EVALUATION OF THE TEACHING SKILL OF PEDAGOGICAL COURSE INSTRUCTORS IN SOME SELECTED TEACHER TRAINING INSTITUTES OF ETHIOPIA

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ABSTRACT

The purpose of this study was two fold. First, it attempted to appraise the classroom teaching skill of the instructors of professional courses (Pedagogics and Psychology) in Harar and Debrebirhan Teacher Training Institutes. Secondly, it examined the implications of factors; such as skill training experience (both at preservice and inservice levels) to the instructors present classroom performance. Moreover, it investigated as to whether or not contextual factors - classroom condition, size of trainees, teaching load and years of teaching experience have bearing upon the instructional performance of the teachers.

Two complementary formats (Preliminary assessement and Final evaluation) were employed to appraise the instructional performance of each instructor in two different sessions.

Following the appraisal, questionnaire and document analyses were used to obtain information pertaining to the factors expected to have bearing upon the evaluative results.

The findings related to the appraisal showed that greater number of the instructors (51.25%) were ranked less adequate in view of the majority of the criterion variables in the final-evaluation format. 24.25% of them were judged average, while the remaining 24.50% were found more adequate.

In connection with this, the skill training programmes which the instructors have experienced both at preservice and inservice levels were found inadequate and identified as major factors which have worked along with the instructors' teaching skill.

In contrast, the contextual factors were found to have little impact upon the instructors performance, and were taken to have little effect upon the evaluative results.

Finally, the practical implications of the findings to the practices of teacher education programmes both at college and T.T.I levels were discussed.

CHAPTER ONE

INTRODUCTION

1. BACKGROUND OF THE PROBLEM

Educational research aimed at investigating the activities related to what teachers do to help learners go about their business of learning has received little attention untill very recently. Many factors have contributed to this state of affairs. The first among these comprises the age old belief which considers teaching as an art—something that cannot be proved scientifically (Gage, 1964:289). Untill the recent decades considerable number of educators have accepted uncritically the view that teaching is an art but not a science. Many argued that, teaching is entirely an artistic activity that involves values and emotions and hence the methods and precedures of science cannot be applied in the study of teaching (Gage, p. 292). Nevertheless, beginning from the early sixities, this view has received little acceptance by many educators who envisaged the importance of studying teaching scientifically (Stone and Moriss, 1979:12). That is to say; the advancement and intensification of research studies that stem from the idea of the science of teaching cast serious doubts on the age old notion that consider teaching as entirely an artistic activity. Hence, seen against the idea of the science of teaching, the notion "teaching is an

art but not a science" deserves little acclaim among modern educators. Instead, prominent educators in the field commonly agree on the fact that various aspects of teaching can be analysed and proved scientifically (Gage, 1963:96; Dunkin, et al, 1974:12; Smith, 1975:196). This means that, there prevails a general consensus among educators in understanding teaching as a purposeful act governed by the principles and procedures of science.

The second factor that has contributed to the lag of scientific research in teaching relates to the activities of earlier educational psychologists who confined their work only to developing theories of learning (Gage, 1964:121). They entirely concentrated only on matters related to what learners do in their business of learning. That is, little or no effort was made to translate the implication of theories of learning for the behavior of teachers (Smith, 1961:340). More specifically, courses in education and educational psychology as seen in the traditional teacher education programmes, consist only contents compiled from theory of learning. The contents there confined themselves to describing matters related to how students learn. They did not include those issues related to how teachers could conduct effective teaching. Therefore, modern educators have often commented on the fact that, the professional courses in traditional teacher education programme did not help much to equip prospective teachers with those abilities

and skills required to conduct effective teaching (Sarason, et al., 1986:9).

N.L. Gage has summerized this condition more explicitly when he says that:

> .... in training teachers we often seem to rely on mere inferences from theories of learning to the practice of teaching. Yet knowledge about learning is inadequate to tell us how to teach, ... how to motivate students, how to assess students learning, how to act on the assessement, how to present the subject matter, and how to shape and maintain students cognitive structure (1963:133).

In view of developing professional courses which properly harmonize theoretical and practical aspects, many educators have therefore initiated series of studies in the area of teaching. Biddle, and his associate (1964: V) for instance, have indicated that, beginning the sixities, teaching became an area of research with greater frequency and depth more than any aspect of education. Hence, volumes of fesearch findings became available on matters related to teaching - its definition, nature and characteristics, methods of measuring and evaluating its effectiveness and ways of detecting and removing obstacles to its achievement.

Todate, there exist a number of systematically organized emperical studies employed to investigate detail behaviors of teachers in their activity of teaching and hence, made

available variety of teaching behaviors which are found to have bearing upon students' success in learning. Such research findings eventually become document sources for skill training programmes in modern teacher education (Dunkin, et al, 1974:39; Rosenshine, 1971:48).

In contrast to the traditional education courses, specific training models have been developed with the aim to produce teachers equipped with the knowledge and practical skills of classroom teaching. To this end, systematic training schedules such as microteaching, simulated teaching are employed. This modern undertaking in the training of teachers is eventually found to be more effective in improving the abilities and skills of teaching (Stone and Morris, p. 8; Perrot, 1986:9-1).

Seen against such programme development, the Ethiopian teacher education programme lag for behind.

Studies made with this respect highlighted the problem of efficiency of the Ethiopian Teacher Education programme. To this end, the works of Cox (1969:47) for instance, noted that one of the problem facing the teacher education programmes in Ethiopia is the inability of coordinating professional courses and the actual classroom teaching. That is, professional courses such as; methods are organized and treated as academic studies and, hence, are divorced from the realities of classroom teaching.

To resolve the problem, (Cox (1969) suggested that there is a need to promote close coordination between the trainees professional studies at the training and the teaching in classrooms. This can be done by sorting out those important pedagogical abilities and skills of teaching and include them as part of trainees professional studies.

Aggedew Redie and associate (1982:44) have also indicated that teacher preparation programmes in Ethiopia have not been reorganized and up-dated. As a result, they claimed, the effectiveness of training and teaching remain an overwhelming problem at every level of the education system. That is to say, the inefficiency of the training system and the results there in, have brought an ever growing impact upon teachers proficiency viz., students learning.

In view of this, Aggedew and associate recommended the introduction of systematic training with regard to scientific pedagogy and instructional techniques at all levels of teacher education.

Flinck and Flinck (1989:2) also noted that like many developing countries, the teacher preparation system in Ethiopia is among the problems contributing to the inadequacy of the primary and secondary school teaching.

Consequently, the authors indicated that; the future of improving the quality of primary and secondary teaching, largely depends on how quickly and effectively proper teacher training system is introduced.

In connection with this, the ERGESE (Evaluation of the General Education System of Ethiopia) project in its report, strongly stressed on the urgency of improving primary and secondary teacher preparation programmes. The report made it clear that there is a need to introduce a new training system that function on the basis of "project-method" and other scientific techniques of teaching with the view to produce teachers who have the abilities and skills required to effect proper teaching.

Seen from this perspective, it is assumed that, the Bahir Dar teachers college - producing teacher educators may also have inadequate training programme and, hence, produce teachers who have problems with respect to the desirable abilities and skills essential for effective teaching.

The foregoing assumption calls for verification. This study, hence, seeks to provide evidence through critical analysis of the results of various studies which aim at evaluating the teaching skills of teachers. Moreover, it

is the purpose of this study to conduct an intensive investigation with the view to evaluate the teaching skill of pedagogical course instructors teaching at primary school teacher training institutes.

This study makes use of the "pedagogical model" of Smith, B. Othanel as a principal paradigm of evaluation. This particular paradigm is prefered over others for the following major reasons.

At the present time, there are many paradigms to be used as guides to conduct studies aimed at evaluating teachers' classroom performances. However, a considerable number of them are found to confine themselves on limited aspects of teachers classroom behaviors. That is, some are developed to investigate teachers' affective behaviors-(teacher-student interpersonal relations in classroom), while others focus only on the cognitive aspect (teacher-student activity related to content/subject-matter) operation) (Smith, 1963:183; Dunking, et al, 1974; Symon and Boyers, 1967:35). However, beginning the late sixities attempts have been made to develop paradigms which can be used to study both affective and cognitive teachers' classroom behavior in a more integrated way. Such paradigms have an eclectic view concerning teaching and teachers classroom behavior. That is, they give equal importance to the affective and cognitive qualities of teachers classroom

activity (Joyce, et al., 1966:409; Gallaway 1960:548). Hence, for a study like this which aims at evaluating both the affective and cognitive behaviors simultaneously, it is proper to select Smith's "pedagogical-model" for, it is suitable to investigate both behaviors in a more integrated way.

Second, modern research reviews have observed that, paradigms of classroom study differ also in the system they employ. Medely and Metzel have made it clear that some models use the "sign system" while, others make use of "category system". This means that, paradigms using sign system consider classroom teaching to be a matter of the display of various behavioral traits by a teacher. Accordingly, a teacher working in a classroom will be evaluated in terms of the degree to which he/she displays isolated behavioral traits (Medely and Metzel in Gage, 1963:245). For example, the number of praise words a teacher produces in a classroom will be counted to rank him/her as to whether he/she has properly motivated students learning or not. Nonethless; as revealed in Dunkin and associates' review work, many studies have proved that mere counting of the frequency of happening of isolated behavioral traits produced by a teacher is found less effective method in producing a reliable data that helps to predict students learning (Dunking, et al., 1974:412). Seen from such a perspective, Smith's "pedagogical model" perceives teachers'

classroom behavior as a proactive and reactive process, there by insisting the use of the category system of analysis and evaluation. To this end, he introduced four major categories (planning, structuring, initiating and reacting) on the basis of which the efficiency of teachers classroom activity will be explored. Taking together these advantages, the model is selected as a principal reference to conduct this study.

2. STATEMENT OF THE PROBLEM

This study aims at evaluating the teaching skill of pedagogical course instructors in some selected primary school Teacher Training Institutes of Ethiopia. It attempts to investigate whether the instructors are competent enough in employing the minimal teaching skills identified in the model selected. In view of this, it is hypothesized that, pedagogical course instructors in the Teacher Training Institutes are competent enough with respect to:-

2.1. Skills in planning classroom instruction

2.2. Skills in structuring instructional process

2.3. Skills in initiating trainees instructional participation

2.4. Skills in reacting to trainees responses and initiations.

3. SIGNIFICANCE OF THE STUDY

Research studies in the field of teaching have made it clear that the relevance of pedagogical courses in teacher education programmes rests upon their quality to equip prospective teachers with abilities and skills of teaching (Smith, 1969:163). This general notion holds true to all teacher education programmes including that of Bahir Dar Teacher's College. Thus, conducting a study of this sort- which aims at assessing the efficiency of the college pedagogical programme indirectly through evaluating the teaching skills of its graduates will be so important for the following major reasons:

First, the findings of this study may be used as source of information for those who are concerned as to whether or not, the pedagogical programme at Bahir Dar teachers' college is efficient enough to produce teacher educators equipped with the skills required to conduct proper classroom instruction.

Second, the study may also assist officials of the Department of Teacher Education (DTE) with reliable information concerning the quality of the teaching skill of pedagogical course instructors assigned to teach in the Teacher Training Institutes. Hence, the official will obtain information whether or not there is a need to organize

inservice programme aimed at improving the instructors teaching skill.

Third, this study may also serve as a source of reference from which the instructors get information about the quality of their own teaching and hence take personal initiatives to adapt those effective teaching skills.

Moreover, the quality of any teacher education programme rests upon, not only, on matters related to recruitment policy, administration and management, curricular issues ... etc., but also on the quality of the teaching skill of teacher educators. Hence, conducting such a study may shade light on one of the serious problems, but the least studied issue in the Ethiopian teacher education.

4. DELIMITATION

The term teaching encompasses all those teacher activities related to planning, lecturing, demonstrating, maintaining order and discipline, guiding and counseling, giving assignements, assessing students learning, keeping records, organizing and controlling extra curricular activities, participating in curriculum development activities, consulting parents, participating in professional and community service activities ... etc. (Gage, 1964:275).

Seen against this, it would be so difficult and

unmanageable for any single research to conduct an intensive investigation of teachers' competence with respect to all the activities mentioned above. For this basic reason, this study is confined to evaluating the instructors' classroom - teaching skills only. More specifically, the study is limited to evaluate the instructors performance related to planning instruction, structuring instructional process, initiating trainees' instructional participation and reaction to trainees responses and initiations. And finally, the study explores the conditions pertaining to the quality of the skill training programme (both at preservice and inservice levels) through which the instructors have passed, so as to identify its bearing upon their present proficiency with respect to the classroom skills specified above.

DEFINITION OF TERMS

1. Affective dimension - is the extent to which teacher shows warmth and acceptance to students response and initiations, and seeks greater students interaction with himself/herself.

1.1. Direct behavior - relates to teacher dominated instruction-long and uninterrupted teacher lecture. Little or no interaction involves between students and the teacher.

1.2. Indirect behavior - refers to teacher instructional acts where he/she encourages more student participation (accepts and promotes) students' instructional involvement.

2. Cognitive variation - Teachers instructional acts related to varying the cognitive level of instruction (simple-complex).

2.1. Cognitive memory - is instructional operation refering to teachers activity of checking the extent to which students grasp the essence of concepts (technical terms, vocabularies ...) and recall of previously learned content.

2.2. Convergent thinking - is instructional operation which relates to teachers activity of initiating students ability of analysing and integrating the contents presented by posing tightly structured questions.

2.3. Divergent thinking - is instructional operation with refers to teachers' activity of initiating students diversity of opinion or feeling related to content(s)

presented.

2.4. Evaluative thinking - is instructional operation refering to teachers' activity of promoting students ability to test and judge the correctness and acceptability of a content(s) presented.

3. Strategies - are long, sophisticated and patterned instructional operations with a definite pedagogical function.

4. Tractics are simple and specific teaching acts related to each strategic - operation.

5. Pedagogical - function - relates to the specific purpose of the strategic operation and related tactics.

6. Pedagogical skill - is a learned way of performing the strategic operations and related tactics in a classroom instruction.

