ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE UTILIZATION OF TEACHERS IN REGIONAL COLLEGES OF TEACHER EDUCATION IN ETHIOPIA



BY

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A Study of the Utilization of Teachers in Regional College of Teacher Education in Ethiopia

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Addis Ababa University

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Abstract

The major purpose of this study is to assess problems encountered teacher utilization in regional College of Teacher Education in Ethiopia. The sample consisted of 305 teachers and 10 Deans including vice deans who were drawn from 5 sampled regional colleges of teacher education. All the deans were included in the study and teachers were selected by simple random sample technique to achieve the objective of the study employed.

Statistical data, together with questionnaire and unstructured interviews were the main instruments used to collect data. The data collected was analyzed using various statistical tools such as percentage, mean, chi-square test statistic and Spearman's rank order correlation coefficient. So that the test statistic is identified at the level of significance $\alpha = 5\%$.

From the results obtained, the majority of the college teachers were not been interested to teach in regional colleges and were looking for another opportunity elsewhere. None of the teachers hold the Ph.D degree. In addition, there were teachers assigned to teach subjects for which they were not prepared eg. regional languages. However, the findings revealed that teacher assignment in the colleges was carried out mostly on the basis of subject specialization.

Concerning teaching assignment, there were unequal distribution of load with some teachers having been over burdened and others underutilized. The professional support provided by various educational officers are inadequate. Generally large class-size, lack of professional support, in adequate opportunity for in service training, lack of attractive physical environment were the major factors that negatively affected the effective use of teachers in colleges.

The researcher, recommends action for the improvement of the situation by upgrading teachers through in-service and, therefore, further studies and employing qualified management specialists as deans that can give teachers professional support.

Therefore, the regional colleges are assumed to be the institutions in National Capacity Building because higher education of diploma level would be research oriented and enable students to become problem-solving as well as professionally competent in their field of study (TGE, 1994:15). On the other hand, it was emphasized that the "human resource utilization" by developing its human resources, improving working conditions and institutional set-up which will demand for proper management of the college (Gaynor, 1998:4). As it has been commented so far, proper utilization of human resource, particularly trained human resource is of high importance for each regional state. Colleges of teacher education, thus, were designed to produce diploma level teachers who serve in public as well as private education sectors. To attain the ultimate success, the colleges of teacher education have to utilize the available teachers effectively in the direction of the designed goal. There is no doubt that the availability, adequacy and proper utilization of available teachers in collages led toward the attainment of the desired objectives. It also has positive impact on teachers' professional quality and development of education of the country (TGE, 1994).

The demand for teacher utilization in colleges of teacher education, as Duret and Hogan (1998:19) and Currey and Heineman (1987:63) take into account, such factors "...teacher-student ratio, various departments number of contact hours per week, and multi-departmental teaching (work) load." These, therefore, brings in to attention proper utilization of teachers mainly focusing on helping, developing, administering and evaluating programs and enhancing the quality of performance of teachers who are working in the colleges. Furthermore, Strake and Sexty (1995:314) state that in short, the given college is determined by the quality of teachers working in it. Still further as Webb and Norton (1999:70) comment "a successful college of teacher education depend directly on the success and effectiveness of those who work in it." That is to say the quality of teachers who work in the colleges is very important to attain the desired objectives of the colleges of teacher education and further strengthen it.

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Besides, their role in teaching, teachers have strong relationship with college and its objectives in that they are directly involve in delivering services. Therefore, teachers in colleges are identified according to how much responsibility they shoulder. For colleges to be successful in achieving goals there should be competent teacher resources in various positions and departments. If there were absence of competent teachers, then there would be roadblock to reach at the desired goal. Therefore, the academic staff of the colleges is central and most significant to attain objectives because teachers are on the front-line to give services in teaching-learning activities. Apart from teaching, teachers can be involved in community and public services if they handled carefully either in the college or outside (Ayalew, 1991:124).

The ineffective utilization of teachers in professional and related responsibilities emanates from inefficient and improper management. In addition, the increase in number of private higher education institutions that rightly are organized to give more advantage than government colleges for teachers may affect teacher utilization in the regional colleges. They may facilitate higher salary pay. On the other hand, most of the educated people do not want to join teaching profession because of the overloaded working condition and lack of motivating benefits that can attract people to the teaching-profession (Tekelhymanot, 200:8).

Likewise, Colleges of Teacher Education are intended to serve the society equipping professionals in teaching so that they will be effective in alleviating the existing shortage of teachers (Sanyal, 1987:150). As it was pointed out the performance of colleges, thus, measured by proper utilization of teachers working in it. Ayalew (1991:109) states, "The availability of qualified and competent teachers is critical in goal attainment when utilized effectively." In addition, another writer states about qualified teachers available versus effective utilization, thus, Stone (1998:432) comments, "... to attain effective utilization, the colleges are expected to furnish relevant teachers' training, and

develop and reward." Therefore, effective utilization of teachers in a given college becomes a reality only when efficiency in utilization is high. In short, when efficient teachers' utilization exists, then the college is said to be successful in teachers' utilization.

In order to actualize the above mentioned issues and meet the challenges of today and tomorrow, colleges must be able to utilize teachers' potential. Colleges of Teacher Education have great contributions to make national capacity building because they can play significant roles in research, evaluation, information transfer and technology development (Currey and Heinemon, 1987) and (MOHEN, 1999:8). Furthermore, colleges actively contribute to human resource development through education of high level professionals so as to apply what have to be organized in line with education and training policy for effective utilization of teachers to facilitate conducive working conduction at all levels.

Overall, it is necessary to produce and create suitable working condition in the regional colleges in order to utilize teachers as effectively as possible. Therefore, the prevailing status of teacher utilization has to be studied in order to detect whether the teaching situation is conducive or not.

1.2 Statement of the Study

Quality of colleges of teacher education depends on the competence of teachers who can indicate its internal efficiency. Emphasizing this point, Otto and Sanders (as cited in Ayalew, 1991:109) state, the effectiveness of the college depend upon the college's ability to acquire and efficiently use the existing workforces to achieve its goals. Therefore, any college of teacher education should try its best to attract and utilize qualified teachers in order to carry out its various activities. But, as Ayalew (1991) writes, the availability of qualified and competent teachers alone, do not necessarily guarantee goal attainment of the colleges. The implication, here, is that effective utilization of teachers

matters most. According to Mondy (1999:5) and Currey and Heineman (1987:64), the need to achieve the goal of the colleges mostly depends on the proper assignment of academic staff because they were considered valuable asset to enhance this organization. Thus, providing further education and arranging incentives for those who are in the front-line in the college for the effort they exert would promote effective utilization of teachers.

On the other hand, developing proper utilization of teachers is the process of aiding professionals in assigning possible places, which will match with qualification and experience. As it was pointed out in the preceding parts of this study, colleges and their teachers are linked together because teachers are people looking for the purpose of the college. Besides, colleges assist the human resources of the country directly through teacher trainees by producing sufficiently skilled professionals to the level of diploma.

The need for making intelligent decision related to teachers' utilization that should be the main concern of the colleges on the assignment of the professionals. The concern for efficient utilization will improve, in colleges, the opportunities of the intended work of the college. So, becoming familiar with utilization of teachers is very important to make careful study of the factors that appear to be very crucial to teacher's demand (Anderson, 1995:206). This implication, here, is that to optimum utilization of the academic staff in college will be visible and enhance objective to be attained.

Many of the academic staff from regional colleges of teacher education are unable to continue in their occupation. They want to leave their occupation to join higher institution under federal government. Many of qualified teachers with MA/MSc and experienced teachers of the colleges were left out officially or unofficially. The reason was that they search for the better because of low salary pay and lack of further training opportunity (MOE, 1999:12). The implication, here, is they migrated either to higher institution under federal

government or non-government colleges. Consequently, because of the prevailing problem most of the colleges recruited teachers from secondary school either with the help of regional education bureau or by assignment from higher body. But, there are few colleges which have the right to employ qualified and competent teachers independently. This may include Kotebe Teacher Education College. For this reason, the autonomous right that has been given to higher education institutions would be engaged. To note what is stated in Ethiopian Education and Training Policy (1994), "tertiary level institutions are autonomous and responsible to design and implement various activities to build capacities of the regions". Moreover, management of teachers will be organized and facilitated by professional principles. This stresses that colleges shoulder the responsibility to play a central role for creating and facilitating suitable conditions for the proper utilization of teachers based on the professional standards.

Furthermore, the situation of teachers' utilization in colleges of teacher education should be studied since it is newly organized with the aim of building capacities of the regions that require significant adjustments. Moreover, conducting research could be helpful in serving as a ladder for educational officials at each level so that they can utilize effectively the existing qualified teachers even assisting to be competent.

The major purpose of this study is, therefore, to examine the status of teachers' utilization in colleges and to investigate the problems that hinder effective utilization of them and, here by, describe its effects.

All the issues discussed so far have adverse bearings on future teachers' assignment. Thus, these reasons and other problems that relate to effective utilization of teachers, set off the investigator to raise the following basic questions:

1. What is the required level of qualifications for teachers to be assigned in college of teacher education?
2. What major criteria are considered in the assignment of teachers in colleges of teacher education?
3. What factors affect teachers of their interest toward their profession?
4. Do colleges of Teacher Education receive professional assistance from regional education officials and ministry of education?
5. What are the major problems affect the efficient utilization of teachers in Colleges of Teacher Education?

1.3 Significance of the Study

The study will have the following significance

i) Since the study on teachers' utilization and their teaching interest was not given due consideration in the regional colleges of teacher education, this study helps in the collection and compilation of information on the issue.

ii) The finding of the study also provides feedback to regional education officials and the colleges management on major issues related to effective utilization of teachers in regional College of Teacher Education. Moreover, the finding of the study might initiate the interest of the other researchers to undertake further study in some area.

iii) Furthermore, it recommends possible ways to alleviate the problems that teachers face as a result of improper assignment.

1.4 Delimitation of the Study

One reason for delimiting the study to regional colleges of teacher education is because the Education and Training Policy give importance to how to produce diploma holding teachers in order to increase enrollment and participation rate at the second cycle of primary education. Another reason is that it is at this stage of educational level that the institutions are expected to utilize specialized

professional teachers for the purpose of developing and improving the quality of education. The study was also delimited to teachers because they are limited to classroom instruction that makes them different from other support staff in colleges.

Likewise, the research study was delimited to 5 (38.46%) of regional colleges. These are Kotebe, Awassa, Adama, Debrebrehan and Mekele collage of teacher education. The reason why the study was delimited to these five regional colleges of teacher education is due to the fact that they were assumed to be representative.

Moreover, the study was delimited in that human resource utilization under private colleges in the regions was not included in this research study. The study did not also attempt to examine the problem apart from academic staff members of the colleges. Still more, the financial, and technological resources, and others were not the concern of the study.

1.5 Limitation of the Study

While conducting the study, the researcher faced inconvenience that has direct impact on the study. These are:

i) Some of the deans were not available in their offices to fill-in and return the questionnaire as has been expected. Besides, reluctance of some of the respondents to fill-in and return the questionnaire hindered the possibility of getting necessary information on time.

ii) Absence of up-to-date literature pertaining to the utilization of teachers in colleges and their development created burden to relate with the subject understudy. Because of this problem the researcher was forced to use literatures from schools and literatures organized for industrial human resource utilization by way of adapting to teacher colleges.

1.6 The Research Methodology and Sampling Procedure

1.6.1 The Research Methods

A descriptive survey method was used in this research study to reveal the status of teachers' utilization in regional colleges of teacher education.

1.6.2 Data Sources

In this study, the sources of data were three. The first source pertains to documents that include statistical data on teachers' profile. The second sources of data come from teachers and deans in regional colleges of teacher education. The third were responsible officials in regional education Bureaus and Ministry of Education.

1.6.3 Sample Population and Sampling Techniques

Ethiopia is one of the largest countries in Africa dividing itself into 9 National/Regional States and 2 Administrative Councils. According to the information obtained from Ministry of Education for 2003/04 academic year, there are 13 regional colleges of teacher education with a total of 694 teachers (MOE, 2003, statistics for higher diploma training).

To make the sample area manageable and representative, the regional colleges of teacher education were stratified into three main groups according to their years of experience. These involve from 1-3 years 4-6 years, and greater than 6 years. The colleges of teacher education under regions were organized in such stratum because of their potentiality to generate reliable information on the subject under study. Besides, out of the 13 regional colleges, 5 (38.46%) were selected by stratified random sampling technique due to their potential to provide the information required. Furthermore, the stratum accounts for 33.33% (1/3) of the frame and a total sample of 105 respondents were selected from stratified random sample by simple random sample method out of the total size in each of the respective five colleges sampled. The strata have representative of 2, 1 and 2 colleges receptively. All the deans and V/deans of

the five sampled colleges were included using availability technique in the study. Besides, the dean, responsible officials in regional education bureaus from which the colleges sampled and the Ministry of education were also included in the study for an interview.

Table I Sample distribution of teachers

No	Sampled colleges	Population	Sample 33.33%
1.	Kotebe college of teacher education	88	30
2.	Awassa college of teacher education	60	20
3.	Adama college of teacher education	67	22
4.	Debrebirehan collage of teacher education	60	20
5.	Mekele college of teacher education	40	13
Total	5	315	105

Source: MOE Document 2003/4 and colleges of teacher education document (See Appendix, D)

1.6.4 Instrument and Procedures of data collection

As one part of the information, quantitative data was obtained from documents. In addition to this, two types of questionnaires were employed to collect data from deans and teachers in the regional colleges.

The two types of questionnaires were prepared in English including four sets of items. In most cases these sets of items consisted of close-ended followed by some open-ended items. The questionnaires, therefore, the appropriateness of the structured alternatives and open-ended items, were pilot tested for the purpose of valuator. Subsequently, based on the information obtained from the feedback of respondents 4 items were changed into structured alternatives and three others were canceled out. An instruction was also shortened to one paragraph following with some notes.

The revised questionnaires were distributed to a total of 105 teachers and deans. The first part of the questionnaire contained background information of the respondents. Part two included the source, the assignment of instructors and their interests to teaching profession. The third part of the questionnaire

relates to the professional support given to teachers while the fourth part of the questionnaire contained general information on problems of teachers' utilization. In most cases, it is related to identify the major problems pertaining to utilization of instructor and the possible ways to solve the problems. In addition, to the multiple choice, open-ended and rank orders were used to collect data from respondents.

