated in a negative direction but non significant, statistically.

As for the question of relationship, a direct association was found between course-attitude and both the instructors' enthusiasm and individual rapport. In other words, the respondents' evaluation of their instructors as less interested in their teaching and less friendly and welcoming toward their students, are directly related to respondents' negative attitude to education courses.

With regard to the other four instructor-related factors, that is, organization (X_8), indirectness (X_9), breadth of coverage (X_{11}) and evaluation practices (X_{12}); the result of the study indicated the respondents' significant negative evaluation. The implication of this is that the teacher-trainees noted that the materials and presentation of education courses are not well organized; the lecture classes are not participatory; the lecture classes lack varied approaches; and the construction of examinations and grading are less fair in terms of the principles of measurement and evaluation.

Pertaining to the association, direct relationships were observed between the trainees' course-attitude and the respondents' evaluation of the instructors' organizational skill, indirectness of style and evaluation practices. However, in the case of breadth of coverage (X_{11}), while the chi-squire test indicated no association of this variable with course-attitude, the correlation matrix showed a positive relationship.

Generally, in the present study, almost all of the considered instructors-related factors were evaluated in a negative directions. But in the case of enthusiasm (X_7) and individual rapport (X_{10}), the negative evaluations were non significant, statistically. This appears to agree with the respondents' reaction to the question, "how well each of the curses were taught?" that only three out of ten courses were rated "well taught" (See Appendix H).

The findings, therefore, appear to support the common criticisms directed at instructors of education courses in other countries. For instance, the present findings agree with Scherwitzk's (1964) report from the State University College, where the seniors held the views of the critics directed at professors of education. However, the present findings are incontrast with that of Stiles (1959), at the University of Wisconsin, and that of Lamma and Reeves (1981), at the Western Kentucky University. Both of these surveys reported a high quality teaching of the professors of education.

With regard to the direct positive relationship between teacher-trainees' course-attitude and the instructor-related factors, the findings of the present study are consonant with the basic assumptions and research findings. In this respect, Payne (1992) underlined a direct relationship between the instructors' quality of teaching and students' attitude toward courses. Specifically, research reports of Cox and Smith (1958), Stiles (1959), Scherwitzky (1964) and Ayers and Brimm (1975) have indicated that teacher-trainees' attitude toward education courses is directly related to the trainees' evaluations of the instructors' quality of teaching.

4.2.5 Relationship Between Course-attitude and Regard for the Teaching Profession

The teaching profession was accorded a high regard by one half of the respondents and equally a low regard by the other half. This finding contrasts with that of Lamma and Reeves

(1981) which reported a considerable prestige accorded to teaching profession by the majority of the survey group.

In relation to the association between course-attitude and regard for teaching, the present study demonstrated a direct relationship as tested by both chi-squire and simple correlation. The results revealed that when the respondents attach a high regard for the teaching profession they also show favorable attitude to education courses and vice versa. Thus, course-attitude and regard for teaching profession are inter-dependent. Infact, among the variables, the second highest correlation coefficient was obtained between course-attitude and regard for the teaching profession (Appendix F).

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary and Conclusion

From the point of view of the central importance of teacher education in any modern system of edcuation, the training and education of secondary teachers have been elevated to a University level. This has also been the case of secondary school teachers in Ethiopia. The Addis Ababa University has been offering degree programs in various areas such as Sciences, Social Studies, Language Studies and Education.

However, the conventional college based teacher training and education programs are being viewed, partly, negatively. Much of the criticisms have singled out the kinds of professional education courses offered to the teacher-trainees. One of the common charges is that teacher-trainees have unfavorable opinions toward education courses. That is, pedagogical courses and skills are not emphasized.

Attitude, which is understood in the literature of contemporary Social Psychology, as an evaluative judgement, is important in the processes of teacher education. Particularly, teacher-trainees' attitude toward education courses is important since certain attitudes are handicap to the application of the objectives of the courses when the trainees assume professional responsibilities. Moreover, teacher-

trainees' opinion toward education courses is important, the identification of which is vital, in the revision and planning of the professional curriculum of the program.

Previous research reports from other countries have demonstrated both favorable and unfavorable attitude of teacher-trainees toward education courses. Some of these findings relate the trainees' course-attitude to the various features of the courses themselves, the instructors' quality of teaching involved in the courses, the trainees' regard for the teaching profession, and to the trainees' characteristics such as sex, major area and CGPA.

Thus far, no systematic and comprehensive investigation of prospective teachers' attitude toward education courses have been made in Addis Ababa University. The scarcity of such study initiated the investigator to undertake the present study. Moreover, the question whether or not the common criticisms and findings in relation to education courses apply to the teacher training and education program of Addis Ababa University also pressed the researcher to persue this area of inquiry.

The major purpose of this study was, therefore, a survey of attitude toward education courses and the related factors with a particular reference to the 1994-95 graduating teacher-trainees of the Addis Ababa University. Specifically, the objectives of the study were to identify:

1. whether the trainees' course-attitude is either in the positive or negative direction.

2. whether or not there are significant differences in course-attitude in terms of the sex, academic standing, region of secondary education and major areas of the trainees.

3. whether or not there are significant relationships between the trainees' course-attitude and their evaluations of the course-related factors.

4. whether or not there are significant relationships between the trainees' course-attitude and their evaluations of the instructors-related factors.

5. whether or not there is a significant relationship between the trainees' course-attitude and their regard for the teaching profession, and

6. forward suggestions toward improving the attitude of prospective teachers toward education courses and the teacher training and education program at large.

Inorder to achieve the above objectives, the investigator used attitude questionnaire based upon Likert (1932) scale of attitude measurement as an instrument of data collection. The items of the scale were adopted from Ayers and Brimm (1975) and Marsh and Bailey (1993). The validation and reliability

estimates of the instrument involved expert judgement and statistical item analyses procedures. Following the processing of the data using P-STAT 8 version, the analyses and interpretation procedures employed chi-squire and simple correlation statistics. The significance of proportions on a specific variable and that of associations between the criterion and predictor variables were considered adequate at the 0.05 and better alpha level of significance.

Based upon the analyses and interpretation of the data, the present study resulted in the following findings.

A. Out of 163 total respondents, 54.60 per cent expressed an overall favorable attitude toward education courses. Statistically, however, this favorable tendency was found to be non significant at the 0.05 level on the basis of chi-squire statistics.

Therefore, it appears that the 1994-95 graduating teacher-trainees of the Addis Ababa University were not predominantly infavor of the professional component of their training program. That is, near to half of the survey group were in the avoidance direction of the course-attitude. Thus, the situation calls for attention.

B. In terms of attitudinal difference in sex, nearly half of the female respondents (52 per cent)

expressed favorableness toward education courses. Similarly, more than half of the male respondents (55.80 per cent) favored the courses. But, the difference was non significant as revealed by the chi-squire test at the 0.05 level.

C. In relation to major area, Science majors were equally distributed in the favorable and unfavorable directions. A similar pattern was also observed among Social Studies. However, 65.22 per cent of Language Studies and 66.67 per cent of Business Education majors were in the acceptance direction of the course-attitude. Yet, the chi-squire test showed a non significant overall attitudinal difference among the respondents of the four major areas at the 0.05 level.

D. With regard to region of secondary education, 52.48 per cent of the respondents from outside Addis Ababa and 58.06 per cent of those from Addis Ababa, showed positive attitude toward education courses. Even though, positiveness appears to be pronounced among the latter group, the difference in course-attitude between these two groups was not significant at the 0.05 level based upon chi-squire test.