6.1. Planning- represent teachers performances related to planning before confronts the class.

(Decisions about the prerequisite knowledge that need to be checked, the objective of the instruction, the contents and its organization, the method of instruction, the method of assessing students learning.

6.2. Structuring - represent teachers' instructional acts of setting the ground for the subsequent act at the level of introducting, developing and closing instruction.

6.3. Initiating - represents teachers' instructional acts of motivating students to attend to something, and initiate them to give response to what is asked, and ask questions.

6.4. Reacting - represent teachers' instructional acts extended following students response and initiations (accept, acknowledge, recaptulate), and stimulating further learning based on students response (refocus, redirect, prompt).

ABBREVIATIONS USED

11 T.T.I. - Primary School Teacher Training Institute

2. D.T.E. - Department of Teacher Education (A department in Ministry of Education Sponsoring the T.T.Is of Ethiopia.

3. BTC - Bahir Dar Teachers' College /A teachers' college found at Bahir Dar Town - Gojam administrative region/.

4. MOE - Ministry of Education

5. ECA - United Nation Economic Commission for Africa.

7. METHOD AND PROCEDURE OF THE STUDY

7.1. Subjects of the Study

The subjects of this study are pedagogical course instructors in Harar and Debrebirhane Teacher Training Institutes. The instructors in the two institutes are selected for the following reasons:

First, the institutes have better classrooms, equipment, teaching materials and relatively small class size as compared to the remaining institutes.

Second, the pedagogical course instructors in all the Teacher Training Institutes are graduates of the Bhair Dar Teachers College, and have passed through one and the same training programme. Hence, the finding of this study would be applicable to all pedagogical course instructors in the Teacher Training Institutes.

5.2. Methods of Data Collection

Evaluation of teachers' classroom skill is a more complex task which requires a carefully planned activities. Among all, the method of observation and the instrument of evaluation to be employed need to be selected. In addition, there also required to make decission on the quality and experience of the persons accomplishing the task.

A proper planning made in this regard is taken so important for, it minimizes subjectivity in judgement and other limitations which could influence the quality of the evaluative results (Joyce and Ellena, 1964:69).

This study hence, makes use of two methods of data collection - direct classroom observation and audio recording technique. The audio-recording technique was used to make an intensive investigation of the teachers' instructional behaviors which are usually difficult to be assessed efficiently through direct classroom observation only. The benefit of audio-records rests on the fact that,

the behaviors and their sequence can be played back over and over again in order to pick-up the subtleties, thereby promoting objective evaluation. Hence, in this study, the verbal records of all classroom sessions were obtained. The records of each instructional session was then transcribed so as to use each transcript as further reference in the evaluation process.

5.3. Instruments of Evaluation

The evaluation process was completed following two steps - Preliminary assessement and final evaluation. To this end, two complimentary formats were prepared. The first format was prepared to make a detailed observation of the teachers' instructional behavior. The format consists of seventy three descriptive-variables contained in four major categories-planning, structuring initiating and reaction which are taken as the major aspects of instruction in the model selected. The variables subsumed in the categories were selected and organized in a way they equally represent both effective and cognitive behaviors.

The common characteristics prevailing across all variables in each category is that, all are descriptive statements of low level abstraction with no interprative remarks (value judgement). The format makes use of a "yes" or "no" check-scale (see appendix - 1).

3. Using the preliminary format, the judges made detail-assessement of the actual instructional performance each instructor in classrooms. At this particular moment the judges were informed to focus on those behaviors (observable) which can easily be detected through direct observation. Following this they were made to conduct a detailed examination by refering to the transcripts of the verbal records handed to them. Therefore, the preliminary assessement process was completed through direct observation right in each session, and through further examination of the verbal records of the same sessions.

4. Finally, the judges gave their evaluative-remark about the quality of the teaching skill of each instructor on the final evaluation format. Here, the judges gave their final marking refering the already recorded data in the preliminary assessement format.

5. The data obtained through the final evaluation format was tabulated and compiled. Eventually, the inter-judge agreement objective coefficient (IAOC) was computed for each category. The Inter-judge agreement objectivity coefficient was calculated using the formula introduced by Smith and Meux (1964) - (see appendix - 3).

6. Finally, those categories of variables whose interjudge agreement coefficient found average (0.5) and above were presented as the major findings of this study.

This was prefered mainly to limit the discussion on those findings related to minimal teaching skills which the majority of the instructors perform well and/or fail to execute properly.

7.5. Post Evaluation Questionnaire

Research studies in the last fifty years have attempted to explore the conditions that have bearing upon teachers proficiency in classroom skills. Factors such as training, teaching experience, classroom conditions have been frequently mentioned for their prevasive impact upon teacher competence in classroom instfuctional skills (Biddle and Ellena, 1964:8; Perrot, 1986:9-10; Friedman, et al., 1980:31).

In view of this general understanding, a post evaluation questionnaire was employed to obtain the response of the instructors under this study about their training experience (both at preservice and inservice levels) with a particular emphasis to classroom skills (see appendix - 4).

The questionnaire focused on the skill training programmes which the instructors have experienced during their preservice and instructors have experienced during their preservice and inservice training. Related to their college skill training experience, the questionnaire focused on issues specifically refering to methods, curriculum courses and "practice teaching" programme and their benefit in promoting the present classroom teaching skills. The questionnaire further explored the instructors response about their inservice-training experience particularly related to classroom-skills.

Finally, the authenticity of the information obtained was cross checked by refering to related official documents of Bahir Dar teachers college and the Department of Teacher Education (DTE).

ORGANIZATION OF THE THESIS

The particular design and organization of a research is fundamentally determined by the premise, basic questions to be answered, and the explanatory - structure adapted. Like most classroom evaluation studies, this study is primarily a prescriptive type. However, the findings were further explained in view of some selected factors which were found to have a close relationship with them.

The thesis is organized around five chapters. The subject of the next chapter begins with a brief review of the classroom study systems which gave way to the emergence of the evaluation model used as a principal framework in this study. Following this a thorough and detail discussion of the evaluation model and its attribute to teacher education is made in the same chapter. Chapter three deals with the findings of the study. Here the evaluative results are described and illustrated. Chapter four, deals with the analysis and discussion of the findings. More specifically, it discusses the findings and its implication, as well as its relationship along with the data obtained through post evaluation exploration.

Chapter five on its part, deals with the summary and conclusion of the study. Moreover, it also embraces the suggestions and recommendations forwarded as a solution to rectify the problems which appear to have relationship with the evaluative results discovered in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Systems of Studying Teachers' Classroom Behavior

In order to understand what goes on in classrooms and what specific events take place there, research studies in the last fifty years have resorted to systematic scientific analysis of teachers' classroom behaviors. As a result of such efforts, today a considerable volume of materials dealing with teaching became available (Stone and Moriss, 1973:99). Despite this fact, there exists conceptual difference among the various systems of study performed to this end. This divergence emerged mainly because of differences in the way the proponents of the different systems of study perceive teachers behavior. And hence, research reviews have categorized them into three major families of systems (Dunkin, et al, 1974:249).

The first family views teaching as entirely an affective activity of the teacher. It embraces systems which give importance to teachers' emotional behaviors - the reaction teachers employ in response to students feelings, ideas or actions.

The second family understands teaching as mainly comprising those cognitive activities performed by the teacher. It involves those systems of study focusing on

teachers' activity related to manipulation of the subject matter of teaching.

The third family includes those systems of study which have an eclectic-view about teaching and teachers' class room behavior. They perceive teaching as embracing both affective and cognitive behaviors (Dunkin, et al., 1974:250-53).

9.1. Teachers' Affective Classroom Behaviors

The philosophical root from which the systems of study focusing on teachers' affective behavior emanates from what is usually refered to as the progressive education. Bound by their affective orientation, all the systems of study grew out of and developed through denouncing the "tradition bound" - as they call it - classroom teaching activity. That is, they emerged based on the presumption that the traditional classroom teaching is authoritative, cold and inadequate to promote discovery learning (Hudgins, 1971 in Dunkin, et al., 1974:96).

Many of the systems of study that stem from this view, advocate for classroom teaching which encourages greater warmth on the part of the teacher, more classroom democracy and student initiatives (Nelson, 1969:3). In short, the systems in view are found to be focusing solely on affective behavior to decide whether teachers' classroom approach is authoritative or democratic (Nelson, p. 5). The works of

.rsons (1945) - "The measurement of dominative and integrative behaviors of teachers in a classroom", and Withall (1949) - "The techniques of measuring classroom climate" are among the first systems developed to study teachers' affective behavior in classrooms (Dunkin, et al., 1974:98-99). However, in the late sixities, Flanders (1968) has developed a new and more improved system of studying teachers' emotional classroom behavior. The system is known by "Flanders Interaction Analysis Category System" (FIAC). In his system of study, Flanders, has introduced two categories of variables - direct and indirect, with the aim of measuring the dimension of teachers' affective behavior in a classroom interaction (Rosenshine 1971:49).

The variables in the "indirect category represent teacher behaviors observed in classrooms where there is more student talk and student initiation (Hyman, 1970:267).

The variables in the direct category on the other hand, represent teacher behavior often observed in classrooms where a teacher dominates the entire instruction (Human, 1970:267).

The figure below illustrates details of the compenent variables subsumed in the two major categories which are indicated in the improved FIAC system.

- 1 Flanders' Categories of Teachers' Direct and Indirect Classroom Behavior

Category	Component-Variables
1 Indirect	1. Accepts Feeling: accepts and clarifies the tone of feeling of students in an unthreatning manner.
	2. Praise or Encourages: praise or encourage students action or behavior.
	3. Uses Idea of Students: clarifying, building or developing ideas suggested by student.
	4. Asks questions: asking questions about content or procedure with the intent that student answer.
2 Direct	5. Lecturing: giving facts or opinions about contents or procedure.
	6. Giving direction: directions commands or orders which students are expected to comply.
	7. Criticizing or Justifying Authority: statements intended to change students behavior from unacceptable to acceptable pattern.

Source: Human, 1970:30.

These component-variables have been used in different studies to determine the extent to which teachers' classroom

ears "democratic" or authoritative. In other
y are used to indicate the degree of affect or
rpersonal relationship that exist between teacher and students in a classroom. Hence, based on the nature of teachers' classroom behavior (direct or indirect) ... it is a common practice to judge the degree of effectiveness of teaching in promoting students discovery learning (Dunkin, et al., 1974:132).

Nevertheless, Rosenshine (1970), Dunkin and associate (1974) having reviewed many studies, have commented that such systems of study confined themselves to assessing teachers' classroom affective behaviors only. That is, important aspects related to teachers' cognitive behaviors cannot be properly assessed through the Direct-Indirect Systems of study (Rosenshine, 1970:278; Dunkin, et al., 1974:373).

In view of this, since 1963, there begun to emerge systems of study basically meant for exploring teachers' classroom cognitive behaviors-activities of manipulating the content/subject matter/ of teaching (Dunkin, et al, 1974:232).

9. 2. Teachers' Cognitive Classroom Behaviors

Prior to the ninteen sixities, little effort was made to study the cognitive aspect of teachers' classroom behavior.

Research practices by then were overwhelmed by studies related to teachers' personalities and their emotional behaviors in classrooms (Joyce, 1967:338). However, beginning from the sixities onwards, many studies came to popularize the importance of studying teachers' cognitive behavior and its concomitant effect on studehts learning (Joyce, p. 338).

The works of Bruner (1966), Taba, et al., (1964 and 1966) Davies and Tinsley (1966); Brown et al., (1968) and Aschner and Gallagher (1968) are among the first systems of study developed to this end. These systems of study have introduced variety of variables representing teachers' cognitive behavior, on the basis of which teachers' classroom activity will be assessed. However, the system of study intfoduced and the categofies of variables developed by Aschner and Gallagher (1968) is presented here, for it embraces the majority of the variables identified by related systems of study.

"Aschner-Gallagher System of Classification of thought Process in a Classroom Instruction

A cognitive-memory: This operation involves teachers' behavior of examining the extent to which students grasp the essence of a given concept and recall or retain facts in a previously learned material (Ashner-Gallagher in Houston, 1972:66). Teachers' share in this regard, is to

pose review questions so that students will be engaged in cognitive memory operation. The questions which need to be asked must be those type which elicit student response related to defining terms, formulae, reproducing facts or contents already learned (Ashner and Gallagher, in Hyman, 1970:226).

Example:- - How do you spell thyme ?
- Can you define "geography"?
- Does any body remember what we said yesterday about why Emperor Menelik II decided not to accept the "Wuchale treaty" of 1889.
- Who was the successor of Emperor Yohannes Iv of Ethiopia.

In view of all these questions, the respondent has only to recall what was said, and not to produce his own explanations (Hyman, p. 227).

B. Convergent Thinking Operation

Convergent thinking represents the analysis and integration of given or remembered data. It involves teachers activity of leading students' to one expected answer by posing tightly structured questions (Aschner and Gallagher in Houston, p. 66). This operation is considered as productive thinking since it demands student's reasoning in order to arrive at his/her response. More reasoning is required in the response than mere memory (Hyman, p. 227).

Teachers' activity of promoting convergent operation involves asking questions of translation of a given material from one form to another, a comparison and contrast, generalization based on prior data, an explanation (generalization of - specific instance, purpose, function or sequence), a summary, the drawing of conclusion (Aschner and Gallagher in Houston, 1972:66-67).

Example:- Can you think of another saying, "A rose by any other name would smell as sweet"?

- Identify the similarities and differences between a plant and an animal cell.
- Can you sum up in one sentence what you think was the main idea of the novel, "Cry the Beloved Country" ?
- Explain why Kebede's room is so bright ? (Hyman, p. 228).

6. Divergent Thinking Operation

Divergent thinking is defined as a kind of cognitive operation in which a teacher seeks diversity of students' responses (Aschner and Gallagher in Houston, p. 66). Teachers' share in such an operation involves activities of asking questions that demand students diversity of opinions and feelings related to an issue presented.