In order to obtain information and to observe attitudes about the subject understudy, an interview was conducted with deans and concerned officials in Regional Education Bureaus and the Ministry of Education regarding to important issues that need more clarification.

1.6.5 Data Analysis

In order to analyze and interpret the data collected, the following statistical tools were used. Since responses were categorized and frequencies were also tabulated, the variables were classified into categories and represented in frequency counts. Based on the classification, percentage was employed to analyze the various characteristics of the sample population. It was also calculated to determine the population of the total respondents who have similar judgement within and between the groups. To identify view agreement or not the Spearman's rank order correlation coefficient, and mean score were used. Besides, chi-square (X^2) was employed to compare whether or not the attitudinal similarities or differences existed between teachers' and deans' view on the utilization of teachers and their interests toward professional development. A Chi-square was statistically significant when table value of X^2 was less than the calculated value of X^2. Otherwise it was insignificant. The existing significance was tested at the level of statistical significance $\alpha = 5\%$

1.7 Definition of Terms

College of teacher education - According to the classification of Ethiopian Education System it refers to one or two and above years education

after grade 12, specializing is preparation of teachers (TGE, 1994 Good, 1973; and Hawes et al, 1982).

Credit hour - is the amount of time schedules for a given course (subject) allocated hours (Pollack 1997:41).

In-service Education (Training) - refers to the wide range of activities and programs that are made available for teachers beyond the stage of initial training and thought their career (Kirk and Glaster, 1988 and Good, 1973).

Officials - In education system, particularly in teaching establishment, a person responsible for the total administration of educational institution (Good, 1973 and TGE, 1994)

Profession - is a person that provides special service to the community based on accumulated knowledge, skill, and wisdom (Farrent, 1994:224).

Road - Block - in condition that block progress of an objective designed for organizations (Marriam, 1996:1012).

Teacher - It refers to a person who instructs others in Teacher Colleges (Good, 1973 and Hawes et al 1982).

1.8 Organization's of the Study

This paper is divided into four chapters. Chapter one treats the background and its approach, the statement of the problem, significance of the study, delimitation and limitation of the study, the research methodology and sampling procedure and sources of data, definition of terms used and the organization of the study.

Chapter two deals with the review of the related literature to find what has been written about the topic while chapter three consists of the analysis and interpretation of the data. Chapter four reveals the summary, conclusion and recommendations part of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of the related literature pertinent to the problem understudy. Accordingly, the chapter is mainly concerned to the human resource utilization, and management, Human resource utilizations, maximizing teacher utilization and factors that affect teachers' utilization.

2.1 Human Resources Utilization and the Management

2.1.1 Role of Management

An organization, under this discussion, is that include people linked together through a formal structure, process, and managerial leadership. So that human resource management will mean management of various aspects of human resources. As further mentioned managing people is an important part of human resource management that has to base about the "humane approach" (Gupta, R.S et.al., 2003:4). That is, the approach assists a manager to consider people in organizations as an important resource. Human resource management is, therefore, the function of management designed to attain the desired goal by enhancing human resource utilization through attracting, retaining and satisfying them to make effective organizations (Ibid.). It was further noted that proper utilization of human resource in an organization involves motivating, rewarding, and maintaining capable workforce that can enable an appropriate organization to exist.

The main goal of social organization is to provide services as effective as possible. In general, human resource management has significant role to attract people, develop, utilize, maintain and compensate their services in what the job and organization require (Stone, 1998:4 and Gupta, R.S et.al., 2003:4). This implies that the HRM involves the productive use of people to achieve the organization's objectives that strengthen the integration between the interests of an organization and its workforces. So that more care should be considered

for the coordination of an organization's set of activities with its human resource in order to achieve the goals. Similarly, the HRM contributes success of an organization that is also considered as "a key" in utilizing human resource when at the position of success (Stone, 1998).

On the other hand, ineffective HRM may develop barrier employee satisfaction and success of an organization. As scholars note, the effectiveness of management has to do with attaining the objectives of an organization. Therefore, HRM can be grouped into either problem creator or productive contributor of an organization's human resource (Stone, 1998 and Gupta, R.S et.al., 2003).

It was further mentioned that HRM has the responsibility to achieve organizational objectives through utilization of human resource. The reason to use the workforce is to get things done through their effort. By doing so, the HRM can be successful. Hence, in order to guarantee the successfulness of the organization, mangers of human resource, must exhibit managerial skills and abilities from which line managers are likely considered as the change agents in a given organization (Mondy et.al., 1999:4). That is, line staff are on the front line to play a decisive role in attaining organizational objectives need proper utilization in their work from line managers.

2.1.2 Significance of HRM

There are various mechanisms to achieve success through the use of human resource of an organization. For instance, Bartol et.al., (1991:401) state that the purpose of HRM is to ensure success through people who are member of an organizations. The writer further point out that the significance of HRM is to provide unlimited services that support the achievement of unified objectives of an organization. It also enables the organization to obtain and retain the skilled, committed and well-motivated workforce. HRM enhances and develops the inherent capacities of people's contributions, potential of the provision of

learning and continuous development opportunities. It also creates a good climate by which productive and harmonious relationships can be maintained. Furthermore, HRM develops on environment in which teamwork and belongingenss can be successful. This helps the organizations to balance and meet the needs of its members or users they do and achieve. Finally, HRM maintain and improve the physical and mental well-being of workers as well as adopt code of ethics to manage workers based on concern for people (Ibid. P. 402).

Still further, the significance of HRM emphasizes human resources in their relationship of an organization. That is, it is therefore, addresses concern of human resources through set of activities designed to affect the effectiveness of an organization's workers (Heineman et.al., 2000:6). That is effective utilization of workers needs staffing, training and developing, and compensating of the workers.

It was mentioned some where in the study, human resources are central and most important factor to achieve the desired goal. The significance of HRM is, therefore, magnified because of its concern with people. It has also focused on the development of workforces that is designed to get willing cooperation from people. That is, it is concerned with people and their problems in its continuous activity (Rao and Narayana, 2000:427).

Moreover, the purpose of HRM can be summarized into four stems. These stems may have an important contribution to the achievement of the organizational objectives to fulfill its social responsibility. Thus, the significance of HRM stated by (Rao and Narayana, 2000; and Gupta, R.S. et.al. 2003), as follows:

1. Helps to obtain the required human resource and develop them in using and motivating effectively;

2. Help to design and develop an effective organization that will respond to change;
3. Helps to create and maintain cooperative climate of relationships within the organization; and
4. HRM has the opportunity to meet the organization's social and legal responsibility.

Scholars dealing with significance of HRM have various ways of explaining the concept. But, conceptually the approaches used are similar. In all situations, the purpose depends on workers' development as well as creation of cooperative working conditions to achieve goal of the organization. On the other hand, HRM has the role of linking workers with the organization to attain the desired goal. It has also concern for the people's healthy and safe working conditions that may include further training to facilitate the aim of the organization. And, HRM is said to be the central-link of organizations with its workforces from its purposes to use effectively the workforces.

2.1.3 Concern of HRM

Human resource management is concerned with the development of human resources of the organizations. Stoner et.al., (1998:376), states it is the management responsibility in an organization through which mangers train and develop members to use workforce effectively. On the other hand, in facilitating the tasks of the organization, the most critical concern of managers are planning for training and development of the people who will best help the organization meet its goals (Ibid.). Therefore, HRM is the responsibility that treats with planning, training and developing of the people. That is, to be meaningful in achieving the objectives of the organization, the HRM should utilize workforce effectively.

Hence, the concern of HRM will do with efficient utilization of workers of any social organization to attain the desired goal. The objectives of the organization depend upon the line members who would be able to ensure success.

According to Stoner et.al., (1998) and Bartol et.al., (1991) comment there are five crucial steps that could help for effective utilization of human resources as a concern for HRM to achieve the desired goal of a social organization. These steps briefly are:

1. Planning for human resources;
2. Socialization (orientation);
3. Training and development;
4. Performance appraisal; and
5. Motivation of workers to work.

As it was further pointed out on the HRM, the goal of an organization can best be achieved through the services take place in external and internal environment of the organization. This may be directly or indirectly affect the use of an organization's workers. Likewise, human resources' input is vital to the success of any social organizations. The concerns of an organization would be able to use of human resources.

On the other hand, HRM is not concerned only with the assignment of right persons for right jobs, but it also assists to create a team spirit and feel a sense of commitment where workers satisfy their desires by developing themselves and contribute to the attainment of organizational goals. That is, HRM is workers oriented. It means that if workers feel satisfied after meeting their needs and desires, then they work whole heatedly for achieving organizational goals in the best possible manner (Bartol, 1991).

It was pointed out in the previous issue managers at all level, must exhibit managerial skills and abilities in order to guarantee the effectiveness of the targeted line staff to the organizational goal. That is, to be successful managers must exhibit technical, human and conceptual skills that include the ability to use materials, to work with people, and to organize information to better

understand or improve workers' performance on their assignment (Steers et al., 1985:33; Ayalew, 1991:135; Stoner et.al., 1998; and Rao and Narayana 2000).

Hence, such kind of manger is required for the success and effective utilization of teachers in colleges; i.e., the use skilled and talented officials in colleges ensure success for teachers utilization. But, without having efficient management for utilization of teachers will remain problematic.

2.2 Human Resource Utilization

For any educational organization, a provision of available resources is required to attain its desired goals. Particularly, this might include human resource, material and financial resource and time resource. Among these resource human resources is of great importance for the success of any social organization. On the other hand, it is a source of strength and helps to achieve the goals of the organization. Human resources are, therefore, the wealth of organizations, which assist the organization to achieve its goals. Aggrawal (1995:395) state, as social organization the college of teacher education to achieve its goals, "Require premises and equipment, but human resources are vital to them and a teacher is the supreme factor." This implication is that the human resource is the one who can facilitate academic works and drive any services in colleges. Therefore, the availability of adequate and competent teachers determines what the colleges of teacher education look like. Besides, it requires proper utilization that could have strong positive impact on education system at large. This shows that how much the strength of the college is determined by the competence and quality of its teachers. Mondy, et.al. (1999:4), states that the strength of a teacher college can be determined by proper utilization of teachers at the right time and right place in attaining the desired goal. That is, effectiveness of a teacher college, therefore, depends on the effective utilization of academic staff in their assignment. Furthermore, various authors magnify effectiveness of a teacher college in relation to its human resources. Of these, Webb and Norton (1999:70); Anderson (1995:305)

and Baird et.al. (1990:320), state that the success and effectiveness of teacher college depends on academic staff utilization in a proper way to attain the desired goal. Therefore, a teacher college to be successful and effective depends directly on the success and effectiveness of those who work in it. In general, human resource utilization is defined as the appropriate assignment of workforce filling the positions valuable (Baired et.al., 1990). From the reason stated, human resource utilization is considered as large number of things that includes recognizing individual differences, work assignment, effective performance and assessing staff competencies. Furthermore, human resources can also be defined as the "Total knowledge, abilities, skills, talents and aptitudes of organization workforce" (Gupta, R.S. et.al., 2003:3).

As it was stated somewhere in the study, qualified people can make teacher colleges contribution positively after they have joined the colleges. Therefore, as social organizations, teacher colleges are likely to exercise proper utilization of human resources in order to meet their educational goal. Based on the utilization of human resource, the need for skillful management is to run the organization and utilize teachers appropriately. On the other hand, poor management of resources can negatively affect effort and result in waste of scarce resources (Rao and Napayana, 2000). This is to point out if human resource is utilized properly, then it will guarantee the attainment of planned goal. That is, it tries to show that having large amount of important human resources require effective and successful management. Other wise it will lead to failure of the organization that waste effort and energy without use. In particular, line staff of any organization requires proper utilization to achieve the desired goal. Hence, management has to play a vital role to use HR effectively (Ibid.).

2.2.1Policies and Regulations

The role of policies and regulation is reflecting how it values its human resources, in particular teachers in their assignment. The common idea stated as policy and regulation has direct role in the work and life of the college of

teacher education (Webb and Norton, 1999:159). That is, policy and regulation for colleges refer to workers; i.e., the teacher college human resources who can determine largely the extent to which the college system may achieve its purposes. Hence, adopting policy and regulation human resource utilization is of paramount importance in Teacher College.

Moreover, the role of policy and regulation with regard to the academic staff utilization is significant in administrating and supervising management of the college who recruit and assign the academic staff members to various activities in the college in addition to their teaching (Webb and Norton, 1999:159). This is to give focus to develop policy and regulation that guide and facilitate utilization of human resources. Hence, policy and regulation are helpful in saving time and effective use of human resources in Teacher College to achieve the desired goal (Ibid.).

Most of teacher colleges in regional government are public. The regional state, board of the college organized from various sector bureaus controls them. In one way or other, others are accountable directly to Education Bureau all demand for goals, policy and regulations through which the desired objectives have to be attained (Webb and Norton, 1999:160). As these scholars further state it, policies are statements that help to answer the question that the college has to adapt in correspondence to its goals. While, administrative rules or regulations are precise statements designed to answer the questions about how a policy is to be implemented. Therefore, if rules or regulations have developed, primarily, through the input of the professional academic staff and ultimately have decided by the administration, then it serves appropriately the college community at large. Other wise it will not meet its target.

On the other hand, goals, policies, and rules (or regulations) are conceptually similar but they may differ in their procedure of implementation. Hence, they can reflect their concern with the working situation of the people and goal

attainment of the education system. Therefore, they are found to be procedures of applying division of work as well as their benefit to use human resources is emphasized.

2.2.1.1 Benefit of Polices and Regulations

As Webb and Norton (1999:161) state, preparing progressive human resources policies and regulations, "Help to establish the division of work between the board of the college and professional staff." Setting a progressive human resources policies and regulations benefit the college system and its human resource utilization. That is, the board of the college as legislative body of the college system with the responsibility of adopting policy that may serve to guide college's program. This indicates that the board has the responsibility of 'controlling' the direction of the system; for which the focus is on what the college system has to do and what it wants to accomplish (Pollack and Miller, 1997:313).

The other benefit of policy and regulations service in establishing the basis of intelligent decision-making at proper levels within the system. It is made at the work place when accountability responsibility and authority is a decentralized and exercised in colleges, (Gaynor, 1998) and Pollack and Miller, 1997).