E. Pertaining to overall academic standing, 55.77 per cent of the below-average and 52.54 per cent of the above-average respondents reacted toward the courses

favorably. The difference in course-attitude, however, was non significant at 0.05 level as tested by chi-squire statistics. A non significant correlation coefficient of r=0.0004 was also obtained between course-attitude and CGPA scores of the respondents.

Therefore, as the above findings reveal, the prevailed course-attitude was irrespective of the sex, academic standing, region of secondary education and major areas of the teacher-trainees. In other words, in this attitude survey, the considered teacher-trainees' characteristics did not help explain their evaluative reactions toward the professional component of the training program. Hence, within the frame of this study, these trainees-related characteristics provide little help in the attempt made to improve teacher-trainees' attitude to education courses.

F. Among the course-related factors, balance and duplication were evaluated negatively at a higher significance level of 0.001, while interest promotion was also evaluated negatively but at the 0.05 level of significance. However, the teacher-trainees' evaluations of the relevance, adequacy and difficulty of the courses were not significant at the 0.05 level either in the positive or negative direction.

G. All of the above course-related factors, considered in the present study, were found to have a direct positive relationships with course-attitude at the 0.05 and better alpha level of significance on the bases of both the chi-squire and correlation statistics.

Thus, the findings in relation to the respondents' evaluations of the course-related factors reveal that most of the education courses are duplicated interms of contents, less motivating in teaching and lack fair balance between theory and practice. On the otherhand, it was also found out that the trainees' evaluations of these factors and their course-attitude are associated directly. Then, this leads to the conclusion that these attributes of the courses, as viewed by the trainees, could have contributed for the non significant positive overall curse-attitude.

H. Among the instructor-related factors, organizational skill, indirectness, breadth of coverage and evaluation practices were rated negatively at the significance level of 0.025, 0.01, 0.01 and 0.05 respectively. Enthusiasm and individual rapport were also evaluated negatively but non significantly at the 0.05 level.

I. All of the above instructor-related factors were found to have a direct positive relationships with course-attitude at the 0.05 and better alpha level of significance. However, as an exception, while the chi-squire analysis showed no association, the correlation method resulted a positive relationship, between breadth of coverage and course-attitude.

On the basis of the findings as regard to the teacher-trainees' evaluations of the factors related to instructors and course-attitude, there are indications that the would-be-teachers viewed the quality of teaching in the courses unfavorably. This evaluation of quality of teaching in the courses was also found to be directly associated with course-attitude. Therefore, in the present study, the identified non significant positive course-attitude could be explained in relation to the reported prevailing low quality of teaching in the courses.

J. The teaching profession was accorded a high regard by one half, and also a low regard by the other half, of the survey group. Nevertheless, a direct positive relationship was obtained between the respondents' course-attitude and their regard for the teaching profession at the significance level of 0.001 and 0.01 on the bases of chi-squire and correlation statistics respectively. Therefore,

this is an indication that the teacher-trainees' regard for the teaching profession can be one of the factors worth considering in connection with the trainees' course-attitude which was not found to be significant in the positive direction.

In sum, the 1994-95 graduating teacher-trainees' attitude toward the professional component of their training program was not found to be significant in the direction of acceptance, in the case of the Addis Ababa University. Within the generalizabilty, and limitations, of the present study, while the trainees' characteristics-sex, CGPA, region of secondary education and major area - were of little help; factors related to the courses and the instructors, and regard for teaching profession were found to be important in association with the identified attitude.

5.2 Recommendations

In the light of the findings of the present study, the investigator forwards the following suggestions to be taken in to consideration in the effort made to improve teacher-trainees' attitude toward education courses, in particular, and toward teaching profession and the teacher education program of the Addis Ababa University, in general.

1. In relation to up-grading the quality of teaching in education courses, the training of trainers of student-teachers is desirable. The training program can be arranged in the form of panel of discussion,

workshops or seminars. On the basis of the findings of the study, the up-grading programs need to be organized on the following themes.

1.1. the employment of various strategies of course presentation along with the traditional lecture method on the ground that a diversity of course presentation strategies could raise the motivation and attitude of the trainees favorably toward the courses.

1.2. emphasing the value of the respective education courses for those who assume a career in teaching. This is a value orientation strategy which can help the trainees attach importance to the courses for their professional efficiency. Such a practice, inturn, help the trainees develop positive attitude to the courses since an object that is believed to facilitate the attainment of important goal induces favorable attitudes.

1.3. strategies of promoting practical exercises or activities along with the theoretical treatment of educational issues in the education courses in the form of field work, film show, laboratory work, school visit and paper work. Such strategies can work against the common charges, and the finding in the present study,

that education courses are more of theoretical than practical.

1.4. techniques of relating the specific sections of education courses to the realities of high school teaching in relation to raising the perceived applicability of the courses on the part of the trainees. This can also generate favorable course-attitude.

1.5. methods of promoting group participation in the lecture classes of education courses. Group participation raises the involvement of the teacher-trainees in the instructional processes of education courses. Moreover, this strategy provides the trainees the opportunity to generate educational issues, problems and possible solutions, which inturn, promote the development of the trainees' interest and attitude positively toward the courses and educational issues in general.

1.6. the importance of forming warmful and welcoming relationship with student-teachers in promoting the trainees' desirable attitude to the courses, the instructors and the profession of teaching.

1.7. the need for academic rigor and appropriate level of difficulty in education courses in the design, implementation as well as evaluation phases by way of making the courses effort-demanding. Such efforts can refute the views that less able students can 'get by' in education courses.

2. It is recommendable that the Faculty of Education organize occasional panel of discussion, workshops or seminars to the teacher-trainees of the program. The point of emphasis of such programs could be:

2.1. the vital role of a teacher and the teaching profession in the socio-economic and political development of the nation. That is, the persuasion of the trainees favorably toward becoming a teacher, particularly, by capitalizing the common good the teacher does to the society.

2.2. persuasion of the teacher-trainees about the central values of education courses in the preparation of professional teachers. This practice, on a repeated basis, can generate trainees' desirable attitude to the courses.

3. The Faculty of Education needs to establish closer attachment, and follow up, with student-teachers

with the provision of necessary guidance and orientation. This measure maximizes the trainees' feeling of belongingness to the teacher education program in contrary to the status quo that student-teachers appear to be affiliated to the Faculties of their subject area departments more than they are to the Faculty of their future career.

4. It is important that a professional association of student-teachers be formed in the university. The objective of the establishment of the association could be based upon:

4.1. the promotion and development of their professional awareness with such practical activities as discussion, debate, etc. on the state of affairs of the profession.

4.2. the building of confidence and readyness upon the candidates to confront the challenges and responsibilities of becoming a secondary school teacher.

5. In addition to the above suggestions, the investigator believes, the followings are worth considering for further investigations inorder to facilitate the revision and planning of education courses in terms of organizational structure, scope

and weightage of contents, and relevance in tune with secondary education in the country.

5.1. a longitudinal survey of student-teachers' attitude to education courses over a number of batch groups.

5.2. along the longitudinal investigations of teacher-trainees' attitude, it is important to develop a locally based attitude inventories. Such an inventory, the reliability and validity of which are standardized over many trials, is crucial to promote research and curricular planning in the area.

5.3. an investigation of teacher-trainees attitude toward a particular or units of related courses is important to secure evidences about the specific education courses.

BIBLIOGRAPHY

Ajzen, I. and FishbeIn, M. (1980). Understanding Attitudes and Predicting Social Behavior. N.J.: Englewood Cliffs, Prentice Hall, Inc.

Baron, R.M. and Graziano, W.G. (1991). Social Psychology. Holt, Rinehart and Winston, Inc.