Example:- Suppose Adolf Hitler had not been deafted in the

second world war, but that, instead he had conquered the whole Europe, USSR, Middle east ... etc. what would the world be like today if that had happened ?

Evaluative Thinking Operation

Evaluative thinking deals with matters of judgment, value and choice, and is characterized by its judgmental quality (Aschner, 1965 in Human, 1970:229). Teachers' share in promoting evaluative thinking involves activities of initiating students' express their own valuative remarks or judgement. Here emphasise is given to knowledge related to value matters rather than facts. More specifically, it embraces teachers' acts which bring about in students the ability to test and judge the suitability, correctness and acceptability of a given information (Aschner and Gallagher, in Houston, p. 65). Hence, the following types of questions are noted to be asked by teachers in order to promote students' evaluative thinking:-

- asking students to construct a value judgement of their own interms of what they learnt to make judgement.

- asking students to give opinion or assessment of probability. Example:- Do you think "Ashok" was justified in following the policy of non-violence ? What would happen if a country is not censoring information broadcast through radio or TV (Aggrawal, 1982:4).

3. Integrated (Affective and Cognitive) Teachers' Classroom Behavior

Beginning the late sixities, many research reviews have made it clear that the systems of study introduced in the earlier times have confined themselves to investigating either the affective or cognitive aspects of teachers' classroom behavior. Little attempts were made to develop systems which could be used to study both affective and cognitive aspects in a more integrated way (Joyce, et al., (1966:40). This state of affair has been commented as a major limitation of the earlier systems of studying classroom teaching. This means that, the systems of study are found bounding themselves to investigate either the affective or cognitive aspects of teachers behavior, but not both simultaneously (Ryans, 1963:284; Joyce and Hodge, 1969:410).

Nevertheless, later-research works have demonstrated the need for integrating the affective and cognitive variables in the study of teachers classroom behavior. It has been repeatedly reported that teachers' affective behaviors such as (encouraging students instructional participation, showing regard to students initiatives, maintaining environment of mutual trust and friendship...etc) and those cognitive behaviors (teachers' activity related to content /subject matter-operation/ are inseparable

of an instructional process (Cameron, 1976:56; Mehra, 1989:5). Studies that stem from this theoretical framework have deserved wider popularity in modern times. Therefore, it became a common practice to study teachers' instructional behavior using systems of study which attempted to systematically integrate affective and cognitive variables.

The prominent works that have been indicated to represent the integrated systems of study are those of Smith and Meux (1967) - "A study of the strategies of teaching", Bellack, et al., (1968 "The language of the classroom"and Nuthall, et al., (1970) "Thinking in classroom: The development of method of Analysis".

The system of study introduced by Smith and Meux is presented here for, it is the first attempt from which the remaining systems have been extended. However, Bellack, et al, (1966), Nuthall and Wright, (1970) being influenced by the work of Smith have further improved it based on series of field surveys (Dunkin, et al., 1974:323).

Smith's Pedagogical - Model of Studying Classroom Teaching

The model introduced by Smith as observed in his works of 1960, 1962, 1963, 1967 rests upon the assumption that teachers' instructional behaviors (affective, cognitive),

are not completely independent of one another. Instead, it presumes that instructional behaviors in general exist as integrated elements of aspects of an instructional process (Smith, 1969:122).

In view of developing the model, Smith primarily identified the significant aspects of teachers work in the process of classroom instruction.

As revealed in his work - "The logic of classroom teaching" (1961:177), Smith indicated that in classroom instruction, teachers' are usually observed following an order of events which are not of their own making, which occur because of the very nature of classroom teaching.

In his 1962 publication which he worked with Meux, Smith put his previous idea in more clear terms saying that, teachers working in a classroom often perform orderly patterned instructional operation. First of all, most teachers are observed planning their teaching prior to facing students in a classroom. Once they enter to classrooms, they often execute the following orderly sequenced instructional activities; induce students to give attention, direct the students attention to what is to be learned, begin the instruction with short review of previous or prerequisite learning, present the new contents - give clear description and explanation, ask questions check students learning and obtain responses and initiations,

'ide systematic feedback and correction, and close the instruction by overviewing the whole learning task (Biddle and Ellena, 1964:135).

From the series observations they made, Smith and Meux finally generalized that, classroom instruction is primarily a sequential and logical operation. That is, it is a logically patterned activity in such a way that one type of instructional operation is likely follows and be followed by other operation of specific type. These orderly patterned instructional operations are refered to as the strategic-operations by which the teacher frames the general-direction of instruction, so as to attain the intended instructional objectives (Smith, 1963:188).

Eventually, based on the definite pedagogical function of each strategic operations of classroom instruction, Smith and Meux (1967) classified them into four major types- planning, structuring, initiating and reacting (Strasser, 1967:76).

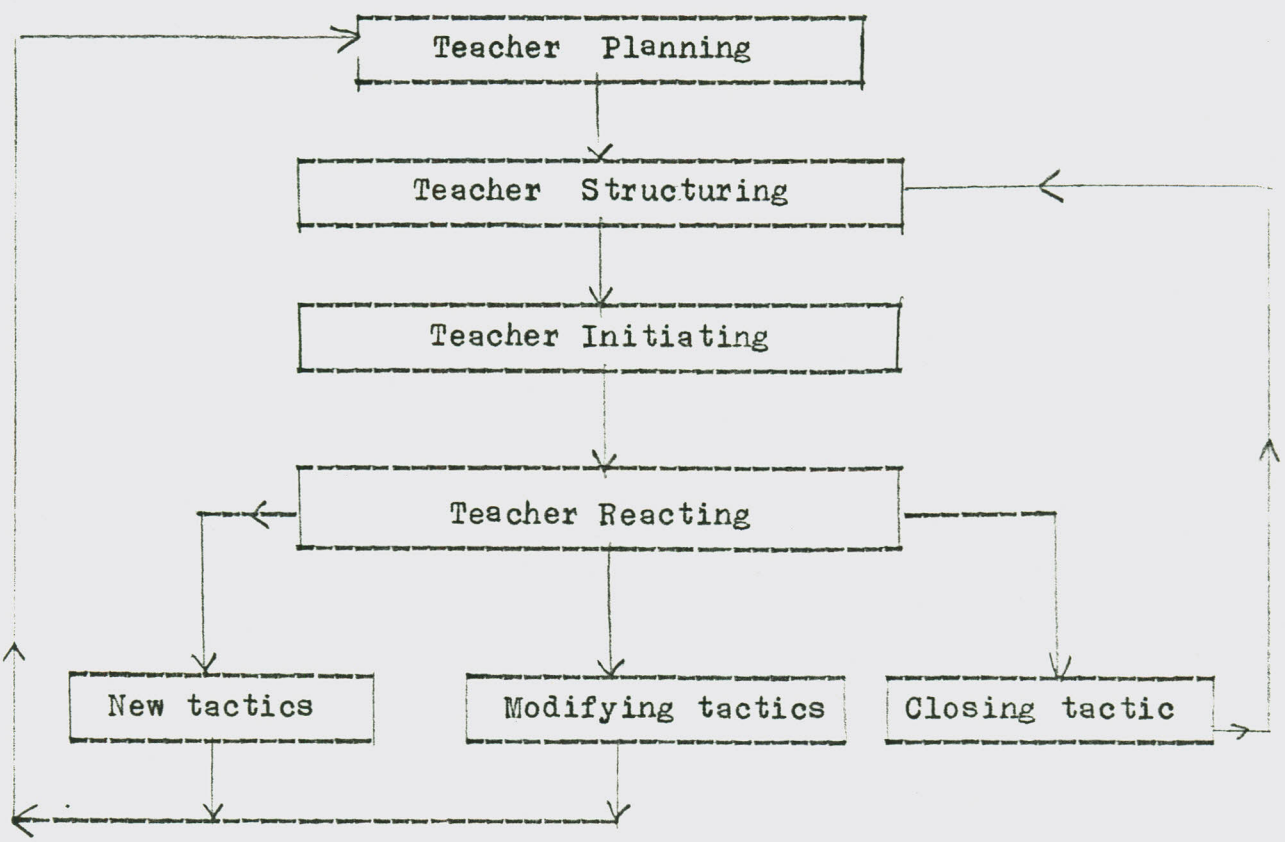
Planning is the initial phase in which the potential instruction takes shape as the teacher decides about the objectives, content and plans the appropriate techniques of instruction and method of evaluating students' learning.

Structuring is an aspect of instructional operation in which a teacher patterns his acts in a logical way as

he/she opens, develops and closes the instruction. Initiating is that aspect of instructional process in which a teacher induces students response or questions. Reacting is an aspect of instruction process in which a teacher extends feedback following student(s) response or question (Strasser, 1967:178).

Strasser (1967), in the diagram below, has clearly illustrated the ebb and flow of the instructional operations (as perceived by Smith and Meux).

FIGURE - 2 A Conceptual Model of Classroom Instructional Process



Strasser, 1967:177.

In the process of manipulating the major instructional operations, teachers often found using variety of specific acts whose nature is affective or cognitive. These acts are commonly termed as the tactics (techniques) of instruction (Cameron and Morrison, 1972:58). The specific tactics (techniques) of instruction, according to Nuthall (1970), are always the function of the strategic operations whose pedagogical purpose is known (Chanan, 1973:13).

Research practices have identified variety of instructional acts (tactics) subsumed in each strategic operation of classroom instruction. However, the following specific instructional acts (tactics) are often taken important for their impact on students learning.

At the level of planning the following instructional tactics have been identified; specifying what is to be learned interms of precise instructional objectives, specifying the sequence of the contents and tasks in relation to the instructional objectives, describing the tactics to be employed, interms of the major instructional operations, stating the teaching materials to be used, and setting methods of checking students state of learning (Turner, p. 14; Davies, 1981:82; Perrot, 1985:6).

Second, at the level of structuring-operation the following instructional tactics have been identified as important; checking the condusiveness of the classroom

condition, gain the attention of the learners, motivate students to set their own goal of learning, assess the learners knowledge of the preceding instruction, recaptulate students response and give feedback, employ clear signals to indicate when a discussion on a given content ends and another begins, develop or unfold the new content(s) in a gradual and orderly way, consolidate what the students have learned, assess the level of mastery of students (Nuthall and Snook 1973:48-49; Zahorick, 1986:22, Rosenshine, 1971:52, Perrot, 1986:22; Davies, 1980:70-71).

Third, at the level of initiating students instructional participation, the following variables have been commonly identified as effective instructional behaviors:- asking more questions, allowing more students response and student initiated questions, promoting students inquiry learning from supportive teaching aids, posing questions directed to individual and to a class as a whole, posing questions which demand students' extended responses, employing questions of different cognitive levels i.e. questions of simple cognition and memory, analysis, synthesis, evaluation etc., asking questions which demand students to cite examples following the presentation of a concept, principle, theory or fact (Ammedion and Giammetteo, 1967; Goldernberg, 1971; Flanders, 1970) Good and associate, (1973) in Rosenshine, (1971:51-52); Zahorick, 1970 in Dunkin, et al., (1974:350); Smith and Meux, 1962 in Biddle and Ellena, (1964:156).

Finally, at the level of reaction which follows students responses and initiations, the following variables have been identified as teachers' effective instructional behaviors:- Provide appropriate feedback to students - acknowledge student's idea by repeating what he/she expressed, praise students correct responses, correct students wrong responses, avoid criticism, reinforce students learning towards the instructional objectives, employ refocusing questions to check student further understanding, elaborate and modify students response, redirect questions to promote quantity of participation and finally recaptulate the series of interchanges (Smith and Meux in Dunkin, et al., 1974:351, Bellack, et al., in Hyman, 1970:268-9; Zahorick, 1980:47, Cameron, 1972:58, Nuthall and Snook, 1973:49).

Integrated Classroom Study System and Its Implication to Modern Teacher Education

Classroom teaching seen from pedagogical perspective, today is accepted as a valid topic of inquiry both by educational philosophers and pedagogical researchers (Smith, 1969:196).

Findings related to pedagogical knowledge and skills of teaching are considered important to everyone concerned with teaching. Smith; for instance, argues that no one can teach something to some one without doing it in a

pedagogically sound way, and this way of teaching has significant effect on the entire teaching and learning situation. Here, the pedagogy of teaching is understood to mean a pattern or manner (which can be repeated) of treating students, objects or events, that is directed purpusively and recognizably toward the achievement of learning goals (Smith, 1969:229). To conduct a pedagogically acceptable teaching, teachers are required to have a mastery of the following minimal teaching skills.

- Planning before confronting the class-in terms of what is to be taught, how is it to be taught, and how learning is to be assessed.

- Structuring - proper patterning of the instruction in the process of introduction, development and consolidation.

- Initiating - induce students' instructional participation.

- Reacting - providing appropriate feedback to students response and questions. (Smith, 1963:184; Bellack, et al., in Human, 1970:267, Davies, 1981:58-79).

Moreover, it has been generalized that these pedagogical-operations are most effective to conduct a well patterned instruction, where if any one of the operation is omitted the effectiveness of teaching would be vitiated and the probability of successful learning is reduced accordingly (Smith, 1969:69).

Seen from this perspective, it became, the major task of modern teacher education programmes to produce teachers capable of conducting classroom teaching in a pedagogically sound way. And hence, such teacher education programmes are observed organizing practical pedagogical training in the context of its use in classrooms (Smith, 1969:70-71).

As the experience of modern teacher education indicates, the development of practical training with respect to minimal pedagogical skills of teaching has been influenced in two ways:

First, research studies that make use of modern educational technology - audio and video recording have made it available the material to train teachers with those skills that a classroom teaching requires. For instance, Smith's pedagogical model made it available the major pedagogical operations and the specific techniques (tactics) related to each operation. Second, the development of systematic training schedules such as micro-teaching, simulated teaching facilitated the practical training situation, in order trainees exercise and acquire the technical skills (affective and cognitive) related to the major pedagogical operations (Smith, 1969:72).