The third advantage of policy and regulation is that it is the most important source of information about the goals and objectives of the college system. It serves to inform the public and professional staffs the goals and objectives of the college system. It is also serve as a foundation for effective communication to use human resource efficiently (Webb and Norton, 1999). It is further stated that viable policy and regulations help to avoid costly trial and error. It serves to bring a sense of continuity to the college. According to the scholars, board policy and regulations support the system's decision-making capability by providing a focus of what is to be accomplished and how to proceed administratively.

Therefore, policy and regulations for human resources are helpful in the success of a teacher college. It helps to facilitate the use of human resource effectively without wasting time and energy. It also shows that the board of the college and the academic commission, for instance, has an authority concerning employment, promotion to senior post, awards of the academic staff that should be addressed in rules and regulations of a college. So that it is the right with power to discuss and determine internal policy of the college with respect to disciplinary and academic issues (ACTE, 2001). Therefore, understanding the use of human resource with regard to policy and rules in college with regard to the maximum use of human resource will be helpful is attainment of the goal of the college.

2.2.2 Teachers Workload

Teachers' assignment, out side their teaching experience or interests and absence of flexibility in rearranging assignment of academic staff may develop negative attitude towards the profession (Stinnett, 1968). This may be the result of lack of teachers' interest and experience in their assignment. As state above, failure or success of a college in meeting the desired goal is, more likely, determined by the role that the management plays in utilizing the teaching force. The reason, "apart from pupil", teacher is of great importance of the success of the college (Webb and Norton, 1994:416). Moreover, the workload of teachers constitutes another significant indictor for the utilization of the teaching staff.

Among the various significant factors for the utilization of teaching staff, the most significant one is the workload of instructors (Duret and Hogan, 1998:18). So that, proper assignment and distribution of manageable teaching load enables teachers to be well prepared and render professional assistance to their pupils. Ayalew (1991:117) further states that "Excessive load is usually accompanied by physical and mental strains which bring about negative on the

performance and personal well-being of the individual teachers." This shows that work overload results in negative attitude towards teaching profession. So, since distribution of workload is one of the 'key' functions in teacher assignment, then it has to be handled carefully. On the other hand, teaching load includes, as Monroe (1956: 4-15) state, "an activities which take the time of the teacher and which are related either directly or indirectly to his/her professional duties, responsibilities, and interests." This scholar has given more emphasis to teaching profession teaching load as job assignment given to teachers. Furthermore, Jone (1969:31as cited in Ayalew, 1991:117) defines that teaching load as:

> *"All situations that demand the total energy of teaches to do productive work related or unrelated to the actual teaching such as participation is curriculum development, rendering service to the community, investigating time educational problems in research work or doing experiments in laboratories are the sum total of teacher load."*

Therefore, workload is defined including both tasks that are related to the teaching profession and unrelated. That is, the above discussion on workload follows comprehensive way as far as teachers' assignment is concerned.

2.2.2.1 Factors Affecting Teaching load

A number of scholars argue that measuring teaching load of teachers is difficult. Because, certain activities that could be carried out by teachers regardless of their permanent jobs. These activities includes such as community demands, and workplace duties are overloaded the normal assignment of teachers (Stnnett, 1968:70; Castetter, 1962; 100; and Monroe, 1956: 14-50). On the other hand, the writers try to indicate that simple measure of workload includes average class-size, students-teacher ratio, number of classes per day, and total credit hours in courses in college. Likewise, most authorities do not take into account different factors that influence the teachers' time and energy they devote to work outside of teaching.

There are also authors who provide factors that influence the measurement of teaching load. Of these scholars, Knezvich (1969:339) provides some factors, which influence the determinant of teaching load as:

> *... the students-teacher ratio, classes per day, total enrollment in classes taught, number of different subjects taught or preparations required, total clock hours, nature of students in classes (particularly if the mental ability is unusually low or high or of the pupils have handicaps), non-classroom responsibilities such as; corridor or play ground supervision, extra-current activity commitment, and administrative responsibilities.*

Doughlass (1956:96) states that the main factors widely considered in measuring teaching load of academic staff members are eight. These are number of sections, the number of students, the number of free periods (time), the number of different preparation required, the nature and the number of subject taught, the length of the period, the maturity of the pupils taught, and all other non-instructional activities of the teachers. Other scholars such as Knezevich (1969:339); Smith et.al., (1966: 217) and, Stinnett (1968:229), discussed almost similar factors that affect the teaching load provided by previous scholar. Moreover, the best way to utilize teachers is assigning them properly in their best to do. This may include the kind of support should be given and they have to be urged in their research for more effective in work to make efficiency and satisfaction. However, the various elements that affect the teaching load rendered by different scholars are categorized into two groups. These include "class-room" instruction and "non-classroom" responsibilities (Ayalew, 1991:118). Therefore, some factors under these two categories will be treated here under.

2.2.2.1.1 Classroom Instruction

Classroom instruction is related to the teaching-learning process that takes place in the classroom (Ayalew, 1991). Teaching load is likely tends to be measured from such activities by the total number of credit hours taught daily or weekly. Likewise, as it was stated, proposed assumption to set standard teaching with fixed maximum and minimum number of credit hours per week

has to be carried by individual instructor (ACTE, 2001). This would help to minimize the problem in variations. However, equalizing the number of credit hours to be taught per-week does not necessarily possible since various influences makes difference in the load, when the number of credit hours is equal. Hence, most of the factors have an impact on classroom instruction.

The principal factor that has a direct effect on classroom instruction is class-size. Deighton (1971:157) states, class-size was defined as "The number of students assigned to and enrolled in specific class under the direction of specific teacher". So that class-size has direct effect on the role and number of communication between teacher and students that in turn has a direct effect on the desired output of the instructions.

Regarding the determination of maximum or minimum class-size there is no clear-cut agreement on the optimum class-size related to workload in colleges. Stinnett (1968: 230) comment that the best class-size or teacher load depends upon number of conditions involved the teacher, the subject, the majority and ability of the pupils, teaching materials and aids. Therefore, for Regional Teacher College, the number of students in a class was not corresponding to the guiding principle stated. On the other hand, the average class-size in the regional college of teacher education, is found to be 40 students; i.e., 1.4 sq.m/student or 56 sq.m class (ትምህርት ሚኒስቴር, 1996 E.C:8). The standard class-size as mentioned, therefore, a college tends to have 1:13 as reasonable class-size (Ovard, 1966:67). However, as he was further states that large class-size increase the amount of teaching load of a teacher. Based, on the fact average class size, it is said that the most useful measure of teacher utilization is the teacher-student ratio. That is, in college situation the ratio set 1:20 for effective lecture technique to be meet objective (ትምህርት ሚኒስቴር, 1996 E.C: 10). On the other hand, for large class-size (Stinnett, 1968:100) states, "...large group mean more paper to correct, more records to keep, more seat work to

plan, more plan to make, and more individual difference to meet." That is, large group uses up more energy of the teacher and more time.

The second determinant that has direct effect on teaching load distribution is the number of preparation required. It depends on the number of subjects given to teach (Ayalew, 1991:122). The load and the time required for preparation has to be attributed to teaching different subjects and also to a teacher who is specialized in one subject and assigned to teach the sqme subject to more departments (Ibid., P. 123). Ayalew further argues and elaborates taking example, as teaching four sections of the same departments in the same year level of mathematics is not the same as teaching two sections of mathematics in the first year and two sections of mathematics in the second year of the same department. A teacher assigned to teach the former has only one preparation, while the later has two preparations because of the difference in content outline. Therefore, if the concerned official's share teaching load among teachers, then the number of preparations required from teachers should be considered.

The third determinant that has influence on teachers' classroom instruction is the number of credit hours taught per-week (Stinnett, 1970:233). The writer further states that different countries have different credit hours per-week even per day. This implies that there are no uniform rules valid for the whole world as to the number of credit hours that a teacher should teach every week.

On the other hand, the teaching load of teachers should be reasonable and has to be administered in line with the interest of effective teaching (Douglass, 1954:93). This implies that care should be taken for a teacher that he/she should not be forced to carry out an excessive number of classes daily or weekly.

In general, those factors that have an impact in teaching load should be seen while sharing the teaching load among teachers. Factors such as class-size, number of preparations required and the number of credit hours per-week are related to the process of classroom teaching. Then it has direct effect on the teaching learning activities.

2.2.2.1.2 Non-classroom Responsibilities

In a teacher college there are non-classroom teaching responsibilities that must be covered by teachers in addition to classroom teaching responsibility (Smith et.al., 1966:217). That is, teachers are required to spend considerable time on the non-classroom instruction. This is also possible with as reduction of teaching load that includes such as administrative activities, curricular activities and community services that are regarded as part of their mission (Alexander and Saylor, 1961:733 as cited in Ayalew 1991:124). Administrative activity includes assignment of teachers as dean, v-dean, head of registrar and head of research and publication office, continuing and distance education coordinator, and public relation officer. Besides, teachers are also required to spend time in different committees in colleges such as academic commission, management committee, and discipline committee etc (ACTE, 2001: 3-13).

The above mentioned tasks share teachers' time in order to attain the desired objectives in each part. Thus, the most time consuming of the non-classroom instruction are clerical duties that include such as record keeping and reporting, meeting with students and the like (Monroe, 1956:190; and Williams, 1979: 133-134).

On the other hand, community service includes the participation of teachers in social organization like professional association and community associations. This may over load teachers of the social activities they participate in are added to the daily or weekly teaching assignments given to them. While sharing

teaching load among teachers, it is better to take into account for additional duties.

Most writers state that determinant factor for teaching load as non-classroom instructions. It is based on the teachers' contributions. The contribution of teacher in non-classroom responsibilities must be considered among factors that influence teaching load. That is, proper reduction must be made in teaching activities (Ayalew, 1991:125). In short, the participation of teachers in administrative activity, co-curricular activity, and community service sometime regarded as part of their mission based on the guidelines of their work place if exists.

2.2.2.2 Reducing Workload of Teachers

In sharing teaching load among teachers, the responsible authority might be fair in order to enhance morale of teachers. So that teachers can carryout their duty effectively. This implies that the concerned authority has to be able to prevent overloading of teachers. Douglass (1954) as cited in Ayalew (1991:126) suggests, there are four methods in reducing the overload of teachers. These are:

1. Reduction of the number of section to be taught daily it may be carried out not by creating large class-size, but by increasing the number of students while the size of the staff remaining the same;
2. Elimination of small sections; this technique is useful in college where pupils have an access to choose from various departments of study (Ayalew, 1991);
3. Assignment in relation to special fitness: Douglass (1954: 105) states, optimum effectiveness of teachers may be achieved if they are given proper work that they can do best. In addition, Ayalew (1991: 127) states, "assignment of teachers is a subject in which they have adequate training can maximize load even when the total working hours remain the same,"

4. Lightening the teachers' load: teachers can carry out certain duties, simple and complex in their teaching-learning activities

In order to reduce teachers' load effort must be made from the concerned ones. That is, college management and teachers have to be try to find the solutions for reduction of teachers' load. According to the objective situation of the college policies are required to implement (1) manageable class-size; (2) reasonable teaching load for preparation; and (3) even sharing of load and smooth operation. So that if loads are fairly shared and teachers believe that they are fairly treated by management of the college, then they will be motivated to work.

In addition, the techniques to lighten workload, as stated in more detail by Douglass as cited in Ayalew (1991) are likely relevant and applicable in college's situations are as follows:

1. Providing facilities for mimeographing material needed for instructional purposes;
2. Avoiding long, tedious uninteresting teachers' meetings at the end of full day work;
3. Assigning teacher assistants (Junior teachers or even senior students) to carryout such activities as tutorials, administering examples making papers, preparing teaching aids etc.;
4. Providing simplified forms for all regular college reports, notice, and other clerical routine;
5. Giving beginning teachers a lighter load;
6. Reducing the number of different daily subject preparations per teacher and the number of hours taught;
7. Reducing fear to an insecurity; conducting supervision in such away as to eliminate fear;
8. Providing office space for teachers to work free from interruption when not teaching; and

9. Developing friendly thought in the college, cheerful atmosphere and cardinal relations between students, teachers and other personnel.

2.3 Maximizing Teacher Utilization

2.3.1 Teacher Utilization

In order to achieve its goal effectively, the college of teacher education must have the required number and qualified teachers. Therefore, a specific definitions of the term teacher utilization is stated by Thompson (1995:53) as, "effective teachers utilization is that they should be assigned to various posts where they are most required and where at the same time they can give of their best." It is further noted by Cassetter (1962:98) as, "Teacher utilization represents a systematic effort to utilize fully and economically the competencies, time and energies of personnel utmost instructional advantage." The essential idea in teacher utilization is to enable the professionally trained teacher to cause more professional service more effectively to more pupils. That is, teachers are the efficient cause of teaching implying that teachers are, therefore, responsible for teaching. So that a college of teacher education should use the professionally limited number of teachers fully and economically (Ibid.).

Therefore, to support what briefly noted above, Webb and et.al., (1987:168) states, teacher utilization is the personnel process that maximizes human resources through the:

1. Development of talent and competency in best interests of the total line staff and student population;
2. Identification of academic staff talent and assignment of individual workers to facilitate an effective instructional program;
3. Assessment of roles, including the identification of inhibitors and facilitators, to permit optimal utilization of resource to achieve primary goals;

4. Recognition of individual academic staff difference and implantation of leadership styles that best fulfill the potential of all personnel;
5. Utilization of available research tools and skills to provide the best possible working conditions; and
6. Development of a healthy climate that fosters the maximization of human potential.

Furthermore, academic staff utilization includes all of these things to maximize the human resources. This implies that the emphasis lie on the efficient and effective use of the academic staff to attain the desired goal of a teacher college.

Most of teacher colleges believe availability of human resources and material resources are required to facilitate an effective instructional program. Now, the expansion of college of teacher education is becoming the interest of government and the society. Likewise, the colleges have required important resources to achieve the goal. But, in some way or another, teacher colleges with important resources may not attain the desired goal. Because, it may call for organizing and developing of human resources (Ayalew, 1991). One of the factors that may result in failure of goal to attain will be improper utilization of academic staff. This implies that highly qualified academic staff and adequate facilities could not bring, by themselves, the necessary improvement in teaching-learning activities unless they are utilized effectively (Aggrawal, 1995). Because academic staff constitutes the college at all levels and regarded as the only dynamic factor of services. Therefore, if an effort is made by management to coordinate academic staff and material resources, then the objectives of the college are easily achieved. Contrary to this, with out the efficient use of academic staff management can never accomplish objectives of the college. From this it can be said that academic staff, in college, are the supreme factor of teaching-learning activities (Ibid.).