Burroughs, G.R. (1971). Design and Analysis in Educational Research, 2nd ed. Oxford: Alden and Mowbray Ltd.

Dove, L.A. (1986). Teachers and Teacher Education in Developing Countries: Issues in Planning, Management and Training. London: Mackays of Chathan Ltd.

Edwards, A.L. (1957). Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, Inc.

Everitt, B.S. (1977). The Analysis of Contingency Tables. London: Chapman and Hall Ltd.

Fishbein, M. (ed.). (1967). Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, Inc.

Fishbein, M. and Ajzen, I. (1975). Beliefs, Attitudes, Intention and Behavior: An Introduction to Theory and Research. Boston: Addison-Welsley.

Friedmann, M.I. etal. (1980). Improving Teacher Education: Resources and Recommendations. New York: Longman, Inc.

Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education, 4th ed. New York: McGraw-Hill Book Company.

Klinzing, H.G. (1990). "Research on Teacher Education in West Germany," in Tisher and Wideen (eds.). Research in Teacher Education: International Perspective. London: Falmer Press, Tylor and Francis, Inc.

Likert, R. (1967). "The Method of Constructing an Attitude Scale," in Fisbein, M. (ed.). Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, Inc.

Lippa, R. (1990). Introduction to Social Psychology. Belmont: Wadsworth Publishing Company.

Papalia, D.E. and Sally,D. (1985). Psychology. New York: McGraw Hill Book Company.

Payne, D.A. (1992). Measuring and Evaluating Educational Outcomes. New York: Macmillan Publishing Company.

Peretz, M.B. (1990). "Teacher Education in Israel: Program Evaluations," in Tisher and Wideen (eds). Research in Teacher Education: International Perspective. London: Falmer Press, Tylor and Francis, Inc.

Petty, R.E. and Cacioppo, J.R. (1981). Attitudes and Persuasion: Classical and Contemporary Approaches. Wm.C. Brown Company Publishers, Dubuqus, Iowa.

Remmers, H.H. (1954). Introduction to Opinion and Attitude Measurement. New York: Harper and Brothers Publishers.

Rosenberg, M.J. and HovLand, C.I. (1980). "Cognitive, Affective and Behavioral Components of Attitudes," in Rosemberg, M.J. etal., (ed.). Attitude Organization and Change: An Analysis of Consistency Among Attitude Components. Westport, Conn.: Greenwood Press.

Sodhi, T.S. (1983). A Textbook of Comparative Education, 3rd ed. New Delhi: Vikas Publishing House Pvt. Ltd.

Tisher, R.P. and Wideen, M.F. (eds.) (1990). Research in Teacher Education: International Perspective. London: Falmer Press, Tylor and Francis Inc.

Journals

Albrecht, G. (1960). "A Survey of Teacher Opinion in California," Phi Delta Kappa, 42, Dec., 103-108.

Andrews, L.O. (1987). "A Curriculum to Produce Career Teachers for 1980's," Theory into Practice, 26, 1-4, 501-507.

Ayers, J.B. and Brimm, J.L. (1975). "Students Attitudes Toward Education Courses," College Student Journal, 9, 2, 172-178.

Barka, C.R. etal. (1983). "Relationship Between Course Entry Attitude and End of Course Rating," Journal of Educational Psychology, 75, 1-6, 75-85.

Bosco, J. (1972). "Reactions of Students Toward Education Courses," Improving College and University Education, 20, 2, 128-131.

Chiarlotte, L. and Czerniak, C. (1990). "Teacher Education for Effective Science Teaching," Journal of Teacher Education, 41, 1, 101-109.

Cox, D. and Smith, F.A. (1958). "Duplication of Course Content: Student Teachers' Attitudes," Journal of Teacher Education, X, 1, 45-49.

Duckworth, D. and Entwistle, N.J. (1974). "Attitudes to School Subjects," British Journal of Educational Psychology, 44, 1-3, 76-83.

Gardner, P.L. (1972). "Attitude Measurement," Educational Review, 17, 2, 101-109.

Lamma, A.E. and Reeves, D.E. (1981). "An Investigation of Certain Alleged Student Biases About Teacher Education At Western Kentucky University," Survey Number Three. U.S. Department of Edcuation, Educational Resources Information Centre (IRIC), Document ED 212591, pp. 1-52.

Lasely, T.J. (1980). "Preservice Teachers' Belief About Teaching," Journal of Teacher Education, XXXL, 4, 32-41.

Ministry of Education (1993). "Ethiopian Educational Policy Implementation Strategy" Addis Ababa.

Marsh, H.W. and Bailey, M. (1993). "Multidimensional Students' Evaluation of Teaching Effectiveness," Journal of Higher Education, 64, 1, 1-19.

Ormerod, M.B. (1973). "Social and Subject Factors in Attitude to Sciences," Journal of the Societies for Science Education, 54, 189, 645-660.

Pettit, M.L. (1964). "What College Graduates Say About Education Courses," Journal of Teacher Education, 15, 4, 378-389.

Pohlmann, M.M. (1976). "Teacher Behaviors Associated with Students Change in Attitude Toward Teacher Education Course," Research Report N° 143. U.S. Department of Education, Educational Resources Information Centre, pp. 1-29.

Scherwitzky, M. (1964). "Attitudes of Students Toward Education Courses," Journal of Teacher Education, 15, 2, 204-209.

Smith, F. (1966). "Methods Courses as Seen by Students," Improving College and University Education, 14, Spring, 120-121.

Stiles, L.J. (1959). "Attitudes Toward Education Courses," Journal of Teacher Education, X, 2, 182-188.

Unpublished

Abraham Husien (1986) "The State of Teacher Education in Ethiopia: A Comparative Study," A Paper Presented for the Proceedings of the National Workshop on Strengthening Educational Research Capabilities for Effective Teaching and Learning Processes, Nazareth, July 4-6.

Azeb Desta (1986). "Characteristics of Effective Teaching." Working Paper for Workshop on Strategies for Improving University Teaching and Learning, Monogrpahed, Addis Ababa.

_____ (1990). "Basic Components of Standard Preservice Senior Secondary Teacher Education and Training Program and Whether or Not "TETP" at AAU Measures up as one," A Paper Presented at the Annual Seminar of the Faculty of Education of AAU, Nazareth, May 17-20.

Fishbein, M. (1996). An Investigation of Some of the Theoretical and Empirical Relations Between Beliefs and Attitudes. University of California, Los Angeles, Doctoral Dissertation.

Last, G.C. (1990). "Strategies and Modes for the Professional Formation of Teachers," A Paper Presented at the First Annual Seminar of the Faculty of Education of Addis Ababa University, Nazareth, May 17-20.

Tassew Zewdie (1992). Classroom Verbal Behavior of Teacher Trainees in Ethiopia in relation to Their Intelligence, Self-concept and Attitude Toward Teaching. Ph.D Thesis, Panjab University, Chandigarh, India.

_____ (1994). "A Proposal on the Improvement of Teacher Education of the Department of Curriculum and Instruction," Future Plan, Faculty of Education, Addis Ababa University, June.

APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Attitude Questionnaire

Submitted to Panel of Judges

G-2

The purpose of this questionnaire is to gather data about the attitude of the prospective graduates of the teacher education program of Addis Ababa University toward professional education courses. The development of the questionnaire has not yet been finalized. Thus, your involvement in finalizing the instrument has been considered vital.

The items have been grouped into fourteen categories. Your task is to rate each of the seventy items as Highly = 3, Moderately =2, or poorly = 1 in response to the question, "To what extent does the item measure the category in which it is grouped?" by putting a tick (✓) mark infront of each item.