Therefore, the classroom study system introduced by Smith and Meux and other related systems such as that of Bellack, et al., (1968), Wright and Nuthall (1970),

Zahorick (1970) have emerged significant not only for their use to study teachers' classroom-skills, but also for their importance to be employed as models for classroom-skill training programmes in modern teacher education (Strasser, 1967:69; Human, 1970:267, Dunkin, et al., 1974:194-99).

In line with this, teacher education colleges of some African countries, such as that of Nigeria, Malawi, Kenya, Egypt etc. have also made attempts to introduce practical pedagogical training along with the theoretical methods courses (Lawless, 1977:52). This modern practice has been introduced principally to rectify the inadequacies observed in the conventional teacher training system. The basic problem of the conventional training courses such as that of methods, "practice teaching" - etc. is that they do not have systematic-skill training which function on clearly specified techniques of instruction (ECA report, 1987:99).

The 31st international conference on teacher preparation which took place in Geneva, 1977 confirmed the fact that, the conventional teacher preparation in most African countries is inadequate to produce teachers with skills required to conduct effective teaching and solve the problems of learning of students (Porter, 1975:133-134). The following factors have been mentioned as the major reasons for why African teachers are found inadequate in classroom-skills:

First, the conventional "college based" teacher preparation programmes often emphasize on theoretical knowledge and hence, give little or no opportunity for the prospective teachers to have practiced classroom-skills through a systematically organized training programme.

Second, in most African teachers' colleges, students are admitted directly after the completion of secondary education. That is, students often join teachers' colleges with no prior experience in teaching. Hence, the college method course (Dominantly theoretical) provides little opportunity for the trainees to acquire minimal skills of teaching. As a result, the graduates who come to school as beginner teachers are often found having a relatively immature attitude and inadequate skills of teaching (Porter, 1975: 120-121).

Nevertheless, the introduction of practical skill training as a modern way of preparing teachers benefited African teachers' colleges to rectify their training deficiency. Most African colleges, particularly teachers' colleges and universities such as the Ahmadu Bello (Nigeria), Dare-es-Salam, Nairobi, Malawi, Khartoum, Cairo. etc. hence, have made attempts to reorganize methods - course in such a way that it integrates theoretical and practical training components (Mwendulla, 1970:16; Lewis, 1972:277, Lawless, 1977:51).

As revealed in the report of the Economic Commission for Africa (ECA), most African teacher education colleges are observed introducing practical skill training programmes with the aim of enabling prospective teachers acquire those pedagogical skills required to conduct effective classroom teaching (ECA report, 1987:88-90). To this end, micro teaching and simulated teaching schedules have been employed to train teachers both at preservice and inservice levels with the minimal pedagogical skills of teaching (ECA,1987:91; Lawless, 1977:48).

In general, the introduction of the systematic training related to minimal pedagogical skills both at preservice and inservice levels, is found to have brought a tremendous improvement in the classroom-skill of the African teacher (Porter, 1977:202; ECA report, 1989:91).

CHAPTER THREE

FINDINGS

In this chapter the results obtained in the final evaluation format were presented. Its major intent is to present the final judgement made against the quality of the instructional performance of each teacher.

Following is, the description and illustration of the judgement made against the planning, structuring, initiating and reacting skill of the instructors under this study.

3.1.1. Planning Classroom Instruction

The daily instructional plans of the sessions observed have been evaluated interms of seven unit variables contained in the category of planning.

The process of evaluation of the instructors plan was done by the four trained judges. The inter-judge agreement objectivity was found to be point seventy (0.70). Hence, the result obtained was above the average point (0.5) for supporting the judgement made.

As it can be observed from table 1, fifty percent (50%) of the teachers' instructional plans were ranked as "strong" (A) and "above average" (B). The instructional plans were

ranked so on the basis of the following criterion-variables: stating objectives in a way they integrate trainees observable action and the content of instruction, stating objectives in terms of both high and low cognitive actions, sequencing the contents of instruction in a logical and orderly way, specifying trainees instructional activity, specifying teaching aids and reference materials to be used.

Nineteen percent (19%) of the instructional plans, on the other hand, were ranked as verage (C) interms of the criterion variables outlined above and others such as, specifying questions helpful to check trainees entry knowledge and the instructional performance, selection of proper method of instruction suitable for the attainement of the instructional objectives.

Seventeen percent (17%) of plans were ranked as "weak" (D) when seen against all the variables stated above. The remaining 14% of the instructional plans were judged "poor" (E) in terms of the variables related to specifying questions of checking trainees standard of instructional performance, indicating teaching aids to be employed and specifying trainees activity in the instructional process.

In general fifty percent (50%) of the instructional plans were judged appropriate, while 19% as average in terms of the criterion variables in this category. The remaining 31% of the plans were judged as "below average (D) and "poor"(E).

This indicates that the greater number of the instructors' plans (those judged as average and above) were organized and prepared in proper way.

Table 1. Summary of the Results of the Appraisal of the Instructors Skills related to the Variables in the Category of Planning

No	Code	E	D	C	B	A	Total
£ 01	- Pre Instructional Structuring (Planning)						
1	01 - 1	-	-	2	5	3	10
2	01 - 2	-	-	1	6	3	10
3	01 - 3	-	2	3	5	-	10
4	01 - 4	-	2	3	3	2	10
5	01 - 5	4	1	1	4	-	10
6	01 - 6	6	4	-	-	-	10
7	01 - 7	-	3	3	4	-	10
8	Total	10	12	13	27	8	70
9	Percentage	14	17	19	39	11	100

Objectivity - Coefficient = 0.70.

3.1.2. Structuring the Instructional Process

The instructors' skill of patterning their instructional activity was evaluated in view of the eight criterion variables under the category of structuring. The process of evaluation with respect to the variables in this category was made by observing teachers performance at the beginning, development and end of each instructional session.

The appraisal was done by the same judges and the inter judge agreement coefficient (objectivity coefficient) was calculated and, hence, the result was found to be point sixity two (0.62).

The objectivity coefficient was again found above the average point and, hence, supports the judgement made.

As it can be observed from Table 2, twenty seven percent (27%) of the instructors were ranked as "Strong" (A) and "above average" (B). The instructors were ranked so on the basis of the following variables: assessing trainees prior knowledge related to the content presented previously, linking the contents presented earlier with the present, checking attendance, checking arrangement of teaching materials and the readiness of the trainees, prior to proceeding the actual instruction, closing the instruction in a logical and orderly way.

Table 2. Summary of the Results of the Appraisal of the Instructors Skills of Teaching Related to the Category of Structuring

Code		E	D	C	B	A	Total
02/Structure							
1	02/1	-	1	5	4	-	10
2	02/2	-	3	1	3	3	10
3	02/3	-	6	3	1	-	10
4	02/4	-	1	4	4	1	10
5	02/5	-	4	5	-	1	10
6	02/6	2	5	1	2	-	10
7	02/7	-	3	4	3	-	10
8	02/8	8	2	-	-	-	10
9	Total	10	25	23	17	5	80
10	Percentage	13	31	29	21	6	100

Objectivity Coefficient = 0.62

Twenty nine percent (29%) of the instructors were ranked as "average" (C) with respect to those criterion variables indicated above and assessing the trainees entry-knowledge and understanding related to the content presented earlier.

Thirty one percent (31%) of the instructors were judged as "weak" (D) in terms of all the criterion variables

contained in the category. On the other hand, thirteen percent (13%) of the instructors were ranked as "poor" (E) in terms of two important criterion variables related to recaptulating interchanges and giving referal reading or assignments.

In general, only 27% of the instructors appear to have properly executed the criterion variables contained in this category. The remaining 29% and 44% are ranked as "average" and "below" respectively in terms of the majority of the criterion variables in this category. This indicates that considerable percentage of the instructors (44%) were found inadequate in the skill of structuring instruction.

3.1.3. Initiating Trainees Instructional Participation

A total of thirteen criterion variables contained in this category were used to evaluate the quality of the instructors skill with respect to initiating trainees instructional participation.

The appraisal made was again found with high interagreement among the judges engaged on the activity. The coefficient of agreement was calculated and has become point sixty five (0.65). Here also, the result is above the average point for supporting the appraisal made.

As it can be seen in Table 3, fourteen percent (14%) of the instructors were ranked as "strong" (A) and "above average" (B) with respect to some few variables in the category. The variables on which the instructors were ranked "strong" and "above average" includes; being familiar with trainees for example (call their names), ask question of recall, and initiate trainees input and instructional contribution for example, motivate them to askquestions, show willingness to accept trainees questions.

Twenty eight percent (28%) of the instructors were ranked as "average" (C) seen against the majority of the criterion variables in this category which include those variables indicated above and others such as, ask questions, employ variety of questions, ask questions directed to individuals and the class as a whole, pose inquiry questions related to the teaching aids demonstrated, ask comprehension and other high level cognitive questions, pose questions which demand trainees to give instances that could explain the information presented.

The remaining fifty eight percent (58%) of the instructors were ranked "below average" and "poor" in view of most of the unit-variables contained in this category. This indicates that considerable numbef of the instructors (58%) did little effort to initiate trainees responses and motivate to ask questions. As a result, the trainees were

not observed making active instructional participation.

As it can be observed from Table 3, these instructors were ranked so with respect to the following variables: motivate trainees input and instructional contribution, initiate individual and group participation, promote inter-trainee interaction, ask questions of different cognitive levels (simple-complex), extend inquiry questions related to the teaching aids demonstrated, permeat trainees' extended response, ask high level cognitive questions, not monopolized the entire instruction.

Table 3. Summary of the Results of the Appraisal of the Instructors Teaching Skills Related to the Variables in the Category of Initiating Trainees Instructional Participation

No	Code	E	D	C	B	A	Total
	03 Initiation						
1	03/1	-	3	5	2	-	10
2	03/2	3	3	1	3	-	10
3	03/3	-	-	3	6	-	10
4	03/4	-	4	6	-	-	10
5	03/5	2	4	4	-	-	10
6	03/6	5	1	3	1	-	10
7	03/7	3	3	4	-	-	10
8	03/8	1	7	2	-	-	10
9	03/9	5	5	-	-	-	10
10	03/10	-	2	3	3	2	10
11	03/11	2	7	1	-	-	10
12	03/12	5	1	3	1	-	10
13	03/13	2	7	1	-	-	10
14	Total	28	47	36	16	3	130
15	Percentage	22	36	28	12	2	100

Objectivity Coefficient = 0.65

This indicates that, the greater number of the instructors in this study were found less adequate in the skill of initiating and promoting the trainees active instructional participation.

3.1.4. Results of the appraisal of the Instructors Teaching Skills Related to the Category of Reacting to Trainees Responses and Initiatives

Six variables contained in the category have been employed as criteria to evaluate the instructors' skills of reacting to trainees responses and initiations. These component variables were prepared in such a way that they represent both affective and cognitive behaviors of teachers' when reacting to students responses and questions.

The evaluation made was again found with high inter-agreement among the judges engaged in the activity. The interagreement coefficient was point sixty eight (0.68). Here also, the result is above the average point to support the appraisal made.

As it can be observed from Table 4, seven percent (7%) of the instructors were ranked as "above average" (B). The instructors were ranked so seen against the following variables; praising and acknowledge trainees appropriate response, correcting trainees wrong responses, directing trainees idea towards the objectives of instruction and

promoting trainees quantity and quality of instructional participation.

Table 4. Summary of the Results of the Appraisal of the Instructors Skills with Respect to the Variables in the Category of Reaction

No	Code	E	D	C	B	A	Total
D	04 Reaction						
1	04/1	7	1	2	-	-	10
2	04/2	8	-	1	1	-	10
3	04/3	6	1	2	1	-	10
4	04/4	4	4	2	-	-	10
5	04/5	2	3	4	1	-	10
6	04/6	7	-	2	1	-	10
7	Total	34	9	13	4	-	60
8	Percentage	57	15	21	7	-	100

Objectivity Coefficient = 0.68

Twenty one percent (21%) of the instructors were judged as "average" (C) with respect to the majority of the criterion variables in the category.

The remaining seventy two pefcent (72%) of the

instructors were ranked as "below average" (D) and "poor" (E). The majority of the instructors judged as "below average" and "poor" - (72%) appear to have made little or no effort to praise, acknowledge, correct trainees wrong responses, clarify points which are not clear to trainees and promote inter-trainee interaction through redirecting techniques.

In general, as it is illustrated in Table 5, the mean percentage of the instructors ranked as below average in terms of all the variables in the four categories was found to be 51.25%. While those ranked as "average" make 24.25%, and the remaining 24.50% were the only judged as "above average" and "strong". This indicates that the greater number of the instructors were inadequate in the skill of properly framing the major instructional operations and employing the appropriate tactics (instructional acts) in line with each operation.

Table 5. Mean average of the rating of the quality of the teaching skill of pedagogical instructors

No	Category	Poor E	Weak D	Average C	Above average B	Strong A
1	Planning	14	17	19	39	11
2	Structuring	13	31	29	21	6
3	Initiating	22	36	28	12	2
4	Reacting	47	15	21	7	-
5	Mean Average	26.5	24.7	22.7	19.6	4.7
6	Total	51.25		24.25	24.50	

CHAPTER FOUR

ANALYSIS AND DISCUSSION

The findings generally indicate that 51.25% (mean average) of the pedagogical course instructors were found inadequate in view of the instructional-variables labeled in this study. It is only 24.50% of the instructors who were found more adequate, while 24.25% as average. Nevertheless, it must be noted that there exists a difference in their performance quality seen from the results obtained in view of the individual categories of variables.

In line with this, the findings primarily show that, 50% of the instructors were ranked as "strong" and "above average" interms of the variables labelled in the category of planning, while 19% of them as average. It is only 31% who were found below the average rank. This indicates that, almost the majority of the instructors (50%) have properly prepared their plan of instruction. More - specifically, the plans of these instructors have specified statements of instructional objectives in a clear and observable terms, selected contents appropriate to the objectives, organized the contents in an orderly and logical way, selected method of instruction that allow active participation of trainees, and identified methods of assessing trainees learning in line with the intended objectives.