Moreover, in teacher's management, teacher utilization is a crucial function and represents, join the right teacher to the right place in order to get the best out of them (Anderson, 1995: 606). On the other hand, teachers are considered as the most important assets and inputs to achieve the desired goal of any colleges. Furthermore, Elsbree (as cited in Ayalew, 1991:109) states that if teachers placed properly to the right position, it would result in effective utilization than among other things. This implies, the feature of teacher utilization has to be given special attention in order to make optimum use of teacher through planning for teachers' demand. Planning here is associated to be important in avoiding imbalance, in distribution or allocation of teachers. It helps to control the cost aspect of human resource that does not appear to be costly. It helps to formulate transfer and success policy with regard to teachers in teacher colleges (Prasad and Bannerjee, 1985:89). According to the Scholar states further, teacher utilization involves planning for teacher need and availability. Besides, planning is helpful in order to utilize effectively the available teachers in a college of teacher education. Above all, teacher utilization is the process of achieving the desired goals by the least possible cost. Then, it is carried out through identification of special talents, improved working conditions, through full and economical use of abilities, time and energies of teachers to maximum advantage (Bekele Taddese, 1996:23). Furthermore, teacher utilization in a college can further, therefore, be intensified by the presence of rules and regulations and policies correspond with their work assignment.

2.3.1.1 Teacher Assignment

As indicated in the previous topics, teachers are the most significant resources in teacher colleges. Likewise, teachers constitute the college at all levels and regarded as the only dynamic factor of service. It is very difficult to handle teachers as other resources easily that Teachers need special care in their utilization. That is, teachers have of great importance for the success of college.

Hence, proper utilization of teachers can foster the attainment of the desired goal of a college (Currey and Heineman, 1987:620). But, if improper utilization of teachers exits, then the attainment of the desired goal will fail. Therefore, affect the morale of teachers who may be placed in the wrong position to work can be affected and dissatisfied (Haile Getaneh, 2001:14). As a result, they may feel irresponsible to work the task they assigned to and feel absence of accountability and transparency for they give services.

Assignment for work, here, can be used as placing of teachers to carry out specific tasks. Therefore, placement is considered to be the allocation of teachers to jobs available that well match with their qualification (Aswathoppa, 2002:164). That is, it is the assignment or re-assignment of teachers to a new or different job. Furthermore, placement includes initial assignment of new teacher and promotion, transfer, or demotion of present teachers (Ibid.). Contrary to this, miss-assignment is understood as placement in a subject or department without interests of teachers or for which the teachers are not adequately prepared. Such placement is happen when there is an attention for the individual but not for the job in a college (Ibid., P. 165 and Ayalew, 1991).

Teacher assignment is, thus, the human resource process that is aimed at maximizing human resource utilization through the "placement of talent and competence in the best interests of the teacher and student preparation" (Webb and Norton, 1999:348). In order to facilitate an effective instructional program, teacher talent and assignment of the individual teacher have to be identifiable. The other important factor to be considered when assigning teachers to specific task is assignments of roles, to permit optimum utilization of human resources (Ibid.). Hence, educational officials should give proper placement of teachers. Various scholars have discussed on the assignment of teachers such that to have proper utilization of human resources in a college. Of these scholars, Deighton (1971:605) state, teacher assignment is "the determination of subjects and departments and years level for which teachers are to accept responsibility

during specific college term." However, it is the process of assigning instructor to the single decision in particular responsibility. This shows that assignment of teachers is made on the basis of subjects to be taught and the year's level within the department where teachers are supposed to teach. This in turn implies that the teachers' qualification and specialization should be taken into account when assigning teachers. In addition, Smith et.al., (1966:214) specify, teachers' assignment as follows:

> *It is unfair to the teacher and to the pupils concerned to assign a teacher to an area in which he/she is not qualified simply because the position must be filled. However, when this is necessary, it always more satisfactory to consult the teacher prior the assignment and explain all the circumstances fully.*

As it was defined somewhere in above for 'teacher placement', therefore, some very important element has included in the process of the assignment of instruction in a college. This is also aim to make the teaching-learning activity more appropriate to the users and hence to maximize the utilization of instructors in their assignment. As Moore (1969:49) states, there are four points have to be considered in instructors' assignment. As it was stated further by the scholar while teaching assignment is carried out:

1. Basic preparation and professional interests of the instructor should be reflected;
2. Previous educational and other experience of instructors that; has to be seen in the light of make up of the department to which the assignment will take place;
3. The interest of the individual instructor has to be identifiable; and
4. The opportunities for success and ultimate promotion have to be seen.

On the other hand, Compbell et.al., (1983: 174-175) indicates, that the major criteria for instructor's assignment should be level of qualification and professional competence such that personal convenience must not considered. This implies that personal interest and professional competence of the instructors is helpful in teachers' assignment. Furthermore [Adesina, 1990:12)

states, "The major measures the teacher college officials should look for in assigning instructors are qualification and experience". That is, in assigning instructors to job in college is to be left open for argument. Besides, the objective of assigning instructor is so that at least minimally qualified person fills all jobs and individuals are placed on jobs that will make the best possible use of their talents (Aswathappa, 2002:165).

Various criterion are given by different scholars explaining what requirements should be considered in instructors assignment from long years ago to the current times. This includes emphasis on qualification, experience and performance of instructors. In addition to the requirements there are certain guiding principles that can help college officials in assigning duties to the instructors. The guiding principles that could help in college is that emphasizes first knowing and collecting details about instructions, instructors profile constructed to bests fit in individual instructors assignment. The other is making comparison of instructors' profile. Finally, the best way is carrying out task that is fitting properly the assignment of the individual job. In addition, the following guiding principles can facilitate teachers' assignment. These are assignment of instructors to a profession only where he/she is qualified; assignment of instructors to a field of specialization only where he/she has broad and concentrated preparation; it is also advisable to limit each instructors' assignment to not more than two broad fields of related subject matter; and assignment of instructors to the most frequently occurring teaching combinations (Smith et.al., 1966: 216-217).

To support scholars' suggestion on assignment guidelines, Ovard (1966:263) also provides guidelines such as:

1. Instructors should be assigned in their area of specialization and training. If there is shortage of instructors in college, they can teach their related fields;

2. Instructors who have extended periods of services should be assigned to the subject they were previously given unless there is evidence that may be successful in another assignment
3. Instructors' interest and desire should be considered within the boundary of their specialization of preparation;
4. New teachers should be assigned early in order that they set time for preparation;
5. Instructors should be hired according to the specialization to fill the specialized requirements of the college;
6. Teaching load should be spread as evenly as possible;
7. When preparing load the external responsibilities should be considered, and even the additional responsibility internally should be seen; and
8. Th teaching load of new teacher should be lighter than that of the more experienced instructors

Based on the guidelines specified above, a relatively broad categorization can be observed from the previous discussion. That is, Ovard's categorization was broad than others [Smith et.al., 1966) further states that colleges are required to have guidelines on assignment of teachers that outlines duties and responsibilities that instructors are expected to carryout. Hence, the guidelines should be responsibly dynamic to change when required in time and process. That is, it has to be continuously assessed in light of ongoing activities to enhance utilization (Ibid.).

2.3.2 Accreditation of Regional Colleges and Qualification Required

The most significant requirement for instructors' assignment, in higher education institution, is their level of qualification. In most countries teachers with bachelor degree and above can be employed or hired to teach in colleges. Some times it happen that teachers may assigned with less qualification to teach in colleges when there is shortage of qualified teachers in some identified

subjects (Hanson, 1970: 31-33). For instance, the requisite for Ethiopian Higher Education Institutions, as stated in guidelines for accreditation higher education institution, is teachers with minimum academic qualification and academic rank of bachelor degree and assistant lecturer can teach in college of higher education institution (MOE, 1996 E.C: 12). It is also shown that for diploma training program, the college of teacher education demand for Ph.D degree (or Assistant professor) of 10%, MA/MSc degree (or lecturer) of 50%, and bachelor degree (or assistant lecturer and assistant graduate) of 40% of instructors of such proportions. Thus, from this it can be observed that bachelor degree (or assistant lecturer and assistant graduate) is the minimum requirement for college teachers to teach (Ibid.).

Furthermore, maximum effectiveness of the academic staff can be observed only when the requirement for teacher qualification in college meet the standard set by Ministry of education. That is, it is important that understanding teachers' experience and qualification with their specialization in various subjects enhances effective assignment. And, therefore, it maximizes utilization of teachers in college and develops morale. When teachers share load among themselves, thus, the criterion experience of the teacher qualification (specialization) has to be regarded as to maximize teaching activities. On the other hand, it will not possible to achieve efficient work (Knezevich, 1969:359; and Doughlass, 1954:103). This implies that welfare of the college should take precedence over the preference of the instructors; i.e., a college must pay interest as strategy to instructors for its goal attainment to maximize utilization.

2.3.3 Professional Training and Development

The quality and competency of teachers can be improved to become stronger along the need of many lines to make education more attractive. It should be noted that teacher development, thus, involves four types of growth. Aderson (1995:41) states these as, "...growth in knowledge, growth in skill, growth in

judgmental, and growth in the contributions teachers make to a professional community." Based on the issue, teacher development can be differentiated into two categories such as "carrer development" and "staff development" (Ibid.).

Therefore, teacher development as (Anderson, 1995) further state, it can be obtained by providing teachers with adequate education (or in service training) and by creating favorable conditions to promote appropriate posting and fellow-up support for actual utilization of teachers effectively. That is, it may design to foster the results of group teacher and the teacher move through the professional carrier cycle. This is to broaden subject knowledge that would prepare teachers for further study beyond their training colleges. In relation to this, Aswathappa (2002:171) states that education or training as: "... any attempt to improve current or future teacher performance by increasing teachers ability to perform through learning usually by changing the teachers attitude or increasing his/her skills and knowledge."

Besides, Rao and Narayana (2000:449) confirm that training is done to aid teachers in improving teaching-learning performance. They further point out that training or learning process that involves the acquisition of skill concepts, rules or attitudes to increase the teaching performance of teachers. Hence, training is a continuous process and should be managed through time that helps for developing teachers (Ibid.) Supporting this, Adams (1975:37) states, training as: "the development of the individual which arises from the whole range of events and activities by which serving teachers can extend their personal academic or practical education, their profession competence and their understanding of educational principles and methods." This shows, if training of teachers directed toward their actual work and develops teaching profession such as teaching method, classroom management, planning of work and potential work in education and desirable educational attitudes (Anderson, 1995: 571-573).

This definition is concerned about personal whether he/she is in problematic or not. Hence, further training for teachers helps to develop their morale attitude and way cause their to feel confident in order to seek promotion and to keep up-date with their subject and field of education as regard to both content and method (Ibid.). Furthermore, in-service training is to help teachers in up lifting their morale by providing them with professional skills and material incentives that would motivate a teacher will operate with harmony and unity. Such a group emphasizes on attitudinal changes and stress upon decision-making and problem-solving abilities in-group or individually (Rao and Narayana, 2000). Hence, training of academic staff might help as a means and sources of moral and material encouragement. It may help even to have the right workforce with high morale at the right time and place when required for high achieving that can attract others. For instance, in Ethiopia, every teacher wants to be in Addis Ababa University. The reason is that the university has been organized and gives an opportunity for its member's further education. Therefore, when teachers are given further education opportunity, encouragement, and guidance, based on relevant teaching methods they may feel both satisfied and successful. By doing so, teachers can be utilized easily.

Therefore, in-service training is very important for academic staff who are working in a given college, since no training colleges or universities can provide education that will be sufficient for ever (Endale Getaneh, 1987). Because, the world is in a state of continuous change and development, especially in various subjects such as sciences, technology, culture and social life, educational theory and practices and teaching techniques. So that teachers' work must be kept abreast of these developments. Thus, further training should be organized to brush-up the knowledge gained in regular training and to enrich it with new elements, which could not be included in the former program. So that it services as moving sprit for development of the college and the effectiveness of educational work in it (Anderson, 1995). This implies, no man born to day will die in the same world as more and more advances are made in technology of

education. From this point the conclusion seem to be the training given to teachers should be relevant and helpful for their professional development.

2.3.4 Effective Support and Supervision in Developing the Work of College

In most organization the senior management group and the chairman of governors may provide support for lower structure of their line. Sometimes it happens that a support can also be given from the concerned authority external to their organizations. That is, there will however, be time when the support (or view) of some one can be helpful for the organizational development (Dean, 1992:). On the other hand, the main tasks in education are to up-grade the intellectual and competence of teachers' work. Because of this difficulty, it demands for continuos support of advice the existing teachers that enhance the optimal use of them (Ibid.).

A substantial number of scholars point out that the importance of potential support and supervision is that help to develop the individual potential who works in college. Of these, Dean (1992) further comments, any support given from either external or internal to teachers affects the development of the college. Likewise, it is necessary that all supports given for the organization must be depend upon the whole institution's development. That is, offering support (or advice) relevant to the institution is important for organizational development. Good support works enable people to think and do best by themselves confidently (Ibid.).

Furthermore, professional supervision and support services required for teachers in colleges. On the other hand, it is the way to educate academic staff, promote morale of teachers and their development progress. Gupta R.S et.al., (2003:16) cites, supervision is to see the work of teachers from above; i.e., from top to down. Therefore, the professional support and supervision will include persons who are responsible for the needed material for the success of

teaching-learning activity, a recognized person (or cadres) with specific responsibility for supervising academic staff in college. Besides, responsible educational officials for that benefit teacher carry out supervision (or support). Hence, it is the direct and immediate guidance and control of the teachers in the performance of their tasks (Ibid. P. 217).