Inorder to facilitate your rating, please make a reference to the table of specification of the category to be measured with the corresponding items.

Thank you for your co-operation!

Table of Specification

Description of the Category to be measured	Items intended to measure the category
1. General attitude toward education courses. - an overall evaluative reaction toward the courses: positive-negative, good-bad, acceptance-rejection, liking-disliking, desirable-undesirable.	1 - 25
2. Relevance of the courses. - respondents' belief whether or not the courses are related to, based upon, the realities of secondary school teaching. Perceived applicability of the courses.	26 - 29

Description of the Category to be measured	Items intended to measure the category
3. Balance between theory and practice in the courses. - respondents' evaluation of whether there is a fair coverage of both practice and theory or too much emphasis is given to theory in the courses	30 - 33
4. Contribution of the courses in promoting interest in teaching. - respondents' evaluation of whether the courses have made them become interested in teaching or to the contrary the courses hinder the development of interest in teaching.	34 - 36

Description of the Category to be measured	Items intended to measure the category
5. Adequacy of the contents of the courses. - respondents' evaluation of whether or not the courses contain sufficient contents and experiences for the adequate training of professional teachers.	37 - 39
6. Duplication of contents in the courses. - respondents' evaluation of whether or not there is redundancy or an overlap of contents among the courses.	40 - 42
7. Difficulty of the courses. - respondents' evaluation of whether or not the courses are challenging or simple.	43 - 45
8. Enthusiasm. - respondents' evaluation of whether or not the instructors of the courses show interest in their teaching.	46 - 48

Description of the Category to be measured	Items intended to measure the category
9. Organization/clarity - respondents' evaluation of whether or not the course materials and presentation of the courses are well organized with clarity.	49 - 52
10. Indirectness of style - respondents' evaluation of the lecture classes of the courses whether they are instructor dominated or participatory.	53 - 55
11. Relationship with students. - respondents' evaluation of the instructors of the courses whether or not they are friendly and welcoming toward their students.	56 - 57
12. Breadth of coverage. - respondents' evaluation of whether the lecture classes of the courses involve varied approaches with divergent views.	58 - 60

ns intended to
re the category

64

70

General Attitudes to Education Courses	To What Extent Does the Item Measure the Category in Which It is Grouped? Highly	Moderately	Poorly
1. I do not mind taking education courses in my University education.	_____	_____	_____
2. If I became a teacher, I would advise my students to join departments where more education courses are offered.	_____	_____	_____
3. If I get the opportunity, I will be happy to study education courses for my Masters' degree.	_____	_____	_____
4. If education courses had been optional, I wouldn't have taken them.	_____	_____	_____
5. Had it not been a matter of attendance, I wouldn't have preferred to attend lecture classes of education courses.	_____	_____	_____

General Attitudes to Education Courses

To What Extent Does the Item Measure the Category in Which It is Grouped?

	Highly	Moderately	Poorly
6. If education courses had been free from examinations, I would not have spent my time to study them.	_____	_____	_____
7. If I had been allowed to graduate without taking education courses, I would not have taken them.	_____	_____	_____
8. Even if education courses had been elective ones, I would have elected then to study.	_____	_____	_____
9. I liked education courses throughout my University Campus life.	_____	_____	_____
10. I can say I was rather forced to take education courses.	_____	_____	_____

General Attitudes to Education Courses

To What Extent Does the Item Measure the Category in Which It is Grouped?

	Highly	Moderately	Poorly
11. Thanks God that I have almost finished taking those boring education courses.	_____	_____	_____
12. I wish I could join the non-teaching stream just not to take education courses.	_____	_____	_____
13. I certainly enjoyed taking education courses during the last years of my University education.	_____	_____	_____
14. Education courses are courses with which I am satisfied least in the University.	_____	_____	_____
15. I am not convinced why I ahd to take education courses so long as I have the mastery of my major area.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
General Attitudes to Education Course			
16. I feel that studying education courses is a waste of time.	_____	_____	_____
17. Taking education courses is worth while to me.	_____	_____	_____
18. I gained valuable knowledge form education courses.	_____	_____	_____
19. I believe that education courses are helpful in solving educational problems in our society.	_____	_____	_____
20. I think that one can became a teacher whether or not one takes education courses.	_____	_____	_____

General Attitude to Education Courses	To What Extent Does the Item Measure the Category in Which It is Grouped? Highly	Moderately	Poorly
21. I recommend education courses to remain as essential component in the training of secondary school teachers.	_____	_____	_____
22. I found many of the education courses to be full of common sense ideas.	_____	_____	_____
23. I found many of the education courses to be monotonous.	_____	_____	_____
24. Most of the education courses were boring to me.	_____	_____	_____
25. Many of the education courses are exciting to me.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
Relevance of the Courses			
26. Most of education courses give emphasis to an ideal classroom situations.			
27. I feel that knowledge from most of education courses is less likely to be applied to the conditions of our secondary schools.			
28. I think that the subject matters of most of education courses are well related to Ethiopian secondary schools.			
29. I found a gap between what I have learned from education courses and what I encountered during my practice teaching.			

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
Balance Between Theory and Practice in Education Courses			
30. I think there is a fair balance between theory and practice in most education courses.	_____	_____	_____
31. Practical exercises in various aspects of the processes of education are least emphasized in education courses.	_____	_____	_____
32. I found many of the education courses to be too much theoretical.	_____	_____	_____
33. Many of the education courses give coverage to practical activities such as laboratory works.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
Contribution of Education Courses in Promoting Interest in Teaching			
34. Education courses did not stimulate my interest in becoming a teacher.	_____	_____	_____
35. Education courses rarely stimulate intellectual curiosity about certain aspects of teaching.	_____	_____	_____
36. Education courses made me interested in teaching as a profession.	_____	_____	_____
Adequacy of the contents of Education Courses			
37. I found many of the education courses that they contain sufficient contents in the training of teachers.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
38. Education courses emphasise what is known and obvious to the students.	_____	_____	_____
39. Knowledge from education courses made me feel adequately prepared in teaching.	_____	_____	_____
Duplication of Contents within and Among Education Courses			
40. I came to conclude that there is sameness between contents of the various education courses.	_____	_____	_____
41. I think that duplication of contents is not the typical feature of education courses.	_____	_____	_____
42. I could not see major differences between contents of education courses.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
Difficulty of Education Courses			
43. Education Courses require too much work.	_____	_____	_____
44. Education courses do not require critical thinking.	_____	_____	_____
45. I found many of the edcuation courses to be as challenging as major area courses.	_____	_____	_____
Instructors Related Variables (Teaching Quality)			
Enthusiasm			
46. I found many of the instructors of education courses to be enthusiastic about teaching.	_____	_____	_____
47. The teaching style of instructors of education courses did not often hold my interest.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
48. Many of the instructors of education courses are not interested in teaching.	_____	_____	_____
Organization/Clarity			
49. The explanations of many of the instructors of education courses have been clear to me.	_____	_____	_____
50. Course materials of many of the education courses are not as well prepared as those of major courses.	_____	_____	_____
51. I appreciate the way the objectives of edcuation courses are explained and followed.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
52. One of my difficulties with education courses was the problem of taking notes in the lecture classes.	_____	_____	_____
53. Many of my instructors of education courses usually encouraged class discussions.	_____	_____	_____
54. My instructors of education courses do not usually let students share ideas.	_____	_____	_____
55. Lecture classes of education courses do not usually let students contribute their ideas to the instructional processes.	_____	_____	_____

To What Extent Does the Item Measure the Category in Which It is Grouped?