By implication, it is this percentage of the instructors who appear to be in a good position to conduct effective instruction and hence, promote trainees proper learning. To this end, Turner (1971:13) indicated that, many classroom studies have revealed that teachers who properly plan their instruction were found successful in effecting good teaching viz, promoting students learning. On the contrary, teachers' who do not properly plan their classroom teaching are often found conducting unsystematic teaching which have little effect in promoting students successful learning.

Moreover, the study of Farr and Roeleke (1969), revealed that teachers' planning behaviors specified above, have bearing upon teachers quality of classroom teaching viz students learning (Turner, 1971:16-17).

Nevertheless, thirty one percent (31%) of instructors who were found less adequate, in particular, have not properly prepared their plan of instruction. That is, the majority of the planning-variables identified above are not specified and/or clearly indicated. Hence, the inadequacy in view appears to have impact on the instructors activity of teaching viz trainees learning.

Second, contrary to their quality of planning instruction, only 27% of the instructors were found more adequate in view of structuring instructional operation.

The remaining 29% of the instructors were found average, while the greater number (44%) were judged less adequate. This indicates that considerable number of the instructors (44%) have problems in the skill of properly structuring instruction. More specifically, their skill of structuring instruction related to maintaining trainees instructional attention, describing trainees goal of learning and their share in carrying through the instruction, checking trainees previous learning, presenting contents in a logical way, promoting trainees participation along with the contents presented, recaptulating trainees responses and questions, closing instruction properly, and promoting trainees further learning was found less adequate.

However, Turner, (1973:125); Rosenshine, (1971:50-52); Davies, (1981:58-59) in their review of related studies indicate that, in a task oriented classroom, teaching demands a pedagogically and logically proper structuring activities because teachers' activities in view are found to have bearing upon students learning. Similarly, the studies of Denny, 1960; Snow 1969 (in Turner, p. 126); Furst 1967; Penny, 1969(in Rosenshine, 1971:51), Wright and Muthall, 1970 (in Chanan, 1973:4) have foundout that teachers structuring activities specified above, have a serious impact upon students success in learning.

On the other hand, 27% of the instructors were found more qdequate in performing the majority of the variables

labeled in the category of structuring instruction. This indicates that it is this percentage of instructors only, who have properly structured their instruction in a way to promote trainees successful learning.

Third, serious problem seems to have been observed in the quality of the instructors skill of initiating trainees instructional participation. That is, greater number of them (58%) were judged inadequate with respect to the majority of the variables contained in the category of initiation. It is only 14% of the instructors who were ranked as more adequate, while 28% of them as average. This means that more than half of the instructors (58%) were observed to be less adequate in view of the skills required to promote trainees instructional participation. More precisely, it is witnessed that, the instructors judged less adequate, made little or no effort to ask questions, induce trainees inquiry learning from teaching aids demonstrated, initiate trainees extended response, ask high cognitive questions, and allow trainee initiated questions. Moreover, these instructors were found delivering long and un interrupted lecture and made little effort to make trainees participate in the instruction. Hence, this is taken as the instructors serious inadequacy which could have a negative impact upon trainees learning. To this end, Dunkin, et al., (1974:338-339) and Ammedion and Giammatheo (1973:285), in their research review have indicated that

teachers who are asking more questions, allowing more students response and questions, and made short lecture are found effective in promoting students success in learning. In addition, the studies of Torrance and parent, 1968, Walberg, 1969; cited in Rosenshine, (1971:45) identified that, teachers who employ variety of teaching materials and teaching aids, initiate students inquiry learning from teaching aids demonstrated are found to have significantly promoted students success in learning. Furthermore, it has been verified that, teachers skill of initiation particularly related to asking questions of different cognitive levels - recall, comprehension, analysis, evaluation questions have bearing upon students' understanding and critidal learning (Thompson and Bower, 1966 and Kleinman, 1969 in Rosenshine, 1971:50; Smith and Meux, 1967 and Zahorick, 1970 in Dunkin, et al., 1974:196; Nuthall, 1970 in Channan, 1973:23-24).

In view of the generalization that can be drawn from the above findings, the majority of the instructors (58%) in this study, appear to be inadequate in their activity of promoting trainees instructional participation, vis-a-vis success in learning.

On the other hand, 14% of the instructors ranked above average and strong appear to be adequate in promoting trainees instructional participation. They were observed

initiating trainees instructional-involvement: allow trainees to ask questions, ask inquiry questions related to teaching aids demonstrated and ask questions of different cognitive levels (recall and comprehension).

Viewed from those teacher effective initiation skill which the different research studies have identified, the instructors rated adequate (14%) appear to have properly facilitated trainees participation in the instruction. This implies that the instructors have adequately promoted their trainees success in learning.

Fourth, the other major teaching quality on the basis of which the instructors evaluated relates to reaction skill. The criterion-variables employed focus on the instructors quality of reaction-feedback acts in return to trainees response and questions.

The finding indicate that almost three-fourth of the instructors (72%) were ranked inadequate in their skill of reaction to trainees response and initiations. It is only 7% of the instructors who were judged as more adequate. The remaining 21% were ranked as verage.

Of all the category of variables employed in this study, the reaction variables appear to have been least effected by the majority (72%) of the instructors. That is, the

instructors were observed not extending appropriate feed back following trainees response and/or initiations. More specifically, they were not observed performing activities related to praising trainees appropriate response, acknowledge trainees correct response, accept and appreciate trainees initiations, employ subsequent questions in return to trainees incorrect response-probing, refocusing, and/or redirecting questions; recaptulating series of exchanges - check correctness of responses or modify responses. However, no instructor was observed employing extended criticism against trainees incorrect response.

The majority of the instructors (72%) were found to be inadequate in reaction skills, probably, for the following two major reasons. First, more than half (58%) of the instructors have made little or no effort to initiate trainees instructional participation. Second, the instructors judged average (28%) and above average (14%) in view of the initiation variables, although ask questions, do not appear to have extended proper feedback activities following the trainees responses. Moreover, the majority of the instructors appear to have monopolized the entire instructional process. As a result, they were found not in a position to promote trainees active involvement and thereby extend feed back to the trainees response.

In line with this, Bayer (1972) indicated that,

return to trainees response and initiations.

In general, the findings and analysis of the data obtained show that majority of the pedagogical course instructors have problems in actual instructional skills in particular. Greater percentage of them (51.25%) were found to be inadequate in the skill of operating the major instructional operations and employing the techniques intact. That is, their instructional quality with respect to structuring the instructional operations, initiating trainees instructional participation and giving feedback to trainees response and initiation was ranked inadequate. This implies that a good number of the instructors have not acted adequately in promoting trainees successful learning.

Nevertheless, it must be clear that majority of the instructors (69%) were ranked as average and above in view of their performance related to planning-instruction. This indicates that, there is a big difference in their quality of planning instruction and their actual instructional performance. Such happening is often explicated to be a result of too many factors. Among the factors frequently mentioned include, the quality of teacher training programme and contextual factors-the condition under which the instruction took place (Biddle and Ellena, 1964:8).

Related to the first factor, conventional type teacher education programmes are often identified as causes for the gap, for, they emphasise on issue related to teachers' knowledge of planning and decision making than actual teaching abilities and skills required to work in a classroom (Jackson, 1979:28).

Contextual factors such as physical and environmental condition of classrooms, size of class, teachers' load of teaching, teaching experience ... etc. on their part narrow or broaden the gap between teachers' instructional plan and actual performance (Cook, et al., 1909:275; Tikunoff, 1977: 171-172).

Nevertheless, the data obtained through the post evaluation questionnaire and analyses of related documents indicate that, the quality of the training programme which the instructors in this study have passed through, appears to be the major factor for the gap observed between the instructors quality of planning and actual teaching.

The data obtained through the post evaluation questionnaire and analyses of documents of the Bahir Dar teachers' college's pedagogical programme, particularly related to curriculum, methods courses and practice teaching is presented as follows.

1. Relationship of the Instructors Present Skill of teaching with their college skill training experience

1.1. First, it was observed that among the various courses the instructors attended during their college study the curriculum programme involves a practical course known as "curriculum workshop" (Pedagogical science 351) other than the introductory theoretical course known by curriculumdesign (ped. sc. 234).

The course "Curriculum Workshop" is a semester project entirely devoted to practical skill training with respect to plannining-instruction. The major objective of the course is to enable trainees acquire the ability and skill of preparing annual, semester, and daily instructional plans. Through this course in particular, the college trainees are made to involve in practical activities of producing annual and daily instructional plans. More specifically, they are made to engage in series of exercises related to stating general and specific instructional objectives, selecting and organizing contents, specify didactic operation and indicate teacher and student role, state assessement mechanisms (Curriculum workshop-course outline, 1981:2).

Seen against the present evaluative results-where 69% of the instructors were ranked average and above in the planning skill, it appears that, the "curriculum workshop"

course has positive bearing on the instructors present planning skill. To this end, considerable number of the instructors (87.2%) have further confirmed that the course has helped them to acquire those technical skills of planning instruction (Table 6).

Table 6. Summary of the response of the instructors skill training experience related to planning classroom instruction

No.	Item	Yes %	No %	No Response
12.	The college curriculum programme enabled you acquire the skill in:-			
12.1	Setting instructional objectives	100	-	-
12.2	Selection and organization of instruction content.	70	20	10
12.3	Logical sequencing of content from simple to complex.	60	30	10
12.4	How to prepare and use teaching aid.	90	-	10
12.5	Selecting and using proper method of assessing students learning	80	20	-
13x6	The college curriculum programme involves practical skill training related to preparing daily and annual instructional plan	100	0	-0
14.	The college programme involves practical training related to preparing tests and other methods of evaluation of	90	10	-
	Average	87.2	11.4	4.4

This indicates that, the proper consideration of theoretical and practical training components in the curriculum programme, appears to have facilitated the trainees skill of planning instruction and hence, majority of the instructors present quality of planning was found adequate.

1.2. Second, the data pertaining to the efficiency of the college pedagogical programme with respect to methods course and "practice teaching" appears to have a relationship with the instructors present quality of instructional performance.

It was observed that, the college methods course is organized to offer theoretical knowledge only (see appendix 5) Practical skill training aspect is absent. That is, classroom-skill training schedules have not been developed and implemented. Hence, absence of practical skill training appears to be one of the possible factors that contribute to the instructors present inadequacy in classroom-skills. To this end, 94% of the instructors under this study have responded that the methods course they have attended did little to enable them gain the technical skills of effective instruction (see table 7).

The instructors further described that, the methods course was confined to offering theoretical knowledge of

Table 7. Summary of the responses of the instructors related to skill training experience along with their college methods course.

No.	Item	Yes %	No %	No Response
9.	The methods course you have attended involved both theoretical and practical training components.	10	90	-
10.	Does the practical component involved schedules such as micro-teaching and/or simulated teaching.	10	90	-
11.	If yes, did such schedules enabled you to acquire the following skills:			
11.1	How to structure instruction at the level of introduction, development and closure.	-	100	-
11.2	How to maintain students instructional attention.	-	100	-
11.3	initiating students instructional participation.	-	100	-
11.4	using variety of questioning techniques.	-	100	-
11.5	Using teaching aids in a more effective way.	40	60	-
11.6	How to logical vary the cognitive level of instruction	-	100	-
11.7	Using examples, local instances to illustrate the content.	-	100	-
11.8	Employing variety of feedback techniques.	-	100	-
	Average	6	94	-

teaching conveyed through lecture and discussion. This indicates that the methods course offered in the college did not provide trainees the opportunity of practicing and acquiring the skills required to conduct effective instruction. Consequently, this appears to have relationship with the instructors present quality of instruction. To this end, Smith (1969:102) noted that, if a method's course remains to offer theoretical contents only, what trainees get out of such courses is an academic knowledge of teaching. It simply is not possible to acquire complex teaching skills by lecturing and discussing about them ... Hence, teachers trained in such a way usually are confronted with unbridgeable gap between what they learn from methods course and the skills actually needed to teach effectively.

As it can be observed in Table 8, the instructors under this study have obtained high grades in methods and other pedagogical courses. Consequently, they have been given priority to teach in the teacher training institutes (T.T.I's). As indicated in the official document of the Department of Teacher Education (DTE), such an assignment was made with the view that graduate teachers having high cummulative grades, are better in teaching and in rendering effective professional services (DTE - annual report, 1989:12-13).

Nevertheless, contrary to the grade points the instructors obtained in methods course in particular, the

Table 8. Average-scores attained by the instructors in various pedagogical courses.

No.	Course	A	B	C	D	F	Total
1.	Educational Philosophy	3	6	1	-	-	10
2.	Educational Psychology	4	5	1	-	-	10
3.	Educational Management and Supervision	2	7	1	-	-	10
4.	Curriculum and Teaching Materials	4	4	2	-	-	10
5.	Methodology	4	5	1	-	-	10
6.	Total	17	27	6	-	-	50
7.	Percentage	34	54	12	-	-	100

evaluative results of this study show that, they are inadequate in their quality of conducting proper instruction. This indicates that, the instructors "achievement scores" in pedagogical courses in general and methods courses in particular, have little relationship with their present skill of classroom instruction.

By inference, lack of proper integration of theoretical and practical training components in methods course, and/or absence of systematic teaching-skill training schedules appears to have a relationship with the instructors present inadequate skill of instruction.

1.3. Third, the data obtained about the colleges' "practice teaching" programme through which all the present instructors have passed, appears to have undergone through series of schedule change beginning from the very inception of the college. That is, in the year 1977, the "practice teaching" known as "attachment" programme, was a yearly programme where "student-teachers" were assigned to all the T.T.I's of the country (Academy of pedagogy, 1975:28-29). However, since 1979, the "practice teaching" programme became a semester project and was accomplished in the T.T.I. attached to the college. Later, beginning the year 1981/82, because of the removal of the T.T.I. attached to the college, the "practice teaching" programme was reduced to a two-week schedule conducted in the nearby secondary

school (Practice teaching programme: 1990:1-2).