Moreover, Gaynor (1998:47) comments, on what teachers need from supervisor is "Advice and interaction that can help them develop into more confident teachers. What they receive, however, is often bureaucratic, judgmental, and motivated by desire to control what they do." On the other hand, a writer further argues, teachers in college may have more to provide by way of support than external advisors. That is the college official and experienced teachers render support to teachers. Because of the officials and experienced teachers of the college are more responsible and perform their duties without interference of others. As Gaynor (1998) further put, developing the advisory responsibility with in the college level is more adequate condition for the answer to the problem because it can be assumed that colleges need have the required skill to over come the problem independently. In addition, teachers who are experienced feel a sense of belongingness and commitment to work more on the problem that the college encounter and can search for the solutions to alleviate the problem.

2.3.5 Teacher Achievement (Success)

Teachers want to secure satisfaction in their work in order to achieve the organizational goals. If there is proper assignment to work then there will be willingness to work in-group, obedience to orders and challenge stresses and overcome difficulties feel confident in the job and establish loyalty to the management (Byars and Rue, 2000: 459-470). Because of these facts, teachers in their job assignment are the most important factor achieving objectives of the organization. Then to achieve what has been planned by the institution the workers in it should be used properly. On the other hand, there are various

needs that teachers want to achieve in their work assignment to be used in the right way.

Hence, various scholars have stated success of teachers in different ways for better understanding. Some common factors that are to be considered in their work assignment are teachers need 'security' and 'comfortable living'. That means, teachers want to be able to 'maintain' standards of living, which does not force them to shortage of income (Aswathappa, 2002:321). Teachers are also requiring a pleasant working condition that involves such as: qualities of working environment as an attractiveness up-to-date technology, management support that happen to be desirable (Stone, 1998:401). By sensing this, teachers feel belogningness. They feel as they belong to the group with which they work. Supporting the idea, Armstrong (1999:152) emphasizes, "... desire to be accepted or to remain part of the group is more powerful in condition the amount of work a person will do then is even take home pay". The feeling of belongingenss growths through working together in planning and assessing joint responsibility to achieve common goal.

The other determinant factor for teacher success is need for their treatment. That is, teachers want to be treated fairly equal to their friends, with whom they are working (Stone, 1998). That is, there should not be existing discrimination in their work assignment. Otherwise, this minimizes the service they can give in their work. That is, if there will be faire share of work assignment and non-teaching activities by management of the given institution, then teacher will feel equal treatment and satisfied. Hence, teachers have a sense of success in their work. They assume as they are working a real contribution to the society through their work; i.e., they want a progress in their work that may increase their senses of achievement.

Furthermore, teachers consider themselves important in their professional work so that they desire to be recognized (Stone, 1998:401). Recognition is one

form of the desire to reflect teachers' importance. The successful teachers can be determined not only participation in decision-making but also involving in policy formation. This facilitates teachers' interests to work. Regarding this issue (Taylor, 1981:89) states that commitment to job is likely to be enhanced and out put level increases. This implies that if teachers participate in determining policy issues that govern them, they believe that they obtain recognition (Ayalew, 2000:30). Since teachers are front-line actors in educational strategies, all teachers want to maintain self-respect. In order to have full satisfactions, job must allow people to maintain their feeling of self-respect.

Therefore, these factors would help to initiate teachers to exert more effort to the improvement of teaching learning activity. So that it can help to the satisfaction of teachers and retain them to the profession, as a result of which teachers will be happen to perform good services; i.e., they will give more efficient services to their work assignment.

2.4 Factors Affect Teachers' Utilization

There are various determinants of performance that affect the workers' interests (or satisfaction) either negatively or positively (Rao and Narayan, 2000; and Aswathappa, 2002). Regarding the professional satisfaction, there are various problems influencing it. These factors, as it was specified in the previous topics, are participation in decision-making, freedom and independence, an opportunity for further training, job security, considerable supervision and management support that contribute to teacher's motivation.

In addition, Chapman and Lawthar (1982:242) point out that people who face challenge in their work, and has an autonomy in carrying out their work and feel adequately rewarded are more determined to work, and satisfied with their employment. This implies that cohesiveness between the individual and his work and then satisfying working for the people in order to achieve the desired

objective of the organization is more visible. Furthermore, a scholar has stated the various factors that can influence motivation of the individual workers to work in an organization. According to Chapman and Lawthar (1982), salary, status, working condition and assignment of teachers in teaching professions without ones' interest can affect motivation of teachers to work in colleges. That is, every aspect of personal program can contribute to morale for betterment of workforce that could affect the amount of work a teacher does (Webb and Norton, 1999). The detail treatments are discussed hereunder.

2.4.1 Salary of Teachers

Salary is the annual amount, shared in 12 months paid to a teacher irrespective of the number of times unit spent on the job (Baired, et.al., 1990: 340). Based on the problem of teachers, few researches have been established concerning teachers' salary. Andeson (1995:72); and Teklehymanot (2000:8) point out that the reason why teachers leave the job was examined because of low salary pay. It is pronounced that salary is considered as one of the factors that may generate teacher to turnover. It is money that is to be considered as one of the factors to take place to retain teachers in their profession.

A related point about salary is stated by Anderson and Taklehymanot as "financial difficulties and present economic problems are the two most frequent causes of dissatisfactions of teachers." That is, teacher's salary is considerably lower than other professionals required even college graduation. For instance, in regional college, teachers salary pay for lectures is 1565 birr per month (ACTE, 2001:38; and ሰ.ሰ.ኮ, 1994:4). While the graduate who may assigned to be the Head of a Zone Education Department earn a monthly pay 2225 birr, which is more than a teacher's salary who work in a teacher college. Comparing this, Head of a Zone Education Department paid greater than the teacher who teaches in college by 660 birr (1994:4).

Furthermore, comparing the salary of teachers to the other position rather than teaching, teachers are under paid in economically developed countries such as America (Stinnett, 1968:70). In Ethiopia, teachers earn poor salary as compared with salaries paid in other occupation requiring similar or equivalent qualifications. Therefore, this may increase the dissatisfaction of teachers in their profession. The other reason is that there is no fringe benefits in the line of education (Anderson, 1995). Teachers do not have house allowances, medical services and staff loans etc. However, in few teacher colleges' additional payment for the dean, v/dean, department heeds, and related individuals of various administrative positions have been paid. Similarly, transport pay and daily allowance for an academic staff who may leave for a fieldwork for the concern of the college will be paid (ACTE, 2001: 39-40).

Teachers are underpaid for the work they do. In this sense money has important value in the social status as well. As [Samuel son, et.al., 1995:28) the economist, state, money is the means of payment. It is a lubricant that facilitates exchange. In other words, it is to indicate the economic value as a medium of exchange. And also money is social medium of exchanges. Money has a status value, when it is being received and when it is being paid (Ibid.). From this point, money can be considered as an indication of one worker's relative status compared with that of other workers. Therefore, the chief reason usually considered why teaching can not attract very many people is low salary and matrimony (Stinnett, 1970:70). Thus, money is said as a motivator of the teachers' interest to work in their place that enable them to give effective service to attain the desired goal. On the contrary, it can affect interest if there will be unfair pay (Aderson, 1995).

2.4.2 Status of Teachers

As it was pointed out in the previous sections, teachers are of great importance for the successes of the college. But, there are various ways in which the society understands teachers. Teachers are being human resources some of

them are given high status and others are contempted (Anderson, 1995:58). For those the society feels contempt for and rejects are, that might fail to meet the expectations of the society while those enjoy social respect might be, who agree with societal norms and those who perform their assignment (Berehanu Demelew, in his senior essay, 1992: 18).

The reason is, because, most teachers are limited their interaction to the classroom; i.e., they may not have as many chance as the other professionals in development sectors and social services other than educational institutions. For this reason, the society may not value and understand the importance of teachers in the community or society. The second reason why teachers' status is low in the society could be the negative attitude of teachers themselves towards the teaching profession. Such negative attitude ultimately affects the social status of teachers (MOE, 1999: 12).

Another studies briefly point out that many teachers lack positive attitude towards the teaching profession (Teklehymanot, 2000:8). The reason is that teaching is seen as of a minor importance profession and this in turn develops frustration and hopelessness condition. So that any teacher who is threatened in such situation could negatively influence people outside teaching profession. This negative influence may in turn affect the social status of teacher at large (Mitchell, 1982: 271-277).

Therefore, teachers, have low social status. The society's attitude towards teaching profession has not changed much. The reason of these remarks is the decrease in the attitude of society toward the teaching professions would have exerted burden on teacher's individual ways of life (Stinnett, 1970; and Taklehyamnot, 2000). This situation is practically seen in both developed and developing countries. So that it seems widely accepted worldwide.

2.4.3 Teachers Working Conditions

In teaching learning atmosphere, the working conditions at a work places are one of the required elements. Good and safe working conditions are directives to better work higher efforts and then higher services (Prasad and Bannerjee, 1985:150). It is directly related to teachers' job satisfaction. In particular, the teaching learning environment is the social system in which teacher work within which the academic staff and student live (ACTE, 2001:10). In addition, Heineman, et.al., (2000:13) states, teachers and their contributions to educational institutions are affected by conditions in their work place.

On the other hand, to make job satisfaction of teachers, the management of an educational institution is expected to establish suitable working environment by making unrestricted efforts to attain the goal of the organizations (Heineman, 2000). This may include facilitating favorable promotion policies and rules for teachers. That is, the treatment includes promotion to senior posts and favorable working condition policies that encourages teachers for better work and attractive work place (Duret and Hogan, 1998). This may help to see how much is the participation of teachers in administration.

2.4.3.1 Teacher Participation in Mgt. Works

Academic staff members, in an educational institution, has to be involved in the operation of administrative works as well as community services (Ayalew, 1991:124). Likewise, this may demand for the democratization of management in facilitating good achievement to be attained in teachers' work and responsibility using carefully. Therefore, officials should remember that logically and professionally responsible decision-making has to use teachers properly. In short, every matter that concerns teachers and affects them has to be considered. Hence, the "collective participation in decision-making and involvement in policy making may lift teachers from low status to creative role (Stinnett, 1970).

Another scholar supporting teachers' participation in administration states that participation of teachers in administrative work is exactly related to moral that could energizes the better work. That is, it develops a sense of responsibility to them. Teachers who participate in management decisions have high morale rather than teachers who do not (Andorson 1995:611). As it has been further noted, it would give them morale opportunity to possess positive attitude towards the management of their educational institution and pupils. Besides, they have high regard for themselves and the teaching profession. On the other hand, better teacher fit will help promote satisfaction and commitment and so lead to better teaching (Ibid.).

In general, the management organ of the college has to play an important role in the development and maintenance of moral of teachers by involving them in management affairs. Moreover, the degree to which teachers are involved in management decisions will help to enhance the teaching learning work performance. Otherwise, it will lead toward inefficiency of performance.

2.4.3.2 Teachers Evaluation and Development

As stated by various scholars, the goal of a social organization can be achieved only when people are assigned to their best posts. The employee's evaluation process used by administration of an organization is directly connected to the development activities of the teacher (Anderson, 1995: 488-490). This further stated by Aswathappa, (2002:199) as, performance evaluation is "The systematic evaluation of the individual with respect to his/her performance on the job and his/her potential for development." Another writers take part in the definition of performance evaluation of a worker and indicate that it is the process of determining and communicating how employee is working the job (Rao and Narayana, 2000:467). Hence, performance evaluation is defined by both scholars and can be summarized, as the systematic periodic and an impartial rating on employee's excellence to its potentialities for a better job.

On the other hand, performance evaluation does not only let the worker know how well is performing, but should also influence the worker's future level of effort, activities, result, and task direction (Rao and Narayana, 2000). Besides, Aswathappa (2002:200) further asserts that performance evaluation is:

> *... a formal, structured system of measuring and evaluating an employee's job related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization, and society all benefit.*

The performance evaluation, here, includes employee's work related behavior. It helps both the organization and teachers to be effective and may result in the required achievement. It was further pointed out as conducting performance evaluation can identify Stinnett (1970:85) states, weakness and strength of the workers of an organization. It helps to solve that restricting progress and cause inefficient work practice. It can also develop a greater degree of consistency using regular feedback in order to improve communication progress. Therefore, evaluation should be continuous, often in formal, and should be stressing the growth and the improvement of the individual worker rather than try to build a file to justify termination or dimension (Ibid.).

Webb and Norton (1999:378) further states, performance evaluation of teachers has advantage in any educational institution. The management of the organization uses properly or handles its development activities by facilitating the well working condition in the organization. Otherwise, it can affect the interests of teachers towards the teaching profession. Therefore, performance evaluation for workers; i.e., measuring, evaluating, and recording performance of teacher related to expectation, determine merit pay increase, plan future performance goals, training and development needs, and assessing the promotional potential (Bartol, 1995, 42; and Stone, 1998: 266; and Aderson, 1995: 490-491). In practice, teacher performance evaluation can be carried out by teachers' management, parents of pupils, and the pupils themselves, (Aderson 1995: 490).

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA

This chapter of the thesis deals with presentation and analysis of data gathered from document, outcome obtained through questionnaire and an interview made to a search for appropriate answers to basic questions mentioned in the first chapter of the research study.

Three groups of respondents were considered in this study. The first group includes deans and v/deans. Ten questionnaires were distributed to this group of respondents two in each sampled college of teacher education. Out of the respondents (Deans) 9 (90.00%) filled-in the questionnaires and returned. The second group respondents comprise teachers. So, 95 questionnaires were distributed out of which 89 (93.68%) were replied. The third group respondents who were subjected to an interview comprise the regional education bureau of teacher training department, the ministry of education concerned with teacher training panel and chief Deans of the college. Therefore, the rate of return of questionnaire was 93.33% regarded as high to examine the study of the problem. The data collected was tabulated and then arranged in tables in order to analyze and interpret the information obtained. Therefore, analysis and interpretation of the data collected from the reports are discussed here under following each table.

deans and (21.35%) of the teachers respondents fall within the age range 11-15 years of services in teaching. The remaining 21.35% of the teachers serve 10 years and below in which none of the deans' respondents fall in this range. As it can be revealed from the data obtained the number of experienced Deans and teachers were very high. From this it follows that the majority of the teachers have enough experience in teaching while majority of the deans have no adequate experience in managerial skills to manage human resources and this indirectly implies that they have got assigned from various field of studies. So that there might exist failure to utilize teachers effectively because of lack of managerial skills and experience. In support of the finding, Steers, et.al (1985:33) suggests that all managers must exhibit technical, human and conceptual skills to be successful in work assignment with various level of application. Deans are likely expected to possess technical skills having the ability to provide the services in teaching-learning process in addition to their particular field of specialization.