	Highly	Moderately	Poorly
Individual Rapport (Relationship with Students)			
56. Many of the instructors of education courses do not show interest in students.	_____	_____	_____
57. Most of the instructors of education courses are friendly toward students.	_____	_____	_____
Breadth of Coverage			
58. Many of the instructors of education courses do not raise current issues in their lecture.	_____	_____	_____
59. Most of the instructors of education courses present different views in their lecture.	_____	_____	_____
60. Instructors of education courses present a lesson with various implications.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
Evaluation Practice			
61. I found that the examinations of most of the education courses require memorization.	_____	_____	_____
62. I think grades in education courses are inflated.	_____	_____	_____
63. Usually examinations in most education courses are constructed based on sound principles of evaluation.	_____	_____	_____
64. Getting an "A" grade in education courses is as satisfying as getting an "A" in major area.	_____	_____	_____
Career Orientations in Teaching			
65. Teaching can be called an interesting profession.	_____	_____	_____

	To What Extent Does the Item Measure the Category in Which It is Grouped?		
	Highly	Moderately	Poorly
66. One should hate being called a teacher.	_____	_____	_____
67. The teaching profession is a very degrading one.	_____	_____	_____
68. One should not advise ones son and daughters to become teachers.	_____	_____	_____
69. I aspire for the day when I shall begin teaching in the school.	_____	_____	_____
70. I think teaching is a respectable job.	_____	_____	_____

APPENDIX B

SUMMARY OF JUDGES' RATING AND CALCULATION OF RATERS' RELIABILITY INDEX

Item Serial N°	Scale values Given by the Judges							
	R_1	R_2	R_3	R_4	R_5	$\bar{X}$	ΣX_r	$(\Sigma Xr)^2$
1	3	2	3	3	2	2.6	13	169
2	3	3	3	3	2	2.6	13	169
3	3	2	3	3	3	2.8	14	196
4	1	2	3	3	3	2.4	12	144
5	3	3	3	3	2	2.8	14	196
6*	3	2	2	1	1	1.8	9	81
7	3	3	3	3	3	3.0	15	225
8*	2	2	1	1	1	1.4	7	49
9	2	3	3	3	3	2.8	14	196
10	3	3	3	3	3	3.0	15	225
11	3	2	3	2	2	2.4	12	144
12	3	3	2	2	3	2.6	13	169
13*	2	1	3	1	1	1.6	8	64
14	3	2	2	2	2	2.2	11	121
15	2	3	3	3	3	2.8	14	196
16	3	3	3	3	3	3.0	15	225
17	3	3	3	3	3	3.0	15	225
18*	3	1	3	1	1	1.8	9	81
19*	2	1	1	2	1	1.4	7	49
20*	1	2	2	2	2	1.8	9	81

Item Serial N°	Scale values Given by the Judges							
	R_1	R_2	R_3	R_4	R_5	$\bar{X}$	ΣX_r	$(\Sigma Xr)^2$
21	2	1	2	3	3	2.2	11	21
22	3	2	2	3	2	2.4	12	144
23	3	2	2	2	3	2.4	12	144
24	2	3	3	2	3	2.6	13	169
25	3	2	3	3	3	2.8	14	96
26	2	2	2	3	3	2.4	12	144
27	3	2	2	3	3	2.6	13	169
28	3	2	3	3	3	2.8	14	196
29*	1	2	2	3	1	1.8	9	81
30	3	3	3	3	1	2.6	13	169
31*	2	1	2	3	1	1.8	9	81
32	3	2	1	3	1	2.0	10	100
33	2	2	1	3	3	2.2	11	121
34	3	3	3	3	3	3.0	15	225
35*	1	2	1	2	3	1.8	9	81
36	3	2	2	3	3	2.6	13	169
37	2	3	3	2	3	2.6	13	169
38*	1	1	1	2	2	1.4	7	49
39	3	3	1	1	2	2.0	10	100
40	3	2	3	2	3	2.6	13	169
41	2	2	3	3	3	2.6	13	169
42	2	2	1	3	3	2.2	11	121

Item Serial N°	Scale values Given by the Judges							
	R_1	R_2	R_3	R_4	R_5	$\bar{X}$	ΣX_r	$(\Sigma Xr)^2$
43*	2	1	2	1	3	1.8	9	81
44	3	3	3	3	3	3.0	15	225
45	3	3	3	2	3	2.8	14	196
46	3	2	3	3	3	2.8	14	196
47*	3	2	1	1	1	1.6	8	64
48	3	2	2	3	3	2.6	13	169
49	2	3	2	3	2	2.4	12	144
50	2	2	3	1	3	2.2	11	121
51	1	2	3	2	2	2.0	10	100
52*	1	1	3	2	2	1.8	9	81
53	3	2	2	3	3	2.6	13	169
54*	2	1	1	3	1	1.6	8	64
55	2	3	3	1	2	2.2	11	121
56	2	3	3	3	3	2.8	14	196
57	3	3	3	3	3	3.0	15	225
58	2	2	3	3	3	2.6	13	169
59	3	2	2	3	3	2.6	13	169
60*	1	2	1	1	1	1.2	6	36
61	2	2	2	3	3	2.4	12	144
62	3	3	2	3	3	2.8	14	196
63	3	1	2	2	3	2.2	11	121
64*	2	1	2	3	1	1.8	9	81

Item Serial N°	Scale values Given by the Judges							
	R_1	R_2	R_3	R_4	R_5	$\bar{X}$	ΣX_r	$(\Sigma Xr)^2$
65	3	3	3	3	3	3.0	15	225
66	3	2	3	3	3	2.8	14	196
67	2	3	2	2	2	2.2	11	121
68	1	2	3	3	3	2.4	12	144
69	3	3	3	3	2	2.8	14	196
70	3	2	2	3	3	2.6	13	169
ΣXk	169	153	165	173	169		829 ΣXij	10211 $\Sigma(\Sigma X_r)^2$
$(\Sigma xk)^2$	28561	23409	27225	29929	28561		687241 $(\Sigma Xij)^2$	

$\Sigma(\Sigma xk)^2 = 137685$

$\Sigma X^2ij = 2153$

* discarded items

where, Σxij = Sum of all Scores

ΣX^2ij = Sum of Squire of all Scores

Σxk = Sum of Columns

Σxr = Sum of rows

Calculation of Raters' Reliability Index from the Analysis of Variance

Total Sum of Squires =

$$\Sigma X^2 ij - \frac{(\Sigma xij)^2}{Kr}$$

$$= 2153 - \frac{687241}{5x70}$$

Total SS = 189.46

Rows (Items) Sum of Squires =

$$\sum \frac{(\Sigma Xr)^2}{K} - \frac{(\Sigma xij)^2}{Kr}$$

$$= \frac{10211}{5} - \frac{687241}{5x70}$$

Rows SS = 78.66

Note:

k = number of columns

r = number of rows

Columns (Raters) Sum of Squires =

Col. SS =

$$\sum \frac{(\Sigma Xk)^2}{r} - \frac{(\Sigma Xij)^2}{rk}$$

$$= \frac{137685}{70} - \frac{687241}{70x5}$$

Col. SS = 3.39

Reminder sum of squires =

Rem. SS = Total ss-Row ss-Col.ss

= 189.46-78.66-3.39

Rum.SS = 107.41

Estimated variances

Source of Variance	Sum of squires	df	Variance
Rows (Items)	78.66	69	1.14
Columns (Raters)	3.39	4	0.85
Remainder	107.41	276	0.39
Total	189.46	349	

Note:

$$Variance = \frac{SS}{df}$$

Reliability of Raters' Ratings

$$r_{tt} = \frac{Vr - Ve}{Vr}, where$$

Vr = row variance

Ve = remainder variance

$$= \frac{1.14 - 0.39}{1.14}$$

r_{tt} = 0.67

Raters' Reliability Estimated from raters' Intra-class correlations using Spearman - Brown Formula.

$$r_{cc} = \frac{Vr - Ve}{Vr + (k-1)\,Ve}$$

$$= \frac{1.14 - 0.39}{1.14 + 4x0.39}$$

r_{cc} = 0.28 (raters' intra-class correlations)

S-B raters' reliability

$$r_{tt} = \frac{nrtt}{1 + (n-1)\, r_{tt}}$$

$$= \frac{5x0.28}{1 + 4x0.28}$$

r_{tt} = 0.67

(Guilford, 1965, pp. 280-302)

APPENDIX C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Attitude Questionnaire

The purpose of this questionnaire is to gather data about the attitude of students toward education courses (Fourth Year would be teachers of Addis Ababa University).