Despite the change made in the time allotted for "practice teaching", no qualitative modification appears to have been made. That is, as it can be observed from the latest document (1990); the programme has not been reorganized in a way to let trainees practice on clearly defined and specified technical skills of classroom instruction (see appendix 6).

In connection with this, the majority of the instructors (77.8%) in this study, - who have passed through the last two "practice" teaching" programmes responded that, their practice teaching did little to enable them exercise and acquire technical skills required to conduct effective teaching (see Table - 9). The instructors further responded that during both observation and actual practice weeks they were not provided with list of instructional skills or procedures of instruction on the basis of which they work in the classrooms.

Moreover, the instructors have indicated that the college supervising teachers were giving attention to performances related to unit and lesson plans, but not to actual classroom instructional skill. They further noted that the college teachers made little effort to help them practice various techniques of instruction. Instead, they were giving general and global comments against the

Table 9. Summary of the response of the instructors related to their "practice teaching" experience during college study.

No.	Item	Yes %	No %	No Response %
17.	Trainees are briefed about the objectives and procedure of the practice teaching before proceeding the activity.	-	100	-
18.	You have observed the classroom performance of model teachers prior to the actual practice.	100	-	-
20.	Prior to the practice, you are provided with list of teaching-techniques, to use during your teaching.	-	100	-
21.	If yes, the techniques indicated in questions 9-14 were present.	-	100	-
22.	22.2 Your practice teaching enabled you acquire various techniques of effective instruction.	-	100	-
	22.3 It simply enabled you to have general experience about teaching, classrooms and students.	100	-	-
23.	23.1 Supervisors observe and evaluate your performance on the basis of the list of techniques you are provided before hand.	-	100	-
	23.2 If yes, the supervisor extend feedback in view of your performance related to the techniques.	-	100	0
	23.3 The final evaluation was based on your performance with respect to the list of techniques of effective teaching.	-	100	-
	Average	22.7	77.8	-

instructional performance of each trainee. This indicates that, the practice teaching programmes organized at the college do not appear to have provided the present instructors with the opportunity to exercise and acquire the instructional skills necessary to function in a classroom.

By implication, like most conventional teacher education programmes, the "practice teaching" seems to be organized to enable trainees have a general teaching experience, but not those specific abilities and skills of scientific-techniques and procedures of teaching.

Seen against a training programme that functions on clearly specified instructional techniques, the "practice teaching" programme organized at Bahir Dar teachers' college appears to be more of the traditional type and, hence, has made little contribution to promote its graduates present skill of classroom teaching.

In line with this, Smith (1969:102) noted that, "practice teaching" organized in the conventional sense is not training, but a type of reality experience in which a trainee learns how to teach by trail and error. Moreover, it has been confirmed that if the purpose of practice teaching is to enable the prospective teachers exercise and acquire technical skills of teaching, then change is

needed in the training programmes organized in the traditional way (Willis, 1968:221).

Lack of modifying and reorganizing the "practice teaching" programme at Bahir Dar Teachers' college in such a way that it functions on clearly specified techniques of teaching hence, appears to have contributed to its graduates (present instructors) inadequacy in classroom skills.

2. It was observed that, there exist no inservice training programme specifically organized to upgrade and promote the instructors skill of classroom teaching. As indicated in the official documents of the Department of Teacher Education, (which sponsors the T.T.Is) three short workshops have been organized since 1983. In all these workshops, matters related to the pedagogical curriculum, teaching materials and planning teaching are given due attention (D.T.E. Report on Nazareth Workshop, 1983, 1985, 1988). The Department of Teacher Education (DTE) has organized and implemented no inservice programmes specifically aimed at upgrading and promoting the instructional skill of pedagogical course instructors. Moreover, as it can be observed from Table 10, *100%* of the instructors in this study respond that, they have not experienced inservice training programmes particularly designed to improve their instructional skill.

Table 10. Summary of the response of the instructors related to their inservice training experience.

No.	Item	Yes %	No %	No Response %
25.	The 1983, 1985, 1988 workshops held at Nazareth town involves Practical training related to how to plan classroom instruction, improving the pedagogics, psychology syllabi.	90	10	-
26.	Matters related to the administration and management of T.T.I. Programmes	100	-	-
27.	Skill training specifically designed to improve the class room teaching skill of T.T.I. instructors.	-	100	-

Nevertheless, it must be clear that, it is wrong to assume that teachers once passed through preservice teacher education programmes are always perfect in classroom teaching skill. Instead, it is necessary to upgrade their teaching skill through permanently offered inservice training. It is through inservice training programmes that teachers often modify their teaching behavior and sharpen their skills of teaching (Friedman, 1980:7).

Viewed from this common understanding, the pedagogical course instructors have got no inservice training opportunity so as to modify and improve their present quality of classroom instruction. This implies that, absence of inservice training related to technical skills of instruction appears to work along with the factors which contribute to the instructors present quality of instructional skills.

3. The contextual factors considered in this study (classroom physical and environmental condition, number of trainees in each classroom, teaching load and years of teaching) appear to have little relationship with the evaluative results obtained.

3.1. As it can be observed from Table 11, all the classrooms in which the study took place were judged condusive. That is, all are well equipped with the necessary facilities - desks, table, chair and blackboard. They are also well ventilated and properly lighted.

Table 11. Summary of the judges observation related to classroom context

No.	Item	Yes	%	No	%	Remark
1	The classroom is well equipped with desks available for all trainees.	4	100	-	-	
2	There is table and chair of the teacher	4	100	-	-	
3	Properly Set and clean blackboard	3	75	1	25	
4	The classroom is well ventilated	4	100	-	-	
5	The classroom is properly lighted (illuminated)	4	100	-	-	
6	The size of the class is relatively small	4	100	-	-	
7	Average		95.8		42	

3.2. The number of trainees in all the classrooms observed was relatively small (see Table 12). The number of trainees in each room ranges from 27 to 31. The average number was 29 in Harar and 28 in Debrebhirhan T.T.I.

Compared to the class size that ranges from 68 to 83 in the case of most secondary schools and where overcrowding seriously affects teachers' classroom activity (Tekeste, 1990:48-51); the number of trainees in the classrooms under this study seems to be manageable and hence have little impact upon the instructors' classroom performance.

Davies (1981:118) having reviewed classroom studies, has further suggested that 10-25 students in a classroom is a normal size to conduct effective discussion augumented lecture.

Seen against this, the average number of trainees in the classrooms of the two T.T.Is exceed the size suggested only by three or four numbers. This shows that the class-size in the two T.T.Is appears not to be among the factors which have seriously influenced the teaching skill of the majority of the instructors.

3.3. The weekly teaching load of each instructor also appears to be small. That is, the instructors weekly teaching load ranges from fifteen to twenty (15-20) periods.

Table 12. Number of trainees in the Rooms observed in Harar and Debre Birhane T.T.I.'s

INSTITUTE	CODE FOR ROOMS	NUMBER OF TRAINEES
HARAR	Rm-1	27
	Rm-2	31
	Rm-3	30
	Rm-4	29
	Rm-5	28
DEBRE BIRHAN	Rm-6	30
	Rm-7	28
	Rm-8	26
	Rm-9	29
	Rm-10	27

The average was sixteen periods per week. This means that, each instructor teaches only an average of two point three (2.3) periods (each period is forty minutes) per day.

3.4. The instructors' years of experience in teaching the courses pedagogics and psychology range from two to eight years (2-8). The average years of experience in teaching these courses is 4.6 years. However, the instructors whose years of experience in teaching the courses is above the average year appear to have common problems with the instructors whose years of teaching experience is below the average year. This indicates that difference in years of experience of teaching pedagogical courses brought no major variation among the instructors level of efficiency in employing the criterion variables labeled in this study.

In general, the contextual factors-the classrooms physical and environmental condition, size of the class, teaching load, years of teaching experience appear to have little relationship with the instructors present skill of instruction, compared to those factors related to the programme efficiency of the preservice and inservice training through which they have passed.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

Evaluation of teaching in the last fifty years focused on assessing teachers' quality related to management and discipline, cooperation and loyality, plan and method, professional attitude, personality, manner and voice ... etc. However, little attention have been given to teachers' technical skill of classroom instruction.

Today, with the gradual shift of the purpose of evaluation from a formality of merit rating to improving classroom teaching, attention is given to the efforts that focus on appraising teachers' instructional skill in particular.

Following this trend, this study focused on evaluating the instructional skill of pedagogical course teachers in Harar and Debrebirhane Teacher Training Institutes. To this end, Smith's pedagogical model which is a product of research on instructional effectiveness, was selected as a principal paradigm to accomplish the evaluation activity.

Based on the model selected, the instructors quality of instruction with respect to planning, structuring instructional operation, initiating trainees participation,

and reacting to trainees response and initiations was investigated.

Eventually the following results were obtained.

1. In the skill of planning instruction, 50% of the instructors were judged as "strong" and "above average", while 19% as "average" and the rest (31%) as below average (weak and poor).

2. In the skill of structuring-instruction, 27% of the instructors were judged as "strong" and "above average", while 29% of them as "average", and the remaining 44% as below average.

3. In the skill of initiating trainees instructional participation, 14% of the instructors were judged as "above average" and "strong", while 28% of them as "average" and the remaining 58% as "below average".

4. In the skill of reaction to trainees response and questions, 7% of the instructors were judged as above average, while 21% of them as "average" and the remaining 72% as "below average".

As observed in Table 5, the results obtained were summarized and appear as follows; almost 51.25% (mean average)

were found less adequate in view all the criterion-variables employed in this study. While, 24.25% (mean average) as average. Only 24.50% (mean average) of the instructors were found to be more adequate.

Related to this, the post-evaluation investigation identified some of the possible factors which appear to have worked along with the evaluative results obtained.

The deficiency of the college training which the instructors in this study have passed through was found to be among the factors which closely worked along with the evaluation results.

First, it was found out the curriculum programme offered at Bahir Dar College involves practical course through which the trainees (present-teachers) have gained practical skills of planning classroom instruction.

Second, contrary to the curriculum programme, the methods course offered in the college, did not involve practical skill training. The methods course which the present instructors have attended was found focusing only on theoretical matters. That is, the course did not embrace practical skill training schedule that function on clearly specified techniques of classroom teaching.

Third, the "practice teaching" which the present instructors have passed through was not a thorough and systematic programme. The programme was not developed in a way it functions on various techniques of classroom instruction. Instead, it was organized so as to make trainees have a general experience to teaching, student and classrooms.

Fourth, the inservice training which the instructors have participated in was found not involving a skill training on those techniques of effective classroom teaching. The inservice programmes organized since 1983 were found to focus only on matters related to modifying the pedagogical syllabi, teaching materials, ... etc. but not on issues related to upgrading the teaching skill of the instructors."

Fifth, unlike the preservice and inservice training factors, the contextual variables (physical condition of the classrooms, size of trainees in the classrooms, teaching load of each instructor and teaching experience) were found to have little influence on the instructors' skill of teaching.

5.2. CONCLUSION

This study which evaluated pedagogical course instructors classroom teaching skill, has generally revealed two important facts. First, it identified that greater number of pedagogical instructors were less adequate in the skills required to effect good instruction. This was taken to have a negative bearing upon trainees successful learning. This holds true for, proper students learning takes place completely or partially as teachers properly plan classroom instruction, structure their instruction in a logical and orderly way, initiate students instructional participation and extend appropriate feedback to students response and questions (Smith, 1963:187; Jackson, 1979:28; Strasser, 1967;69).

Second, this study has also discovered that, the inadequacy of the teaching skill of the majority of the pedagogical course instructors relates to the quality of the preservice and inservice skill training programmes which they have passed through. This was proved from two perspectives; primarily, the curriculum programme which the instructors have attended during their college study was found properly harmonizing theoretical and practical skill training components. This was taken to have contributed to the instructors present adequacy in preparing instructional plans. This appears to be true for, 69% of the instructors

were ranked as average and above in their quality of planning classroom instruction.

Secondly, contrary to the curriculum programme, the methods course which the instructors have attended during their college studies was found to have not embraced a systematically organized practical teaching skill training programme that functions on clearly specified techniques of teaching. Consequently, this was taken to have greatly contributed to the instructors present inadequacy in actual classroom instruction skills.

In line with this, Smith, (1969:70-71), Gage, (1978); Perrot (1986); Sarason, et al. (1986); Haustin, et al, (1972) agree that, a teacher to handle proper classroom teaching, he/she needs to be a master of the various techniques of teaching. In order to acquire the techniques, a thorough and systematic skill training schedules must be introduced in teacher education programmes.

Seen from this perspective, the methods course which the pedagogical instructors have passed through was found to have not involved systematically organized practical skill training schedule. That is, the course focused only on theoretical matters. Practical skill training that base on techniques of classroom instruction is absent. Hence, what the present instructors have gained from the methods course they have attended seems to be academic knowledge

of teaching but not skills of classroom teaching. As a result, it was concluded that absence of systematic skill training along with the methods course which the instructors have attended during their college studies appears to have contributed to their present inadequacy in classroom instructional skills.

Similarly, the "practice teaching" programmes which the instructors have experienced during their college studies were not a modern type. That is, they are not organized in a way to function on clearly specified techniques of teaching. Hence, the programmes appears to have contributed little in order the trainees (present instructors) acquire the skill in the different techniques of classroom teaching. Therefore, it was generalized that, lack of reorganizing the college practice teaching programme in a way it function on clearly specified techniques of instruction appears to have contributed to the instructors present inadequacy in classroom teaching skills. To this end, Smith, (1969); Willis, (1968); Joyce, (1969) identified that practice teaching of the traditional type which bases on the assumption that, first hand experience and "student teaching" are training, needs to be phased out as quickly as possible. The reason is, it lacks systematic skill training that will be relied upon to provide trainees with the techniques of teaching required to function in a classroom (Stone and Morris, 1972:221).