3.2 Analysis and Interpretation of the Data

Table III. Description of respondents by qualification, Academic career and payment of academic staff

No	Items	Deans		Teachers		Total	
		N	%	N	%	N	%
1.	***Level of education***						
	Ph.D	1	11.11	7	7.87	8	8.16
	MA/MSc	7	77.78	31	34.83	38	38.78
	BA/BSc	1	11.11	44	49.44	45	45.92
	Diploma	-	-	5	5.61	5	5.10
	Others	-	-	2	2.25	2	2.04
	Total	9	100.00	89	100.00	98	100.00
2.	***Academic rank:***						
	Professor	-	-	-	-	-	-
	Associate professor	-	-	-	-	-	-
	Assistant professor	1	11.11	8	8.99	9	9.18
	Lecturer	8	88.89	31	34.83	39	39.80
	Assistant lecturer	-	-	44	49.44	44	44.90
	Others	-	-	6	6.74	6	6.12
	Total	9	100.00	89	100.00	98	100.00
3.	***Salary in a month***						
	≤ 1000	-	-	8	8.99	8	8.16
	1001-1500	-	-	19	21.35	19	19.39
	1501-2000	7	77.78	54	60.67	61	62.25
	2001-2500	2	22.22	8	8.99	10	10.20
	≥ 2501	0	0	0.00	0.00	0	0.00
	Total	9	100.00	89	100.00	98	100.00

Table III deals with level of education, academic position and monthly salary payment of the respondents. Item one of table III shows 11.11% of the Deans and 7.87% of the teachers were qualified with Ph.D degree, and 8.16% of the total respondents found to be Ph.D degree holder. The majority 77.78% of the Deans and 34.83% of teachers had MA/MSc level of education. Of the total respondents (38.78%) were MA/MSc degree holder in the Sample College. On the other hand, 5.61% of the teachers had diploma and the rest 2.25% of the teachers entitled in certificate level of education while deans and teachers with BA/BSc holder accounted for 45.92%. As it is observed, the minimum requirement for colleges is first degree (MOE, 2003 E.C:12); of which 10% of the total teacher should be Ph.D, holder 50% of them should be MA/MSc holder and 40% with BA/BSc. These are the standard requirements in the regional colleges. However, from the data obtained Ph.D (9.18%), MA/MSc (38.78%), BA/BSc (45.92%) and diploma and below (6.12%) was below the requirement of level of education. This implies that there is shortage of teachers as some courses conducted by teachers who are not specialized in the field. Therefore, these various levels of education which are not in line with the standard, need special attention when planning is carried out otherwise it may bring about adverse impact on proper utilization of teachers in the regional colleges.

With respect to the academic rank of teachers as well as officials, majority of the respondents (44.90%) ranked assistant lecturer. While lecturers comprised only (39.80%) of the total respondents and few of the respondents (9.18%) ranked assistant professor. Out of the total respondents none of them reached to the rank of associate professor and professor in the regional colleges of teacher education even if some of the regional colleges have long experiences. From the data as it can be observed, ranking of teachers in the college found to be concentrated on the same level implying that stagnant personal growth that show an impact on academic staff utilization in colleges.

Regarding the salary of respondents, according to item three of the table, large number (62.25%) of respondents have been paid monthly salary between the range of 1501-2000 Birr. In particular, monthly salary of most of the teachers is around 1565 Birr. While below 1501 Birr payment includes about 27.55% of the respondents. On the other hand, a less number (10.20%) of respondents fall within the range of 2001-2500 Birr. Therefore, as it can be clearly observed from the data shown in the table III above, majority of the respondents earns a monthly salary between 1501-2000 birr salary. It seems that the highest salary for the majority has a negative impact on the interests of teachers when seen in comparison with the salary of employees in other institutions. According to the data, most of the teachers' payments fall on the same level. Consequently, this does not identify differences between competence and performance of teachers. As a result none of the respondents exceed a monthly salary of 2500 birr. In support of this, Williams (1979:29) states that the level of starting salary in teaching is particularly crucial in determining the quality of recruit that can be attracted to teaching profession and help for effective use. That is the structure of salary scales and promotion to the following steps may have significant effect on decisions to remain in the profession. However, as indicated in table III of item three above, inadequacy of teachers' salary rank seems to be the main reason for teachers' dissatisfaction to remain in the profession in the regional colleges. Accordingly, economic forces influence teachers' interests either negatively or positively.

Concerning Dean's subject area of specialization, majority of them has specialized in other fields than the subject that will guarantee the success of the organization by utilizing line staff in the college. It is identified that few of the deans (11.11%) from the sample colleges, were specialized in the required field of study which enable them to influence teachers moral positively for the success of the regional colleges.

Concerning the specialization and assignment of deans, an interview was conducted with training department of Education Bureau of the regions and the deans of the colleges. Both of the officials replied that colleges' Dean were assigned by the executive body of the region without considering whether or not the candidates are specialized in the required field of study for managing human resources. In general, it might have an impact on the management of the colleges and teachers utilization particularly, as it does not guarantee effective and efficient management. In support of this issue various authors consider management as a problem-solving process. Of the writers, Chandan (2003:6) states that management is a problem-solving process of effectively achieving the goal of the organization through the efficient use of scarce resources in a changing environment implying that it require a specialized and skilled managers to overcome the problem.

Table IV. Teaches by qualification (2003/2004-1996 E.C)

No	College	Ph.D		MA/MSc		BA/BSc		Dip.		Others		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Adama	=	=	39	58.21	21	31.34	6	8.96	1	149	67	100.00
2.	Awassa	3	5.00	30	50.00	21	35.00	6	10.00	=	=	60	100.00
3.	Debreberhan	=	=	9	15.00	42	70.00	8	13.33	1	1.67	60	100.00
4.	Kotebe	5	5.68	60	68.18	11	12.50	12	13.64	=	=	88	100.00
5.	Mekele	=	=	4	10.00	30	75.00	6	15.00	=	=	40	100.00
6.	Total	8	2.54	142	45.08	125	39.68	38	12.06	2	0.64	315	100.00

Table IV reveals number of teachers according to their qualification in the sampled regional colleges in 1996 E.C. The sampled colleges include Adama, Awassa, Debreberihan, Kotebe and Mekele College of teacher education. Of the population characteristics only about 2.54% of the teachers were Ph.D degree holders. Of these, Awassa comprises 4.84% and Kotebe 5.00%. Pertaining to MA/MSc, Adama and Kotebe had more than the requirement 58.21% and 68.18% respectively. On the contrary, the remaining colleges Mekele and Debrebrihan do not meet the requisite of MA/MSc implying that they constitute below average. It is Awassa, which met the requisite hence 50% of the teachers that are with MA/MSc degree holders.

In general, out of the total population, only 142 (45.08%) and 125 (39.68%) had a qualification of MA/MSc and BA/BSc degrees respectively, to teach in the regional colleges. A small proportion of the population 8 (2.54%) of the total population are Ph.D degree holders to teach in the regional colleges and about 40 (12.70%) of the population were entitled diploma and below. However, as per the standards of ministry of education (MOE, 2003 E.C) the minimum qualification required to teach in college level is 10% of Ph.D degree holder, 50% of MA/MSc degree holder and 40% of BA/BSc degree holder. According to the standard set for higher education, it has to be applicable in all colleges of teacher education. So that it is agree-able to propose that the majority of the college under regions were below standard to attain its goal. This implies that most colleges require skilled and experienced manpower on one part who could feel commitment in his/her assignment that may force to provide effort to the optimum use of his/her capacity for valuable services and on the other hand meet the standard which has been set by MOE.

Table V. Source of Academic Staff in Colleges

No	Source	Respondents					
		Deans		Teachers		Total	
		N	%	N	%	N	%
1.	Regional Education Bureau	3	33.33	30	33.71	33	33.67
2.	Transfer from high schools	4	44.44	33	37.08	37	37.76
3.	Recruited Directly from university	1	11.11	21	23.60	22	22.45
4.	Other occupation	1	11.11	5	5.61	6	6.12
Total		9	100.00	89	100.00	98	100.00

$\alpha = 0.05$ = Significant relation existed

Critical $X^2 = 7.82$; Calculated $X^2 = 1.095$; Degrees of freedom = 3

Table V deals with the source of the academic staff members of the regional colleges. As it can be observed, most of the respondents 33 (33.67%) and 37 (37.76%) declared that they agree the sources of academic staff members were from regional education bureau and by transferring teachers from high schools, respectively. Of the total respondents; deans and teachers 22 (22.45%) replied that they agree the sources of the academic staff members were recruited

directly from the university and colleges from which young graduates are produced. The remaining respondents 6 (6.12%) responded that other occupation as a source of the academic staff.

A chi-square test was calculated to examine significant differences between the responses of the two study groups. For 3 degrees of freedom at $\alpha = 0.05$, the critical value x^2 was found to be greater than the calculated value of x^2 in all responses as shown in the table. Therefore, it implies that there are no statistically significant difference between the two study groups; Deans and Teachers perception toward the sources of academic staff members of the regional colleges.

Based on the majority responses, it seems logical to indicate that secondary schools and the regional education bureau were the main sources of academic staff of the colleges under the regions. Thus the minority 22.45% of the academic staff members account for those who directly joined the college from university and colleges who would have been accounted for young generation.

Table VI. Assignment of Teachers load

No	Item	Respondents					
		Deans		Teachers		Total	
		N	%	N	%	N	%
1.	***Teachers load is distributed by***						
	a. Deans	-	-	-	-	-	-
	b. Vice-Deans	-	-	-	-	-	-
	c. Depart. head	1	11.11	16	17.98	17	17.35
	d. Dean with vice-dean	-	-	-	-	-	-
	e. V-dean with department head	2	22.22	16	17.98	18	18.37
	f. Dept. heads with members	5	55.56	8	8.99	13	13.27
	g. Dept. members share the course among themselves	1	11.11	38	42.69	39	39.79
	h. Others	-	-	11	12.36	11	11.22
	Total	9	100.00	89	100.00	98	100.00
2.	**Criteria used in assigning teachers**						
	a. level of qualification	2	22.22	27	30.34	29	29.59
	b. Experience	2	22.22	5	5.62	7	7.14
	c. Field of specialization	4	44.44	51	57.30	55	56.12
	d. Teachers' performance	-	-	-	-	-	-
	e. Teachers' competence	-	-	3	3.37	3	3.06
	f. Others	1	11.11	3	3.37	4	4.08
	Total	9		89	100.00	98	100.00
3.	***Number of credit hours allotted per week***						
	a. 1-3	3	33.33	2	2.25	5	5.10
	b. 4-6	3	33.33	5	5.62	8	8.16
	c. 7-9	1	11.11	5	5.62	6	6.12
	d. 10-12	2	22.22	52	58.43	54	55.10
	e. 13-15	-	-	8	8.99	8	8.16
	f. ≥ 16	-	-	17	10	17	17.35
	Total	9	100.00	89	100.00	98	100.00

$\alpha = 0.05$ *= Significant difference

1. Calculated $X^2 = 19.94$*; Critical $X^2 = 9.49$; Df = 4
5. Calculated $X^2 = 5.14$; Critical $X^2 = 9.49$; Df = 4
6. Calculated$X^2 = 19.945$*; Critical $X^2 = 11.07$; Df = 5

Regarding assignment of teacher workload, three items are treated in table VI. These include who play a decisional role on the allocation of numbers of credit hours for each teachers, criteria used in assigning teachers and number of credit hours allotted per week. Therefore, item one of table VI reveals 39 (39.79%) of the total respondents replied that the allotment of credit hours for each teachers is shared among members of the department by agreement. Of the total respondents 18.57% indicated that decision was made by vice-deans and department heads jointly. This implies that it might include those less experienced in practicing situations of higher institutions. A less number

(17.35%) of the respondents replied that department head decides on credit hour allotment for teachers and about 13.27% of the respondents declared that head of departments with their members make decision of such kind. Minority of one group respondents about 11.22% reported as the decision is made by other bodies such as committee out of the listed in the table.

A chi-square test is calculated to identify differences between the responses of the two groups. The result of x^2 test for 4 degrees of freedom at 0.05 level of significance the critical value of x^2 is found to be less than the calculated x^2 testing. It implies that there was statistically significant difference between the two-study group perception regarding who decide on the number of credit hours for individual teachers. Hence, from the responses of majority it appears reasonable to arrive at the conclusion that department member's share the available courses in a semester among themselves and department heads with members decide on the credit hours as to the responses from the officials of the college.

Regarding item two of the same table, criterion used in assigning teachers was discussed. A less number of Deans 22.22% and 30.34% of teachers replied that level of qualification was one of the criterions used in assigning teachers. But, only 66.66% of Deans and 62.92% of teachers of the total respondents stated that experiences and field of specialization were served as criterion in assigning teachers. Few of the teachers (3.37%) replied that teachers' competence is the criteria in assigning teachers. This implies that there might be strange bodies who have no clear acquaintance with the rules and regulations of college. On the other hand, 4.08% of the total respondents identified that there are other techniques in assigning teachers implying that rules and regulations on assignment of teachers were one of the ways to be used.

In order to identify whether or not attitudinal difference exists between the two study groups, a chi-square test was calculated. Appropriately, the result of the

test indicated that for 4 degrees of freedom at 0.05 level of significance the critical value of x^2 is greater than that of the calculated x^2. This implies that there was no statistically significant difference between responses of the deans and teachers on the criterion used in assigning teachers. From the data investigated based on the majority responses, it is reasonable to identify that field of specialization was the most widely used criteria in assigning teachers. As it was pointed out in chapter two under the teachers' assignment, it was justified by various authorities teachers' qualifications, experience, personal performance and professional competence are the criterion to be used in assigning teachers (Campbell et al, 1983; Adesina, 1990). On the other hand, from the interview made, Deans replied that there was assignment of teachers where specialized ones are not available such as in regional languages and civic education.