As a respondent to this questionnaire, your genuiness contributes greatly toward achieving the objective of the investigation.

General Directions. Please note the following points before you start responding.

1. You respond to each of the items by expressing your degree of AGREEMENT or DISAGREEMENT to each statement as SA, A, U, D or SD. Key SA = Strongly Agree
   A = Agree
   U = Undecided or Uncertain
   D = Disagree
   SD = Strongly Disagree
2. Be sure that your response will be kept confidential.
3. What is required is just your opinion. Do not show reservation to indicate your truly opinion. What ever response you make, it will not be considered wrong.
4. Your frankness is VERY IMPORTANT.

Thank you.

PART I. Background Information

Department _____ Sex _____

Age _____ GPA _____

High School in which you completed your secondary education _____

PART II. Indicate your degree of agreement to each item by circling SA, A, U, D or SD infront of the items.

N.B. SA = Strongly Agree A = Agree D = Disagree
SD = Strongly Disagree U = Undecided

1.	I think there is a fair balance between theory and practice in most education courses	SA	A	U	D	SD
2.	Education courses made me interested in teaching as a profession	SA	A	U	D	SD
3.	I think that the subject matters of most of the education courses are well related to Ethiopian Secondary Schools	SA	A	U	D	SD
4.	I found many of the education courses that they contain sufficient contents in the training of teachers	SA	A	U	D	SD
5.	I came to conclude that there is sameness between contents of the various education courses	SA	A	U	D	SD
6.	I found many of the education courses to be monotonous	SA	A	U	D	SD
7.	As far as I am concerned, most of education courses donot require critical thinking	SA	A	U	D	SD

8.	I found many of the instructors of education courses to be enthusiastic about teaching	SA	A	U	D	SD
9.	I do not mind taking education courses in my university edcuation	SA	A	U	D	SD
10.	I think, teaching can be called an interesting profession	SA	A	U	D	SD
11.	Most of the education courses give emphasis to an ideal classroom situation	SA	A	U	D	SD
12.	I found many of the education courses to be too much theoretical	SA	A	U	D	SD
13.	Education courses did not stimulate my interest in becoming a teacher	SA	A	U	D	SD
14.	Many of the instructors of education courses are not interested in teaching their courses	SA	A	U	D	SD
15.	One should not advise one's son and daughters to become teachers	SA	A	U	D	SD
16.	Knowledge from education courses made me feel adequately prepared in teaching	SA	A	U	D	SD
17.	I think that duplication of contents is not the typical feature of education courses	SA	A	U	D	SD
18.	The explanations of many of the instructors of education courses have been clear to me	SA	A	U	D	SD
19.	If I become a teacher I will advise my students to join education stream	SA	A	U	D	SD
20.	I think one should hate being called a teacher	SA	A	U	D	SD

21.	I am not convinced why I had to take education courses so long as I have a good knowledge of my major area	SA	A	U	D	SD
22.	Course materials of many of the education courses are not as well prepared as those of major courses	SA	A	U	D	SD
23.	I think teaching is a respectable job	SA	A	U	D	SD
24.	If I get the opportunity, I will be happy to study in the field of education for my Masters' degree.	SA	A	U	D	SD
25.	I found many of the education courses to be full of common sense ideas	SA	A	U	D	SD
26.	I feel that knowledge from most of the education courses is less likely to be applied to the conditions of our Secondary Schools	SA	A	U	D	SD
27.	Many of the education courses give coverage to practical activities such as laboratory works	SA	A	U	D	SD
28.	I aspire for the day when I shall begin teaching in a school	SA	A	U	D	SD
29.	I could not see major differences between contents of education courses	SA	A	U	D	SD
30.	I liked most of the education courses through out my university campus life	SA	A	U	D	SD
31.	Many of my instructors of education courses usually encouraged class discussion	SA	A	U	D	SD
32.	I found that the examinations of most of the education courses dominantly require memorization	SA	A	U	D	SD

33.	If I had been allowed to graduate with out taking education courses, I would not have taken most of them	SA	A	U	D	SD
34.	Many of the instructors of education courses do not raise current issues in their lecture	SA	A	U	D	SD
35.	I enjoyed taking education courses during the last years of my university education	SA	A	U	D	SD
36.	The teaching profession is a very degrading one, as far as I am concerned	SA	A	U	D	SD
37.	I found many of the education courses to be as challenging as major area courses	SA	A	U	D	SD
38.	Many of the instructors of education courses do not show interest in their students	SA	A	U	D	SD
39.	Many of the education courses are exciting to me	SA	A	U	D	SD
40.	I think grades in education courses are inflated	SA	A	U	D	SD
41.	Most of the instructors of education courses present different views on an issue in their lecture	SA	A	U	D	SD
42.	If education courses had been optional, I would not have taken many of them	SA	A	U	D	SD
43.	I found studying most of the education courses to be a waste of time	SA	A	U	D	SD
44.	Most of the instructors of education courses are friendly toward students	SA	A	U	D	SD

45.	Usually examinations in most education courses are constructed based on sound principles of evaluation	SA	A	U	D	SD
46.	Had it not been a matter of attendance, I would not have preferred to attend classes of education courses	SA	A	U	D	SD
47.	I can say I was rather forced to take education courses	SA	A	U	D	SD
48.	I appreciate the way the objectives of education courses are explained and followed	SA	A	U	D	SD
49.	Education courses are courses with which I am satisfied least in the university	SA	A	U	D	SD
50.	Thanks God that I have finished taking those boring education courses	SA	A	U	D	SD
51.	I recommend most of the education courses to remain as essential components in the training of teachers	SA	A	U	D	SD
52.	Lecture classes in most education courses do not let students contribute their ideas to the instructional processes	SA	A	U	D	SD
53.	Most of the education courses were boring to me	SA	A	U	D	SD
54.	I wish I could have joined non-teaching stream just not to take education courses	SA	A	U	D	SD

PART III

Direction. Now you are expected to respond to items in relation to each of the ten education courses you have taken in the university.

N.B. Indicate your degree of agreement or disagreement to each statement by writing A or D in side the box corresponding to each of the education courses.

i.e., you respond to a single statement ten times.