Added to the problems associated with the instructors college training, the inservice programmes they have attended appear to have little contribution to acquint the T.T.I. pedagogical instructors with the various techniques of teaching. That is, the three inservice programmes organized by the D.T.E. since the year 1983, were not specifically designed to improve the instructors skill of classroom instruction. Instead all focused on matters related to curriculum, teaching materials, etc.

Nevertheless, prominent educators in the area of teacher education, - Smith, (1975); Robert, (1987), Freidman, et al., (1980), Sarason, et al., (1986), Turner, (1971) Strongly stress on the importance of inservice training to improve teachers' skill of classroom teaching.

In view of this, it was generalized that lack of organizing inservice programme which is specifically designed to upgrade the teaching skill of pedagogical course instructors appears to have restricted them from improving their present inadequacy in classroom skills.

In general, excluding the contextual variables which appear to have contributed little to the instructors present inadequacy, factors related to college training, inservice training seem to have close association with the instructors present inadequacy in effecting the techniques of teaching

labelled as the criterion variables in this study. However, it must be realized that the findings, analysis and the generalization made are not final. Further investigation need to be carried along with additional factors which could have a contribution to the state of affair uncovered in this study. That is, studies in areas related to professional attitude, personality, job satisfaction and other administrative and management problems influencing the instructional competence of the pedagogical course teachers need to be thoroughly investigated.

Finally, from the results, analysis and the conclusion reached, the following recommendations considered to be essential are suggested.

5.3. RECOMMENDATIONS

Greater number of the pedagogical course instructors in the T.T.I's were found to be inadequate in classroom teaching skills. More specifically, the instructors were observed to have acted inefficiently in view of actual classroom instructional skills compared to their quality of planning performance.

Among the factors which appears to have contributed to the inadequacy primarily, relates to the quality of the college's methods course and "practice teaching" programme through which the instructors in this study have passed.

And hence, it is recommended that:

1. The methods course offered at Bahir Dar Teachers' College need to be reorganized in a way it properly integrates theoretical and practical training components. To this end, the course should take cognizance of two important facts:

   1.1. It needs to embrace contents related to techniques of effective teaching which research studies have made it available.

   1.2. There is also a need to organize systematic skill training programmes such as microteaching and/ or simulated teaching, in order to put the college-trainees in a situation where they exercise and master the techniques. Like many African teachers' colleges, it is possible to organize such training programmes in a way they require no expensive hard wares (closed circut TV or Video tapes).

2. The "practice teaching" programme (as it appears now) need to be modified as quickly as possible. That is, it should be reorganized in a way it benefits "student teachers" learn and practice those technical skills of effective teaching.

3. Teachers' competence in classroom skills is not only a function of the programme efficiency of preservice

training. Inservice programmes (Workshops, short summer training schedules ... etc.) also have profound effect to this end. However, little or no effort was made on the part of the Department of Teacher Education (DTE) to organize and implement inservice programmes basically aimed at improving the teaching-skill of pedagogical course instructors in the T.T.Is. Consequently, it was recommended that, the Department of Teacher Education, needs to organize inservice programmes not only on matters related to curriculum, teaching materials ... etc. but also on teaching procedures and techniques. This would undoubtdly enable the pedagogical course instructors improve their present inadequacy in classroom teaching skills.

4. Finally, T.T.I. officials should also be able to organize small-scale training schedules on matters related to how to teach effectively. To this end, they can invite experts in the area to share their knowledge and experience with respect to procedures and techniques of effective teaching. Such effort could be taken as immediate solution to help the pedagogical course instructors improve their teaching skill and gain new profeciency in teaching.

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APP. 1. PRELIMINARY OBSERVATION FORMAT

CATEGORY	Code	NO. OF VARIABLES
1. PLANNING	P	22
2. Structuring	S	22
3. Initiating	I	19
4. Reacting	R	10
5. Total		73

Guide to use the format

Preliminary Observation Guide

I.

The Course _____

1. Date _____
2. Selection (class) observed _____
3. Length of the Observation Period _____
4. The Number of Trainees _____

II. The Condition of the Classroom

1. The classroom is well equiped with desks available for all trainees.

   / / Yes / / No

2. Table and chair for the teacher.

   / / Yes / / No

3. Properly set and clean blackboard.

   / / Yes / / No

4. The classroom is well ventilated

   / / Yes / / No

5. The classroom is properly lighted (illuminated)

   / / Yes / / No

Code	Variables of Planning Classroom Instruction	Yes	No	Remark
P_1	Teachers plan consists of instructional objectives.			
P_2	Teacher states the objectives in a form of trainees' observable action.			
P_3	Teacher states the objectives in a way they integrate trainees observable action and the instructional content.			
P_4	Teachers states objectives refering to the trainees low level cognitive changes only. (Cognition, memory of facts.)			
P_5	Teacher states objectives refering to the trainees high level cognitive changes only (comprehension, analysis synthesis, evaluation, ...).			
P_6	Teachers states objectives in a way they include both high and low level cognitive changes.			
P_7	Teacher's plan consists of logically sequenced topic (sub topics) (simple to complex)			
P_8	Teachers plan identifies terms or phrases to be defined.			
P_9	Teachers plan consist of facts to be described.			
P_{10}	Teachers plan consists of causes, reasons relationships to be explained.			

Code	Variables of Planning Classroom Instruction	Yes	No	R.
P_{11}	Teacher's plan identifies instances and examples to be employed during the content instruction.			
P_{12}	Teacher's plan specifies statements of teacher's share in carrying through the instruction.			
P_{13}	Teacher's role is described as initiator			
P_{14}	Teachers role is described as director and lecturer.			
P_{15}	Teachers plan consists of trainees share in carrying through the instruction.			
P_{16}	Trainees role is described as respondents of teacher's initiations.			
P_{17}	Trainees role is described as be on respondents and initiators.			
P_{18}	Teachers plan consists of statements pertaining to teaching materials and teaching aids to be employed.			
P_{19}	Teachers plan consists of review questions to be used to check trainees entry behavior.			
P_{20}	Teachers plan consists of questions helpful to observe trainees general knowledge in relation to the content to be presented.			
P_{21}	Teachers plan consists of methods of checking trainees standard of learning along with the progress of the content instruction.			
P_{22}	Teacher's plan specifies statements of assignments to be accomplished by the trainees.			

Code S	Category-Structuring	Yes	No	Remark
S/R	Routine			
1	Punctuall			
2	Check whether trainees have their proper seat			
3	Check attendance			
4	Check arrangement of teaching aids and/or teaching materials			
5	Indicate the objectives of instruction			
6	Describe trainees work and their share in carrying through the instruction			
7	Indicate and/or write on the black board the topic/subtopic to be instructed.			
S/I	Introduction			
1	Makes brief review of the contents covered in the preceding session by himself			
2	Poses review questions			
3	Recaptualtes trainees response elicited by review questions.			
4	Forwards statement of linkage which marks the beginning of instruction of the preceding topic/subtopic.			

Code S	Catagory - Structuring	Yes	No	Remark
S/D	Development			
	Imposes factual information			
5	Define concepts (terms, vocabularies)			
6	Describes parts, elements, characteristics embeded in the information.			
7	Explains the similaries and deférences among the parts, elements characteristics of the information			
8	Instantiate (examples)			
S/D	Imposes fact or actions in relation			
9	Describes the problem			
10	Analyse the facts in relation to the problem situation.			
11	Describes the performance by which the action is exercised in the problem situation.			
12	Demonstrate the performance.			
S/D	Imposes general, abstract information			
13	Definition of abstract terms			
14	Description of parts characteristics			
15	Explanation of cause, reasons, relationship, rules.			
16	Instantiate through concrete facts, illustrations, examples.			
17	Rates the information or the abstract fact presented.			

Code S	Category - Structuring	Yes	No	Remark
	Concertization			
S/D	Varies the media of instructional operation			
18	Use material (figural, symbolic-invites trainees to use the material.			
19	Use teaching aids.			
20	Invites to use teaching aids.			
	Varies trainees classroom activity			
21	Listening			
22	Speaking			
23	Observing			
24	Doing			
S/D	Consolidation			
25	Summarizes by himself/herself			
26	Poses summary questions			
27	Comments on responses elicited by summary questions			
28	Recaptulates, general conclusive remark.			
29	Announces topic/subtopic of proceeding instructional session.			
30	Gives assignement			
	30.1. Reading			
	30.2. Written			
	30.3. Other			

Code S	Category - Initiation	Yes	No	Remark
1	Initiates trainees verbal response 1.1. Simple and short			
	1.2. Extended			
2	Initiates trainees initiated questions			
3	Initiates trainees non verbal response - observing - doing			
4	Initiates questions directed to individual trainees			
5	Initiates questions directed to the class as a whole. Poses questions of cognition			
6	Definition of concepts (terms vocabularies)			
7	Recall of information Poses - question of comprehnsion			
8	Restate in own words			
9	Gives concrete example of an abstract idea			
10	Translate verbalization into symbolic and vice versa			
11	Give reason (tell why)			
12	Show similarities and differences			
13	Summarize from objects of evidence			
14	Show cause and effect relationship			
15	Give analogy			

Code S	Category - Initiation	Yes	No	Remark
16	Apply abstract knowledge in a practical situation.			
	Poses questions of analysis and synthesis			
17	Point out particulars to justify conclusion.			
18	Show interaction or relationship of (elements, parts, characteristics) of abstract information.			
19	Suggest planned operation.			
20	Produces personal work. Poses question which demand trainees comment and evaluation.			
21	Evaluate interms of evidence presented			
22	Evaluate interms other external criteria.			

Code S	Category - Reaction	Yes	No	Remark
	Verbal reaction to trainees appropriate response.			
1.	Acknowledges			
2.	Simple praise			
3.	Elaborate praise			
4.	Simples confirmation			
5.	Repeats trainees response positively			
6.	Restates trainees response positively			
7.	Confirmes by elaboration.			
	Reaction to trainees appropriate response. (Non-Verbal)			
8.	Noddes the head-positive			
9.	Smiles			
	Verbal reaction to trainees inappropriate response.			
10.	Criticizes, accuses, uses sarcasm			
11.	Tbreatnes			
12.	Negative personal response			
13.	Punishes (order the trainee to move out of the classroom)			
	Reaction - Improving inappropriate response.			
14.	Gives the appropriate response by himself/herself.			
15.	Elaborates the initial question and asks			

Code S	Categroy - Reaction	Yes	No	Remark
16.	Prompts by giving clues			
17.	Request for justify response			
18.	Redirect the question to other class members.			
19.	Recaptulate - correctness of responses checked.			
	Reaction to trainees initiation			
20.	Accepts trainees initiated questions			
21.	Reacts by himself			
22.	Redirects to the class ro individual trainees.			
23.	Recaptulates and checks correctness of responses.			

APP. 2. FINAL EVALUATION FORMAT

Category	No. of Variables
1. Planning	7
2. Structuring	8
3. Initiating	13
4. Reacting	6
Total	34

T

Code	Variables - Planning	A	B	C	D	E
01-1	This teacher is able to set proper instructional objectives.					
01-2	The teacher has properly specified contents appropriate for the objectives of the instruction.					
01-3	The teacher has organized the contents of the instruction in a logical and orderly way.					
01-4	The teacher has selected a method of instruction suitable in promote trainees active participation viz, the attainment of the instructional objectives.					
01-5	The teacher has selected instruct-ional materials and teaching aids appropriate to facilitate the content instruction.					
01-6	The teacher has properly set questions of checking trainees learning in and after the instructional session.					
01-7	The teacher has properly set standard of performance to check trainees entry behavior (prior-knowledge).					

Code	Variables - Structuring	A	B	C	D	E
02-1	The teacher properly check the condusiveness of the classroom. Condition prior to proceeding the instruction.					
02-2	Teacher maintains the attention of trainees and motivates them to set their goal related to the content-instruction.					
02-3	Teacher properly assesses the trainees prior knowledge and understanding related to the content presented earlier.					
02-4	Teacher properly linkes the content of instruction of the previous lesson with the present.					
02-5	The teacher presentes the contents of each topic (subtopic) in a logical and orderly way.					
02-6	The teacher proceeds his instruction on each topic (subtopic) through proper recaptulation					
02-7	The teacher close the instruction on each topic (subtopic) in a logical and prderly way.					
02-8	Teacher properly set conditions so that trainees enrich their knowledge from the instruction through further reading and doing assignments.					

Code	Variables - Initiation	A	B	C	D	E
03-1	Teacher properly motivates trainees instructional participation.					
03-2	Teacher is open to trainees input and instructional contribution.					
03-3	Teacher call trainees by their names with the aim to promote trainees involvement.					
03-4	Teacher is able to ask questions closely related to the key points and objectives of the instruction.					
03-5	Teacher appropriately initiates both individual and group participation					
03-6	Teacher is able to promote both "teacher-trainee" and "trainee-trainee" classroom interaction.					
03-7	Teacher ask question so as the trainees inquire what is in the teaching aids demonstrated.					
03-8	Teacher is able to promote an instruction which trainees have the greater share.					
03-9	Teacher permeats trainees extended responses.					
03-10	Teacher has properly promoted trainees low level cognitive learning.					
03-11	Teacher has properly promoted trainees high level cognitive learning.					
03-12	Teacher is able to integrate the contents of instruction to local conditions the trainees will face in their future career.					
03-13	Teacher is able to initiate trainees' instructional participation in a logical and orderly way (simple to complex)					

T

Code	Variables - Reaction	A	B	C	D	E
04 - 1	Teacher is fair to listen to trainees responses, questions, and suggestion.					
04-2	Teacher has properly praised and acknowledged trainees appropriate responses.					
04 - 3	Teacher is tolerant to correct trainees error in learning.					
04 - 4	Teacher has properly clarified points which are not clear to the trainees.					
04 - 5	Teacher is able to direct trainees learning towards the objectives of the instruction by reinforcing selectively those point which are in target.					
04 - 6	Teacher has managed trainees quantity of participation while improving the quality along with the various levels of cognitive thinking.					