In item three of table VI, regarding the number of credit hours allotted per week variation was investigated. The data identified that credit hours allotment for Deans varied from 1-12; while that of teachers found to be greater or equal to 16 credit hours per week. Majority of the Deans (66.66%) was given between 4 and 12 credit hours; while 33.33% reported that Deans teach between 1 and 3 credit hours per week in addition to their administrative work. According to the guidelines for higher education states that Dean and Vice-Dean should teach not more than 9 credit hours per-week in addition to his/her administrative work (ACTE, 2001:23). Thus, from the responses of majority significant number of Deans were given between 1-3 credit hours per-week in the regional colleges implying that there are Deans specialized in the course to be given during the year or semester. It appears to be fewer loads for Dean. Deans found to be teaching less than 9 credit hours per-week. Otherwise every administrative work was found routine rather innovative (Ibid.).

Furthermore, majority of the teachers (58.43%) was given teaching load between 10-12 credit hours while 28.09% were given more than 13 credit hours

per-week. The remaining 13.49% of the teachers were shared 9 credit hours or less per-week. It follows that about 13.49% of the teachers were not utilized effectively. From the result of x^2 test calculated that there was statistically significant difference exist between the two study groups: deans and teachers. This implies that in some sampled colleges rules and regulation for teachers' assignment were not prepared and as a result the direction on credit hours share among teachers were not fairly distributed.

Table VII. Factors considered in the distribution of teaching load

No	Items	Respon-dents	Responses											
			SA		A		UD		DA		SDA		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Class-size	Dean	1	11.11	-	-	1	11.11	4	44.44	3	33.33	9	100.00
		Teacher	11	12.36	8	8.89	5	5.62	35	39.33	30	33.70	89	100.00
		Total	12	12.24	8	8.16	6	6.12	39	39.80	33	33.67	98	100.00
2	The number of preparation	Dean	-	-	2	22.22	1	11.11	2	22.22	4	44.44	9	
		Teacher	6	6.74	7	7.87	9	10.11	30	33.70	37	41.57	89	
		Total	6	6.12	9	9.18	10	10.20	32	32.65	41	41.84	98	100.00
3	Non-classroom activities	Dean	1	11.11	1	11.11	2	22.22	3	33.33	2	22.22	9	100.00
		Teacher	10	11.24	13	14.61	13	14.61	28	31.46	25	31.46	89	100.00
		Total	11	11.22	14	14.29	15	15.31	31	31.63	27	27.55	98	100.00

$\alpha = 0.05$
= no significant difference between two study groups

1. Calculated $X^2 = 1.274$; Critical $X^2 = 9.49$; Df = 4
2. Calculated $X^2 = 2.779$; Critical $X^2 = 9.49$; Df = 4
3. Calculated $X^2 = 0.4897$; Critical $X^2 = 9.49$; Df = 4

In table VII, the factors to be considered while distributing teaching activities were treated. Deans and teacher in the college were respondents to answer questions on the issue. They were asked to identify the degree of their agreement on the factors. Of the total respondents 73.47% have agreed that class-size was not considered in determining teaching load. Few proportions of the total respondents (6.12%) prefer that not decide. This implies that they might not aware of the factor class-size to be considered while sharing teaching load among them. On the contrary, 20.40% of the total respondents declared that they agree as class-size was considered in sharing teaching load among them-selves. The calculated chi-square to investigate perceptual differences between the two study groups revealed that there was not statistically significant difference between responses of the Deans and teachers. Hence, to arrive at conclusion based on the majority responses, it is agree-able that class-

size was not considered when sharing credit hours among teachers of the department (s).

Item two of the same table deals with whether or not number of preparation is considered in sharing credit hours among teachers. So, a large proportion (74.49%) of the total respondents have replied that the number of preparation was not considered while sharing courses (credit hours) among teachers in the regional college. About 15.30% of the total respondents have accepted that number of preparation was considered in sharing credit hours (courses). Only 10.20% of the total respondents seem to have mixed feelings. To detect whether or not perceptual differences exist between the two study groups, a chi-square test was calculated for 4 degrees of freedom at $\alpha = 0.05$. Therefore, the critical value of x^2 was greater than the result of calculated x^2 implying that there was no statistically significant difference between the responses of the two study groups: Deans and teachers. So that it is helpful to conclude that the number of preparation was not considered while sharing courses (credit hours) among teaching forces of the department (s) of different year level.

Concerning item three of table VII, it is to examine respondents' view on non-classroom activities whether considered when sharing courses (credit hours) among teachers in college or not. Therefore, the majority (59.18%) of the total respondents disagreed that the non-classroom activities were considered in sharing teaching load among teachers. On the contrary, about 25.51% of the respondents have replied positively as non-classroom activities were considered while sharing courses (credit hours). On the other hand, small proportion (15.31%) show to have mixed feelings. From the calculated chi-square test, the result indicated that there was no statistically significant difference between the two study groups. Therefore, the attitudes of the majority have shown that non-classroom activities was not given attention when sharing courses (credit hours) among teachers in the regional colleges.

Table VIII. Class/student ratio and Teacher/student ratio

No	Item	College	
		No	%
1	Section/student ratio		
	1: ≤ 40	-	-
	1: 41-50	1	20.00
	1: 51-60	1	20.00
	1: 61-70	3	60.00
	1: ≥ 71	-	-
	Total	5	100.00
2	Teacher/student ratio		
	1: ≤ 20	2	40.00
	1: 21-25	-	-
	1: 26-30	2	40.00
	1: 31-35	1	20.00
	1: ≥ 36	-	-
	Total	5	100.00

Table VIII reveal that the class-size in the sample colleges is found to be large. The majority (100%) of the colleges students enrolled is one section was above 50. While it was observed, the individual college, Awassa was 70. Opposite to this Debrebrehan was about 44 students in a section. On the other hand, the average class-size in the sample colleges was 59. Moreover, the Ethiopian college standard, the class-size is 1.4 sq.mt for each students in a given section; i.e., 56 sq.mt section should contain 40 students (MOE, 2003; 2). Therefore, the data obtained indicated that the number of students per section, in most of the regional colleges under study was above the standard set by ministry of Education.

Regarding teacher-student ratio, in table VIII, for instance, in Awassa the teacher-students ratio was 1:33, which was the maximum. While in Kotebe college of teacher education the teacher student ratio was 1:18 which was imply below the requirement set by Ministry of Education. In other wards, most of the colleges under study (60%) of the teacher-student ratio was found to be above twenty which was beyond the standard set by majority of Education. That is, the standard set for effective lecture includes a proportion of 1:20 (MOE, 2003:10). Therefore, under this situation students follow-up and individual help of students could be difficult.

Table IX. Factors to be considered when Regional Colleges upgraded or newly established

No	Items	Respondents	Responses												Cal X^2	d_f	CV of x^2
			SA		A		UD		DA		SDA		Total				
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	Additional sections or departments is considered	Deans	5	55.56	3	33.33	1	11.11	0	0	0	0	9	100.00			
		Teachers	11	12.36	14	15.73	8	8.99	20	22.27	36	40.45	89	100.00			
		Total	16	16.33	17	17.35	9	9.18	20	20.41	36	36.73	98	100.00	16.4978*	4	9.49
2.	Growth rate of student enrollment	Deans	5	55.56	2	22.22	2	22.22	0	0	0	0	9	100.00			
		Teachers	20	22.27	25	28.09	4	4.49	19	21.35	21	23.60	89	100.00			
		Total	25	25.51	27	27.55	6	6.12	19	19.39	21	21.43	98	100.00	11.850*	4	9.49
3.	Number of under qualified teachers is not considered	Deans	0	0	0	0	1	11.11	2	22.22	6	66.67	9	100.00			
		Teachers	28	31.46	17	19.10	20	22.27	9	10.11	15	16.85	89	100.00			
		Total	28	28.57	17	17.35	21	21.43	11	11.22	21	21.43	98	100.00	15.570*	4	9.49
4.	Number of teachers leaving the institution is not considered	Deans	0	0	1	11.11	2	22.2	4	44.44	2	22.22	9	100.00			
		Teachers	27	30.34	28	31.46	10	2	15	16.85	9	10.11	89	100.00			
		Total	27	27.55	29	29.59	12	11.24	19	19.39	11	11.22	98	100.00	8.59	4	9.49
5.	Student-teacher ratio is considered	Deans	1	11.11	4	44.44	1	11.11	22	22.22	1	11.11	9	100.00			
		Teachers	0	0	22	24.72	17	19.10	9	32.58	21	23.60	89	100.00			
		Total	1	1.02	26	26.53	18	18.37	31	31.63	22	22.45	98	100.00	11.36*	4	9.49
6.	Condition of work out of teaching	Deans	1	11.11	1	11.11	3	33.33	2	22.22	2	22.22	9	100.00			
		Teachers	8	8.99	19	21.35	7	7.87	30	33.71	25	28.09	89	100.00			
		Total	9	9.18	20	20.41	10	10.20	32	32.65	27	27.55	98	100.00	6.073	4	9.49
7.	Weakly load of individual teacher is considered	Deans	5	55.56	2	22.22	2	22.22	0	0	0	0	9	100.00			
		Teachers	0	0	7	7.87	13	14.61	20	22.47	49	55.06	89	100.00			
		Total	5	5.10	9	9.18	15	15.31	20	20.41	49	50.00	98	100.00	58.585*	4	9.49

SA = Strongly Agree A= Agree UD = Undecided DA = Disagree SDA = Strongly disagree α= 0.05 *= Significant difference

In table IX, some of the factors to be considered when regional colleges upgraded or newly established for teachers' requirement for the optimum utilization were treated. Deans and teachers were asked to decide on the factors according to the degree of their agreement. In response of item one, 33.68% of the total respondents have shown agreement that number of additional sections of the departments were considered in upgrading the level of college. A large number (57.14%) of the total respondents have reported that the number of additional sections of the departments were not considered while upgrading the institution to the college level. Small proportion of the total respondents (9.18%) prefers to have mixed feelings. This could be due to lack of appropriate information on how colleges were facilitated for teachers' utilization. A chi-square test was calculated to detect awareness differences between the two study groups. The result indicated that there was statistically significant variation between responses of the Deans and Teachers. Therefore, based on the responses of majority it is agree-able to arrive at conclusion that no consideration was given to a number of additional sections of the department while upgrading the college for effective teachers' utilization i.e., to balance the demand and supply of competent teachers in the regional colleges.

Item two deals with respondents' level of agreement with regard to growth rate of students' enrollment when elevating teacher colleges for teachers' utilization. Accordingly, a large number of respondents (53.06%) have reported that the growth rate of students' enrollment was considered while elevating the college for teacher utilization. About 40.82% of the total respondents refused to accept the idea. On the other hand, the remaining 6.12% prefers to be indifferent. To check whether or not perceptual differences exist between the two study groups, a chi-square test was calculated. So that the result of the test showed that for 4 degrees of freedom at 0.05 level of significance the critical value of X^2 found to be less than the calculated value of X^2 implying that there was statistically significant differences between the Deans' and Teachers' attitude.

Therefore, it is safe to justify that the growth rate of students' enrollment was considered when elevating the existing institution to the college level or newly established for teachers' utilization in spite of variation existed between the two study groups view.

Regarding item three, the purpose was to check in opposite way respondents' attitude on number of under-qualified teachers. For this reason, a proportion 45.92% of the total respondents agreed that the number of unqualified teachers was considered while upgrading the institution to college level for teachers' utilization. But, a proportion (32.65%) of the total respondents was refused to accept the reason; while about 21.43% of the total respondents prefer to be indifferent. A chi-square test result revealed that there was statistically significant difference between responses of the deans and teachers. So, based on the views of the majority, it is important to conclude that no consideration has been given to the number of under-qualified teachers while upgrading the institution to college level and planning for teachers' utilization.

With respect to item four, the intention was to counter check respondents' view on number of teachers leaving the institutions. Therefore, of the total respondents (57.14%) have reported that number of teachers leaving the college was not considered while upgrading carried out balancing for a specialized teacher utilization. On the contrary, only 30.61% of the total respondents refused to accept the idea. The remaining 11.24% responded to be indifferent. A chi-square test was calculated to check whether or not attitudinal differences exist between the two study groups. For this reason, the result of the test revealed that for 4 degrees of freedom at 0.05 level of significance the critical value of X^2 was found to be greater than the calculated X^2 implying that there is no statistically significant difference between the deans' and teachers' view. Therefore, it is fair to conclude that the number of teachers leaving the college was not considered. An interview was conducted with teacher training department of regional education bureau that indicated no consideration made

while the colleges either elevated or newly established for teachers leaving the institution.

Regarding item five, the aim was to check respondents' view on teacher-student ratio. Accordingly, from the total respondents only a proportion (54.08%) has not agreed that teacher-student ratio was considered when an institution is organized to college level for teacher required. But, about 27.55% reported that they agree teacher-students ratio was considered, while the remaining proportion (18.375) prefers to have mixed feelings. From the result of X^2 test, it revealed that there was statistically significant variation between responses of the Deans on one hand and teachers on the other hand. So, based on the majority responses, it is agree-able to conclude that no consideration was given to teacher-student ratio while upgrading the institution of college level for teachers needed to use properly in their assignment.

Item six of table IX concerned to whether or not condition of work out of teaching was considered when elevation carried out to use teachers effectively. Accordingly, only 29.59% of the total respondents agreed that the condition of work out of teaching was considered when upgrade was set. About 58.20% of the total respondents refused to accept the idea. The remaining 10.20% of the total respondents prefer to have mixed feelings. A chi-square test was calculated to detect that whether or not a statistically significant difference exists between the two study groups. The chi-square test result revealed that there was no statistically significant difference between the two study groups. So, based on the majority responses, it is acceptable to conclude that no consideration was given for the condition of work out of teaching regardless of the variation observed from test statistics.

The factor to be considered in item seven of table VIII was weekly load of individual teacher when carrying out elevation of the regional colleges. From

the response of item seven, 70.41% of the total respondents have shown disagreement that weekly load of the individual teacher was not given due attention. Only 14.28% of the total respondents have agreed the idea. The remaining 15.31% prefer to have mixed feelings. A chi-square test was calculated to check whether or not awareness differences exist between the two study groups. Therefore, the result of the test revealed that for 4 degrees of freedom at 0.05 level of significance the critical value of X^2 was found to be less than the calculated X^2 implying that there was statistically significant difference between the responses of the deans and teachers. Therefore, it is valuable to conclude that the weekly load of the individual teacher was not considered when the college could be organized and upgraded to make suitable condition for effective utilization of teachers.

In support of this findings many factors can determine planning for needed teachers in colleges while upgrade is carried out. With regard to this, authorities (Webb and Norton, 1999; and Williams, 1979) state enrollment changes, class-size policies, provision of specialized teachers in place of unqualified, commitment of employed teachers, and the labor market condition are considered as main factors.