	Intr. to Education Educ. 201	Pr. of Curr. Inquiry Educ. 211	Gen. Methods of Teaching Educ. 312	Inst. Media Educ. 321	Soc. Found. of Educ. Educ. 401	Dev. Psy. Epsy 241	Survey of Mgt. of Schools in Eth. EdAd 302	Intr. to Educ. Psy. EpSy. 351	Subject Meth. & Practice Teaching Educ. 411	Meas. & Eval. Epsy. 411
Generally, it is often boring to me										
As far as I am concerned, it is one of the well taught courses										

APPENDIX D

(Table 1-4)

Table 1:- t-ratio/Discrimination power (D) of the General Attitude Items

Item Serial N°	D Value
53	5.15
35	4.76
49	4.30
30	4.20
50	3.77
51	3.47
46	3.47
9	3.31
24	3.03
43	3.02
54	2.58
21	2.22
6	2.00
47	1.97
19	1.75
39	1.55
42	1.84
25	1.14
33	1.13

Note:

$$t=\frac{X_H-X_L}{\sqrt{\frac{S_H^2}{n_H}+\frac{SL^2}{nL}}},$$

(Edward, 1957)

where, X_H and X_L are mean scores on the items for the High and Low group respectively.

SH^2 and SL^2 are variances of responses to the items for the High and Low group respectively.

nH and nL are the number of subjects in the High and Low group respectively.

Table-2:- Correlation Coefficient and Reliability Estimates for the Odd and Even Numbered Items of the General Attitude

$$Pearsonr = \frac{N\Sigma xy - (\Sigma x)(\Sigma x)}{\sqrt{N\Sigma X^2 - \Sigma X^2}\sqrt{N\Sigma y^2 - (\Sigma y)^2}}$$

$$= \frac{36x38514 - 1230x1060}{\sqrt{36x43958 - (1230)^2}\sqrt{36x34347 - 1060^2}}$$

$$r = \underline{0.9331}$$

Spearman-Brown reliability estimate

$r_{tt} = \frac{2roe}{1+roe}$, where, roe is the correlation coefficient of the odd and even haves of the items.

$$= \frac{2x0.9331}{1+0.9331}$$

$r_{tt} = \underline{0.9656}$

Flanagan reliability estimate

$$r_{tt} = 2\left(1 - \frac{So^2 + Se^2}{SX^2}\right)$$

$$=2\left(1-\frac{53.5+30.9}{143.9}\right)$$

r_{tt} = 0.82696

where, So^2 and Se^2 are the variances of the odd and even numbered items respectively and SX^2 is the variance of all items.

Table 3:- Item-test Correlations, Average Correlations and Reliability Estimates of the Thirteen Attitude Variables

Variable	Item	Item-test r	$\bar{r}$	r_{tt}
X_1	3 11 26	0.77 0.63 0.69	0.70	0.73
X_2	1 12 27	0.70 0.66 0.63	0.70	0.70
X_3	2 13	0.87 0.88	0.87	0.86
X_4	4 16	0.86 0.93	0.89	0.88
X_5	5 17 29	0.66 0.69 0.69	0.70	0.71
X_6	7 37	0.70 0.80	0.75	0.72
X_7	8 14	0.81 0.87	0.84	0.82
X_8	18 22 48	0.63 0.89 0.62	0.71	0.75
X_9	31 52	0.80 0.77	0.78	0.75
X_{10}	38 44	0.87 0.90	0.88	0.87
X_{11}	34 41	0.83 0.66	0.79	0.77
X_{12}	32 40 45	0.78 0.66 0.60	0.70	0.72
X_{13}	10 15 20 23 28 36	0.63 0.64 0.72 0.72 0.62 0.81	0.70	0.81

Note where, Item-test r is the correlation coefficient between a single item and the total score of the battery.

$\bar{r}$ = average correlation coefficient among the items belonging to the same battery.

r_{tt} = reliability of the items belonging to the same battery.

$$r_{tt} = \frac{n\bar{r}^2 it}{1+(n-1)\bar{r}^2 it} \quad (Guiford, 1965)$$

$\bar{r}_{it}$ = the mean correlation coefficient of the items of the same battery.

n = number of items in the battery.

Table - 4:- Inter-correlation of Total Scores on the Thirteen Attitude Variables (N = 36, pilot study)

Variable	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}	X_{12}	X_{13}
X_1													
X_2	0.31												
X_3	0.58	0.18											
X_4	0.38	0.38	0.46										
X_5	0.15	0.14	0.18	0.24									
X_6	0.40	0.38	0.35	0.33	0.01								
X_7	0.22	0.06	0.45	0.45	0.10	-0.14							
X_8	0.43	0.18	0.57	0.47	0.20	0.28	0.34						
X_9	0.26	0.40	0.39	0.38	0.05	0.16	0.44	0.35					
X_{10}	-0.02	0.15	0.54	0.44	0.10	-0.14	0.51	0.22	0.43				
X_{11}	0.56	0.40	0.42	0.49	-0.16	0.43	0.07	0.35	0.40	0.15			
X_{12}	-0.09	0.34	0.32	0.22	0.22	0.02	0.08	0.12	0.43	0.46	0.03		
X_{13}	0.03	-0.18	0.26	0.04	0.27	-0.14	0.18	0.08	0.17	0.34	0.42	0.42	

APPENDIX E

(Table 1-3)

Calculations of the Chi-squire Statistics (x^2) for the Data in the Section of Presentation of Results

Table - 1:- Overall Course - attitude

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	89	81.5	56.25	0.69
2	74	81.5	56.25	0.69
				X^2=1.38

Table - 2:- Course - attitude Versus Sex

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	13	11.3	2.89	0.25
2	12	13.7	2.89	0.21
3	61	62.7	2.89	0.05
4	77	75.3	2.89	0.04
				X^2= 0.55

Table - 3:- Course - attitude Versus Region

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	48	45.9	4.41	0.10
2	53	55.1	4.41	0.08
3	26	28.1	4.41	0.16
4	36	33.9	4.41	0.13
				X^2= 0.47

Table - 4:- Course - attitude Versus Major Area

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	52	47.2	23.04	0.49
2	11	14.5	12.25	0.84
3	7	6.8	0.04	0.00
4	4	5.4	1.96	0.36
5	52	56.8	23.04	0.41
6	21	17.5	12.25	0.70
7	8	8.2	0.04	0.00
8	8	6.6	1.96	0.30
				X^2= 3.10

Table - 5:- Course - attitude Versus CGPA

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	46	47.2	1.44	0.03
2	58	56.8	1.44	0.02
3	28	26.8	1.44	0.05
4	31	32.2	1.44	0.04
				X^2= 0.14

Table - 6:- Evaluation of course - relevance

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	92	81.5	10.5	1.35
2	71	81.5	10.5	1.35
				X^2= 2.70

Table - 7:- Course - attitude Versus Course-relevance

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	52	41.8	104.04	2.49
2	22	32.2	104.04	3.23
3	40	50.2	104.04	2.07
4	49	38.8	104.04	2.68
				X^2= 10.47

Table - 8:- Evaluation of Balance

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	109	81.5	756.25	9.3
2	54	81.5	756.25	9.3
				X^2= 18.6

Table - 9:- Course - attitude Versus Balance in the Courses

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	62	49.5	156.25	3.2
2	12	24.5	156.25	6.4
3	47	59.5	156.25	2.6
4	42	29.5	156.25	5.3
				X^2= 17.5

Table - 10:- Evaluation of Interest promotion

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	95	81.5	182.25	2.24
2	68	81.5	182.25	2.24
				X^2= 4.48

Table - 11:- Course - attitude Versus Interest Promotion

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	52	43.1	79.21	1.84
2	22	30.9	79.21	2.56
3	43	51.9	79.21	1.53
4	46	37.1	79.21	2.13
				X^2= 8.06

Table - 12:- Evaluation of Course-adequacy

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	73	81.5	72.25	0.89
2	90	81.5	72.25	0.89
				X^2= 1.78

Table - 13:- Course - attitude Versus Course-adequacy

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	47	33.1	193.21	5.84
2	27	40.9	193.21	4.72
3	26	39.9	193.21	4.84
4	63	49.1	193.21	3.93
				X^2= 19.33