APP.3- SUMMARY OF THE INTER-JUDGE AGREEMENT IN RANKING THE QUALITY OF THE TEACHING-SKILL OF PEDAGOGICAL COURSE INSTRUCTORS

CODE	Teachers	A					B					C					D					E					F					G					H					I					J					INTER-JUDGE AGREEMENT TOTAL AGREE	INTER-JUDGE AGREEMENT TOTAL DISAGREE	COEFFICIENT
	Interval-Scale	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A	E	D	C	B	A			
P. 01	PLANNING																																																					
	01 - 1			1	1				1	1				1	1				2				2					1	1				2				1	1				2				2				5	5	
	01 - 2			1	1				2					2					2				1	1				2				1	1				2				2				2				7	3	49/70 = 0.70
	01 - 3			2					2					1	1				2				1	1				2				1	1				2				2				2				7	3	
	01 - 4			1	1		2							1	1		2						1	1				2				2					2				2				1	1			6	4	
	01 - 5	2					1	1				2					2						1	1			2					2					2				2				2				8	2	
	01 - 6	2					2					2					1	1				2					2					2					2				2				2				8	2	
	01 - 7	2					1	1					2				2					2					1	1				2					2				2				2				8	2	
S. 02	STRUCTURING																																																			
	02 - 1			2				1	1				2				1	1				2					2					2					1	1				2				1	1			5	4	
	02 - 2		2			1				1		2					1	1				2					1	1				1	1				2				2						2		6	4	
	02 - 3	2				1	1					1	1				1	1				2					2					1	1				1	1				1	1				2			4	6	50/80 = 0.62
	02 - 4		2			2						1	1				1	1				2					1	1				2					2				2				2				7	3	
	02 - 5		1	1		2				1	1						1	1				2					2					2					2				2				1	1			5	5	
	02 - 6	2					2					1	1				2					2					1	1				2					2				2				2				8	2	
	02 - 7	1	1			2						2					2					1	1				1	1				2					2				2				1	1			5	5	
	02 - 8	2					2					2					2					2					1	1				2					2				1	1			2				9	1	
I. 03	INITIATING																																																		
	03 - 1	1	1					2				1	1				2					2					1	1				2					1	1				2				1	1			6	4	
	03 - 2	1	1				2					1	1				2					1	1				1	1				1	1				2				2				1	1			4	6	
	03 - 3			2				2					2				1	1				2					1	1				2					2				2				2				8	2	
	03 - 4		1	1			2					1	1				2					1	1				2					2					2				1	1			2				6	4	
	03 - 5		2				2					1	1				2					1	1				2					2					2				1	1			1	1			6	4	85/130 = 0.65
	03 - 6	1	1				1	1				2					1	1				2					1	1				2					1				2				2				5	5	
	03 - 7		2				2					2					2					2					2					2					1	1				2				2				9	1	
	03 - 8	2					2					1	1				2					2					1	1				1	1				2				2				2				7	3	
	03 - 9	2					2					2					2					2					2					2					1	1				2				2				9	1	
	03 - 10		1	1					2			1	1				2					2					1	1				2					2				1	1					2		6	4	
	03 - 11	1	1				2					2					1	1				2					2					1	1				2				1	1				2			7	3	
	03 - 12	1	1				2					1	1				1	1				2					2					2					2				1	1				2			6	4	
	03 - 13		2				2					1	1				1	1				2					1	1				1	1				2					2				2			6	6	
R. 04	REACTING																																																			
	04 - 1	2					1	1				2					2					1	1				1	1					2				2				2				2				7	3	
	04 - 2	2					2					2					2					2					1	1				2					1	1				2				2				8	2	
	04 - 3	1	1				2					2					2					2					1	1				1	1				2					2				1	1			6	4	41/60 = 0.68
	04 - 4	1	1				2					2					1	1				2					1	1				2					1	1				2				2				7	3	
	04 - 5		2				1	1				2					1	1				2					2					1	1				2				1	1				2			5	5	
	04 - 6	2					2					2					2					2					1	1				1	1					2				2				2				8	2	

Ex. Number 2 and 4 Coded by team x

APP. 4. Questionnaire

General Direction

The questions in this booklet dominantly seek a "yes" or "no" response. Read each question carefully and give your frank and honest response by putting ✓ mark on the space provided. However, in conditions where your extended response is demanded please write it on the space provided.

I. Background Information

1. Name of the college or University from which you graduate _____
2. Area of specialization; Major _____
   Minor (if any) _____
3. Name of the T.T.I. in which you teach (at present)

   _____
4. The course you teach now _____
5. Number of periods you teach per week _____
6. Number of sections you teach _____
7. Total years of teaching experience _____
8. The years of teaching experience in the T.T.I's

   _____
9. The years of experience teaching this course

   _____
10. Do you have a teaching experience prior to your college study _____

Code	Yes	No	R.
II. Direction Questions 9-14 are seeking Information related to the teaching-skill training schedules you have passed through when attending methods courses in your college study. 9. The methods-course offered during your college study involves both theoretical and practical learnings.			
10. Were there practical skill training programs that involve schedules like micro teaching and/or simulated teaching through which you have exercised variety of teaching skills.			
11. Did schedules in view enabled you to acquire minimal skills with regard to:			
11.1. Structuring at the level of introduction development and closure of classroom instruction			
11.2. Focusing and maintaining students instructional attention			
11.3. Motivating students instructional participation			
11.4 Using variety of questioning techniques.			
11.5. Using teaching materials and teaching aid in a more effective way.			
11.6. Varying the cognitive level of instruction.			

Code		Yes	No	R.
	11.7. Using examples, local instance to illustrate the content / subject matter/ teaching.			
	11.8. Using variety of feedback techniques (Promoting, Refocusing, Redirecting, Recaptulating, etc.)			
12.	Did your college curriculum-programme enabled you acquire the following component-skills 12.1. Setting instructional objectives			
	12.2. Selection and organization of instructional contents in a way it suits objectives of the instruction.			
	12.3. Logical and orderly sequencing of contents (topic or subtopic) depending on the level of their cognitive complexity.			
	12.4. The use of teaching materials and other resources in planning classroom instruction.			
	12.5. Selecting appropriate method of assessing the attainment of instructional objectives.			
13.	Your college curriculum programme involves practical skill training related to preparing annual semester instructional plan			
14.	Your college curriculum programme involve practical skill training related to evaluation of trainees learning according to instructional plan.			

Code		Yes	No	R.
	III. Direction Questions 15-22 are seeking Information related to your experience of "practical teaching" program during your college study			
15.	The time duration of the practice teaching programme is 15.1 one year 15.2 semester 15.3 two weeks			
16.	Your "practice teaching" program is conducted 16.1 In Bahir Dar T.T.I. 16.2 In a near by secondary school 16.3 In one of the T.T.I's other than Bahir Dar T.T.I.			
17.	Before the actual "practic" proceeds you are briefed about the objectives and procedures of the programme.			
18.	Your first activity during your practice teaching programme, did involve observation of the classroom activity of some model teachers.			
19.	What was the duration of the observation period ? _____			
20.	During "practice teaching", you are provided with list of classroom-skills to use it for observation and the actual practice teaching.			
21.	If your answer is yes, did you practice those classroom skills indicated in questions (9-14).			

Code		Yes	No	R.
22.	What is your view about the practice teaching programme you have experienced during your college study. 22.1. It enabled you to get experience and acquire skills related to preparing instructional plans.			
	22.2. It enabled you to acquire those specific skills required to conduct effective classroom teaching.			
	22.3. It enabled you to have general experience about T.T.I's (schools), classroom student teacher (students) and teaching.			
23.	Do you agree to the following points in relation to the role and practice of your "supervising-teacher" 23.1. The supervising teacher observes your performance on the basis of the list of classroom skills and/or teaching procedures handed to you prior to the beginning of the programme.			
	23.2. If your answer yes, he/she provides you with the necessary feedback following your performance with respect to the classroom skills you are provided.			
	23.3. Did the final evaluation of your practice teaching rests upon your performance in the list of classroom skillsyou are provided.			
	23.4. Do you have any suggestion about the evaluation conducted about your efficiency in "practice teaching" please write.			
24.	What is your general comment related to the "practice teaching programme" during your college study.			

Code		Yes	No	R
	Questions 25-27 relate to the instructors inservice training experience. The 1983, 1985, 1988 inservice-workshops held at Nazreth town, in your view, focused on issued related to:			
25.	How to plan classroom teaching, and on matters of the curriculum materials for the courses pedagogics and psychology.			
26.	Administration and management issues of the primary teacher training institutes.			
27.	Upgrading the classroom teaching skill of T.T.I. instructors in general and pedagogical-course instructors in particular.			

APP. 5 - BAHIR DAR TEACHER'S COLLEGE

COURSE OUTLINE-GENERAL METHODOLOGY 1982/83

I. Course Description

This course is a general one concerned with exploring a variety of teaching methods and procedures; What is more, the course deals with some basic assumptions and concepts undelying classroom teaching; management as well as evaluation.

II. Course objectives

At the end of the course student will be able to.

1. Describe the various methods and procedures of classroom teaching.
2. Point out the semilarities and differences between the different methods of teaching.
3. Indicate the characteristics and principles undelying the various teaching methods.
4. State the advantage and limitations of the various teaching methods.

Source - Pedagogical Science Course Catalogue - 1982:2-3.

APP. 6. Plan of the Organization and Implementation of Teaching Practice - (Bahir Dar Teachers College).

1. Description

Teaching practice is a decisive period within the frame of study and within the training and education of teachers for T.T.I. and secondary schools. The students come in contact with the real practice, where they have to use their theoretical knowledge gathered in their study in front of a class, where they have to show whether they are able to apply it effectively or not. ... We see teaching practice as an essential part of the training process not only in accordance to the subject but also in pedagogics, psychology and methodology.

All these things are main reasons for why we have to see teaching practice as a climax of the whole education process at the college. From this point of view, the teaching practice must be organized and implemented in such a way that it will be helpful to the students to make their first time of practical work a pleasure and to give them enthusiasms for their future profession.

2. Objectives of the Teaching Practice

The main objective of teaching practice is to enable the students to use their theoretical knowledge

and capability having acquired during study of the according subject, pedagogics, psychology and general methodology in aimed and planned manner within a concrete teaching-learning situation. The students learn above all how to plan and carry out lessons. They gain experience in shaping teaching related to daily life.

3. Contents of Teaching Practice

Teaching practice consists of

3.1. Observation of the class - the students are assigned to teach in.

3.2. Observation of their fellow students.

3.3. Planning a subject unit.

3.4. Preparing daily lesson plan in a written form.

3.5. Offering lesson plan to the teacher assigned in a written form.

3.6. Teaching according to the lesson plan.

4. Evaluation of Teaching Practice

The evaluation of the student must be done in a comprehensive way from the point of the subject-matter as well as from pedagogical psychological aspects and methods of instruction.

Therefore the following elements are taken into consideration for finding the final grade.

a) Preparing the subject unit plan - 10%

b) evaluation of student performance in lessons observed by the different advisors. 50%

c) comprehensive examination (final lesson) 40%

100%

5. Organization of the teaching practice

5.1. The obligatory number of lessons given by the students during the time of teaching practice is 6 periods for degree students.

5.2. time table of lessons must be prepared .

5.3. operational plan for supervising teachers must be prepared.

5.4. Each advisor must observe the students assigned to him according to the plan.

5.5. The student should excahange view with his advisor after being observed. This is conducted either at the end of the lesson or in free periods or at the end of the day or next day.

5.6. The advisor have the task to evaluate each observed lesson objectively.

6. Task of students during teaching practice

6.1. Observation of the class - The first day of teaching practice is planned for observation. Each student has to observe 6 consecutive periods in the section he is assigned.

6.2. Observation of fellow students - All students at school who are free (either before or after offering lessons) are obliged to observe their fellow students.

6.3. Elaboration of the Unit Plan

Each student is obliged to prepare a unit plan in a written form one copy of the unit plan is to be handed to the advisor teacher at the beginning of teaching practice.

6.4. Offering lesson - Each lesson to be offered by the students has carefully to be prepared. Basis for the preparation are the pattern for the daily lesson plan as well as hints and advices given by the different advisors.

6.5. Preparational for the final lesson

Each student has to prepare the lesson for the final lesson comprehensively and thoroughly. The lesson plan of the final lesson is especially evaluated and should contain.

a) the assessment of the class situation

b) the analysis of the subject matter (content) to be offered from methodical point of view.

c) a comprehensive daily lesson plan according to the pattern given in pedagogical courses.

Source - Catelogue for the teaching practice - Bahir Dar Teachers College, Bahir Dar, 1988.

Appendix - 7

Description of Smith and Meux's (1964) Formula of Inter-Judge Agreement Coefficient.

$$r = \frac{Axy}{Max\ (Ex, Ey)}$$

r = Agreement Coefficient

A_{xy} = Number of Units Agreed between team "x" and team "y".

E_x = Number of Units Coded by team x.

E_y = Number of Units Coded by team y.

Max (E_x, E_y) = The larger number of units coded by team x or team y.

Selecting a specific formula of Agreement depends upon the number of judges required, and as to whether or not the formula allows comparison between individuals or pairs of judges measurement. In view of this, Smith and Meux formula allows the engagement of four judges which many reliability studies consider it more appropriate. Moreover, the formula employed allows comparison between measurements of the individual judges or pairs of judges.

As revealed in the works of Greenberg (1966) and Kelibard (1968), employing the procedures indicated in Smith and Meux (1964) formula reduces the number of sheer oversights, misjudgement, and misapplication that might occur with a single judge.

DECLARATION

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

Name GETACHEW G/YESUS

Signature

Plane and Date of Submission

ADDIS ABABA

JUNE 8, 1992