Table - 14:- Evaluation of Duplication

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	113	81.5	992.25	12.17
2	50	81.5	992.25	12.17
				X^2= 24.34

Table - 15:- Course - attitude Versus Course-duplication

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	64	51.3	161.29	3.14
2	10	22.7	161.29	7.10
3	49	61.7	161.29	2.61
4	40	27.3	161.29	5.91
				X^2= 18.76

Table - 16:- Evaluation of Course-difficulty

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	81	81.5	0.25	0.00
2	82	81.5	0.25	0.00
				X^2= 0.00

Table - 17:- Course - attitude Versus Course-difficulty

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	47	36.8	10.404	2.83
2	27	37.2	104.04	2.80
3	34	44.2	104.04	2.35
4	55	44.8	104.04	2.22
				X^2= 10.30

Table - 18:- Evaluation of Enthusiasm

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	90	81.5	72.25	0.89
2	73	81.5	72.25	0.89
				X^2= 1.78

Table - 19:- Course - attitude Versus Enthusiasm

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	48	40.9	50.41	1.23
2	26	33.1	50.41	1.52
3	42	49.1	50.41	1.03
4	47	39.9	50.41	1.26
				X^2= 5.04

Table - 20:- Evaluation of Indirectness

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	99	81.5	306.25	3.76
2	64	81.5	306.25	3.76
				X^2= 7.52

Table - 21:- Course - attitude Versus Indirectness

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	52	44.9	50.41	1.12
2	22	29.1	50.41	1.73
3	47	54.1	50.41	0.93
4	42	34.9	50.41	1.44
				X^2= 5.22

Table - 22:- Evaluation of Individual rapport

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	86	81.5	20.25	0.25
2	77	81.5	20.25	0.25
				X^2= 0.50

Table - 23:- Course - attitude Versus Individual rapport

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	50	39.0	121	3.10
2	24	35.0	121	3.46
3	36	47.0	121	2.57
4	53	42.0	121	2.88
				X^2= 12.01

Table - 24:- Evaluation of Breadth of Coverage

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	100	81.5	342.25	4.20
2	63	81.5	342.25	4.20
				X^2= 8.40

Table - 25:- Course - attitude Versus Breadth of Coverage

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	50	45.4	21.16	0.47
2	24	28.6	21.16	0.74
3	50	54.6	21.16	0.39
4	39	34.4	21.16	0.61
				X^2= 2.21

Table - 26:- Evaluation of Evaluation Practices

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	95	81.5	182.25	2.24
2	68	81.5	182.25	2.24
				X^2= 4.48

Table - 27:- Course - attitude Versus Evaluation Practices

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	52	43.1	79.21	1.84
2	22	30.9	79.21	2.56
3	43	51.9	79.21	1.53
4	46	37.1	79.21	2.13
				X^2= 8.06

Table - 28:- Evaluation of Organization

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	96	81.5	210.25	2.58
2	67	81.5	210.25	2.58
				X^2= 5.16

Table - 29:- Course - attitude Versus Organization

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	50	43.6	40.96	0.94
2	24	30.4	40.96	1.35
3	46	52.4	40.96	0.78
4	43	36.6	40.96	1.12
				X^2= 4.19

Table - 30:- Regard for Teaching Profession

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	81	81.5	0.25	0.00
2	82	81.5	0.25	0.00
				X^2= 0.00

Table - 31:- Course - attitude Versus Regard for Teaching Profession

Cell	0	e	$(o-e)^2$	$(0-e)^2/e$
1	55	36.8	331.24	9.00
2	19	37.2	331.24	8.90
3	26	44.2	331.24	7.49
4	63	44.8	331.24	7.39

$X^2 = 32.78$

Note:

$$X^2 = \frac{(of-ef)^2}{ef}$$

where, of = Observed frequency in each cell.

ef = Expected frequency in each cell.

x^2 = Calculated chi-squire value.

Critical x^2 values:

$P(1, 0.05) = 3.841$

$P(1, 0.025) = 5.024$

$P(1, 0.01) = 6.635$

$P(1, 0.001) = 10.828$

APPENDIX F

Correlation Matrix of the Dependent and the Independent Variables (N=163, Main Study)

Variable	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}	X_{12}	X_{13}	X_{17}
X_1														
X_2	0.30													
X_3	0.24	0.28												
X_4	0.32	0.20	0.36											
X_5	0.24	0.20	0.15	0.09										
X_6	0.09	0.07	0.27	0.32	-0.07									
X_7	0.21	0.14	0.20	0.42	0.02	0.09								
X_8	0.33	0.25	0.27	0.49	0.15	0.23	0.23							
X_9	0.26	0.22	0.30	0.39	0.09	0.10	0.37	0.40						
X_{10}	0.03	0.19	0.16	0.39	0.02	0.17	0.26	0.33	0.09					
X_{11}	0.33	0.22	0.34	0.33	0.06	0.11	0.10	0.32	0.10	0.29				
X_{12}	0.26	0.24	0.27	0.24	0.16	0.18	0.17	0.25	0.19	0.23	0.18			
X_{13}	0.10	0.03	0.13	0.18	0.10	0.19	0.08	0.24	0.00	0.20	0.05	0.24		
X_{17}	0.12	-0.04	-0.05	0.15	0.08	-0.03	-0.02	0.08	-0.09	-0.12	0.16	0.00	0.02	
Y	0.34	0.27	0.41	0.49	0.16	0.33	0.25	0.44	0.17	0.34	0.23	0.33	0.44	0.00

APPENDIX G

Percentage of Agreement to the Item,
"Generally, it is often boring to me,"
Pertaining to Each of the Courses

Courses	Students agreeing		Chi-squire value
	N°	%	
Intr. to Educ. Educ. 201	87	53.37	0.74
Pr. of Curr.Inquiry Educ. 211	70	42.94	3.25
G. Methods Educ. 312	71	43.56	2.71
Inst. Media Educ.	69	42.33	3.83
Soc. Found. of Educ. Educ. 401	73	44.79	1.77
Deve. Psy. EpSy 241	58	35.58	13.77*
Sur. & Mgt. of Schools EdAd. 302	90	55.21	1.77
Intr. to Educ. Psy. EpSy. 351	84	51.33	0.15
Sub. Meth. & Pr. Teaching Educ. 411	54	33.13	18.56*
Meas. & Eval. EpSy. 411	80	49.08	0.06

df = 1 N=163

* Significant at P<0.001

APPENDIX H

Percentage of Agreement to the Item, "As far as I am concerned, it is one of the well taught courses," Pertaining to Each of the Courses

Courses	Students agreeing		Chi-squire value
	N°	%	
Intr. to Educ. Educ. 201	80	49.08	0.06
Pr. of Curr.Inquiry Educ. 211	95	58.28	4.47*
G. Methods Educ. 312	98	60.12	6.68*
Inst. Media Educ.	101	61.96	9.33**
Soc. Found. of Educ. Educ. 401	91	55.83	2.21
Deve. Psy. EpSy 241	94	57.67	3.83
Sur. & Mgt. of Schools EdAd. 302	71	43.56	2.71
Intr. to Educ. Psy. EpSy. 351	72	44.17	2.21
Sub. Meth. & Pr. Teaching Educ. 411	93	57.06	3.25
Meas. & Eval. EpSy. 411	78	47.85	0.30

df = 1 N=163

* Significant at P<0.05

** Significant at P<0.01

DECLARATION

I, the undersigned, declare that this thesis work is mine and every material used has been duly acknowledged.

Name Belete Kebede

Signature

Date June 3, 1996