Table X. Participation of Teachers in out of Classroom Activities

No	Items	Responses					
		Yes		No		Total	
		N	%	N	%	N	%
1	***Do you participate as***						
	a. Department head	14	15.73	75	84.27	89	100.00
	b. Different committees organized in the college	25	28.09	64	71.91	89	100.00
	c. Planning and programming	9	10.11	80	89.89	89	100.00
	d. co-curricular activities	10	11.24	79	88.76	89	100.00
	e. community services out side the college	4	4.49	85	95.51	89	100.00
2.	***Have you participate in***						
	a. Research work	20	22.47	69	77.53	89	100.00

Regarding table X, participation of teacher in out of classroom activities was treated. The participation of teachers in administrative actives such as department heads, planning and programming, different committees were relatively involving small number of teachers to participate. This was because that it requires small proportion of the teachers working in the college to participate. Only 11.24% of the respondents declared that they served in co-curricular activities formed in the college such as HIV/AIDS, language club. In the regional college, the administrative responsibilities need few teachers to hold the position because of the nature of the work that require small number of participant. On the other hand, few of the teachers reported that they took part in community services out of the college (4.49%). A substantial number (71.91%) of the total respondents reported that they took no part in different committees formed in the college. From this it is fair to conclude that majority of the teachers spend their time on teaching activities.

In item two of the same table shows that small proportions (22.47%) have replied that they were involved to work academic research in college. The remaining respondents (77.53%) have reported that they were involved in teaching. In fact, the academic rules and regulation of higher institution on teachers' working condition and their utilization includes teaching and research work simultaneously. That is, the academic staff is required to devote 75% in teaching and 25% of his/her time in research work implying that the research work is considered as part of the teachers' responsibility in the regional college of teacher education (ACTE 2001:22). So that research work in the regional colleges observed stagnant (at rest). Few of the teachers were attempted to work on research activity. On the other hand, most of the teachers were not used time to work on academic research such as curriculum developing and the working condition in the regional colleges.

Table XI. Reasons for Teachers to join the Teaching Profession

No	Reasons	Respondents	Responses												Cal X^2	D_f	Crit. value of X^2
			SA		A		UD		DA		SDA		Total				
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	Absence of other job opportunity	Deans	3	33.33	1	11.11	2	22.22	2	22.22	1	11.11	9	100			
		Teachers	51	57.30	16	17.98	11	12.36	5	5.62	6	6.74	89	100			
		Total	54	55.10	17	17.35	13	13.27	7	7.14	7	7.14	98	100	2.351	4	9.49
2.	To use it as a spring-board for other job	Deans	2	22.22	1	11.11	2	22.22	3	33.33	1	11.11	9	100			
		Teachers	21	23.60	27	30.34	14	15.73	19	21.35	8	8.99	89	100			
		Total	23	23.47	28	28.57	16	16.33	22	22.45	9	9.18	98	100	5.6085	4	9.49
3.	Because it is an interesting job	Deans	2	22.22	1	11.11	2	22.22	3	33.33	1	11.11	9	100			
		Teachers	2	2.25	11	12.36	22	24.71	22	24.71	32	35.96	89	100			
		Total	4	4.08	12	12.24	24	24.49	25	25.51	33	33.67	98	100	22.1888*	4	9.49
4.	Desire to serve society better	Deans	1	11.11	1	11.11	1	11.11	4	44.44	2	22.22	9	100			
		Teachers	3	3.37	8	8.99	22	24.71	24	26.97	32	35.96	89	100			
		Total	4	4.08	9	9.18	23	23.47	28	28.57	34	34.69	98	100	1.507	4	9.49
5.	It is because of recruitment directly to teach	Deans	2	22.22	4	44.44	1	11.11	1	11.11	1	11.11	9	100			
		Teachers	35	39.33	22	24.72	8	8.99	16	17.98	8	8.99	89	100			
		Total	37	37.76	26	26.53	9	9.18	17	17.35	9	9.18	98	100	0.291	4	9.49
6.	High opportunity for personal growth and professional development	Deans	1	11.11	2	22.22	3	33.33	2	22.22	1	11.11	9	100			
		Teachers	5	5.62	11	12.36	11	12.36	27	30.34	35	39.33	89	100			
		Total	6	6.12	13	13.27	14	14.29	29	29.59	36	36.73	98	100	1.6755	4	9.49
7.	Relatively better job security	Deans	1	11.11	2	22.22	1	11.11	3	33.33	2	22.22	9	100			
		Teachers	19	21.35	22	24.72	4	4.50	18	20.22	26	29.71	89	100			
		Total	20	20.41	24	24.49	5	5.10	21	21.43	28	28.57	98	100	9.7833*	4	9.49

$\alpha = 0.05$

* = significant difference

Table XI shows the responses of deans and teachers toward some reasons "why most people join teaching profession". Regarding this, 44.44% of the deans and 75.28% of the teachers agreed that they join teaching profession because of the absence of other job opportunity. Similarly, high percentage of the respondents' deans and teachers, respectively, 66.66% and 64.05% also agree that they join teaching profession because they are assigned to enter and attain teacher education faculties and departments in college or university. The computed value of chi-square of association for items $X^2=2.351$ and $X^2 = 0.291$ revealed that there was no statistically significant difference existed between the responses obtained from the two study groups: deans and teachers. Despite the absence of variation in test statistic 33.33% of the deans and 12.36% of teachers were refused the idea. Therefore, it is fair to conclude that based on the majority responses most of people join the teaching profession because of the absence of other job opportunity and recruited directly to teach from the beginning at their early training.

Furthermore, about 33.33% of the deans and 53.94% of the teachers respondents agree that their attitude toward teaching profession was to use it as an alternative to join other job. The data in table XI indicated that also disagreement of the deans and teachers by 33.33% and 69.07% for the reason stated on item six (high opportunities for personal growth and professional development). The reason, "relatively good job security" stated in item seven that was also responded, as it was not reason by55.56% of the deans and 49.93% of the teachers. A chi-square test was calculated to reveal that whether or not statistically significant difference exists between the two study groups. The result of X^2 test for the 4 degrees of freedom at 0.05 level of significance, the critical value of X^2 was less than the calculated X^2 implying that there was statistically significant difference between deans and teachers perception toward the reason. Therefore, it is safe to find out that a conclusion based on the majority responses teaching profession has relatively better job security despite of the variation existed between the two study groups view.

For item three and four of table XI, majority of the respondents (59.18%) and (63.265) agreed that they declared teaching is not interesting and there was no desire to serve society while joining teaching profession. On the other hand, 16.32% and 13.26% refused the idea. For both items a chi-square test ware computed (X^2 = 22.1888 and X^2 = 1.507) respectively. A chi-square test for item 3 implies that there was statistically significant difference between the two study groups; while for the fourth item there was not statistically significant difference. Accordingly, based on the majority responses in both items, the conditions of teaching is an interesting job and desire to serve the society were not the necessary condition for joining teaching profession. This implies that it has an impact on effective utilization of teachers in the regional colleges since very low interest has reflected to join the profession. So that it could be fair to conclude that low interest will most likely lead the condition of work toward unwanted achievement.

Table XII. Attitudes of Teachers' interests in relation to the facilities of colleges

No	Items	Responses (N = 89)												Mean	Rank
		SA		A		UD		DA		SDA		Total			
		N	%	N	%	N	%	N	%	N	%	N	%		
1.	Teaching provides a good opportunity for professional development	27	30.34	24	26.97	3	3.37	19	21.35	16	17.98	89	100	3.303	4
2.	Availability of materials and facilities for teachers in college are attractive	8	8.99	16	17.98	12	13.48	26	29.21	27	30.34	89	100	2.461	5
3.	Work place (physical environment of the college) is attractive	31	34.83	26	29.21	9	10.11	11	12.36	12	13.48	89	100	3.580	3
4.	The opportunity for in-service training	29	32.58	29	32.58	7	7.87	14	15.73	10	11.24	89	100	3.593	2
5.	The current level of teachers' salary	5	5.62	8	8.99	5	5.62	26	29.21	45	50.56	89	100	1.899	7
6.	Balance between the effort a teacher can exert and the benefit deserved	3	3.37	8	8.99	10	11.24	29	32.58	39	43.82	89	100	1.955	6
7.	Prizes and rewards for efficient performance of teachers given by concerned authorities are attractive	-	-	-	-	6	6.74	30	33.71	53	59.55	89	100	1.472	10
8.	Support given for teachers by the community and regional administrators	-	-	-	-	7	7.87	26	29.21	56	62.92	89	100	1.449	11
9.	Technical and professional assistance given for teachers by higher officials from education bureau	3	3.37	5	5.62	2	2.25	39	43.82	40	44.94	89	100	1.789	8
10.	Payment of allowances and benefits	-	-	5	5.62	9	10.11	26	29.21	49	55.06	89	100	1.663	9
11.	The respect and prestige given for teachers by staff members and the society	43	48.31	30	33.71	8	8.99	5	5.62	3	3.37	89	100	4.18	1
Average		13	14.60	14	15.42	7	7.87	23	25.84	32	35.96	89	100	2.5	

According to table XII, out of the eleven items listed in the table, item one: 'Teaching provides a better opportunity for professional development' replied by 57.31% of the teacher respondents. Item three: 'the attractiveness of work-place' declared by 64.04% of the respondents; while item four the 'opportunity for in-service training' reported by 65.16% positively (strongly agree and agree). Item eleven the respect and prestige given for teachers by staff members and the society reported by 82.02% respondents. In association with these for issues, above 50% of the teachers' level of agreement why they attracted and teach in the regional college was satisfactory.

On the contrary, more than 50% of the teachers' responses for seven items that are items 2,5,6,7,8,9and 10 of table XII shows negative perception (which include disagree and strongly disagree) of teachers toward why they attracted to teaching. Of these seven items; item five: 'the current level of teachers' salary' was reported by 79.77% of the respondents, item ten: 'payment of allowance and benefits' declared by 84.27% respondents. Of these items that are negatively responded by respondents is item two: 'availability and sufficiency of materials and facilities for teachers in college by 59.55%. Therefore, these three items were responded negatively with disagree and strongly disagree pertaining why they were attracted and teaching in the regional college.

Furthermore, item number six of the same table, 'balance between the effort a teacher exerts and the benefits deserved was replied negatively by 76.40% of the total respondents. Item seven: availability of prizes and rewards for efficient performance of teachers given by concerned authorities reported negatively by 93.26%; while 6.74% of the respondents prefer to have mixed feelings. Item eight: 'support and special assistance given for teachers by the community and regional and local administrators reported negatively by 62.92% of the respondent while few proportion (7.87%) of the respondents prefer to have mixed feelings. Regarding to item nine: 'technical and professional support given by higher officials for teachers responded by 88.76% negatively. On the

contrary, about (8.99%) respondents declared positively. While 2.25% prefer to be indifferent. Above all, this implies that the perception of the regional college teachers toward the conditions that might attracted and teaching with regard to those items responded negatively. This implies that most of the teachers are waiting for other alternatives from the responses of the majority indicated in table XII. Regarding item ten; payment of allowances and benefits (84.27%) respondents reported negative reaction and about (5.62%) of respondents declared positively; while (10.11%) prefer to be indifferent.

In support of the items listed in table XII, of the mean score of all items indicated, only four items have above three mean score. The other seven items with their corresponding mean score rests below average (3). From the data obtained on the last row of the table that was average result of all items responded positively only by 30.64% of the respondents. Thus, it implies that the level of agreement toward the conditions that attracted them was positive; while the majority (61.80%) of teachers declared that the perception of the college teachers was negative toward the conditions for teaching in regional colleges. Moreover, the weighted mean was computed from the average of all items 2.5 indicated at the right corner of the table made clear that the way teachers perceive their job in-terms of listed items in the table implying that majority of the teachers replied that it was not satisfactory. This implies, teachers in the regional college were not satisfied. For this reason level of education services were not at better motivational position in their working condition and do not promote moral satisfaction for effective utilization of teachers.

From the table shown above, it is possible to advocate that the existing teachers' level of commitment. The degree to which teachers identified with the college and willing to apply efforts was low. Individuals who have low organizational commitment are often just waiting for the first good opportunity to quit their jobs (Noe et. al. 1996:241). This implies that most teachers have an

intention to resign the organization. To justify this finding the study associates that the willingness of teachers to continue in their job and to provide their service was not at a better condition on the part of teachers implying that it facilitates negative connotation on the profession to utilize as effective as possible in assignment.

Table XIII. Responses of Teachers and Deans on Professional Training

No	Item	Respondents					
		Dean		Teachers		Total	
		N	%	N	%	N	%
1	Have you received any form of training since 1995 E.C?						
	a. Yes	8	88.89	62	69.67	70	71.43
	b. No	1	11.11	27	30.33	28	28.57
	Total	9	100.00	89	100.00	98	100.00
2.	If "yes" the type of training you involved in						
	a. Short-term training	1	12.50	21	33.87	22	31.43
	b. In staff training	2	25.00	20	32.26	22	31.43
	c. Visiting other colleges	5	62.50	18	29.03	23	32.86
	d. Educational tour abroad	0	0	3	4.84	3	4.28
	Total	8	100.00	62	100.00	70	100.00
3	Whether or not training contributed to your professional development						
	a. Yes	6	75.00.	29	46.32	35	50.00
	b. No	2	25.00	33	53.68	35	50.00
	Total	8	100.00	62	100.00	70	100.00
4	Training Organized by;						
	a. The college	2	25.00	20	32.26	22	31.43
	b. Education Bureau	3	37.50	7	11.29	10	14.29
	c. Regional capacity building supreme office	1	12.50	14	22.58	15	21.43
	d. Ministry of Education	2	25.00	23	33.87	23	32.85
	Total	8	100.00	62	100.00	70	100.00

$\alpha = 0.05$ = No Significant difference

1. Calculated $X^2 = 1.478$; Critical $X^2 = 3.84$; Df = 1

Table XIII treats items associated with conditions for professional training. From the table item one show only 71.43% of the total respondents have been

received any form of training since 1995 E.C; while about 28.57% of the total respondents have reported that they had not got chance to participate in any form of training since then. A chi-square test was calculated to check whether or not awareness differences exist between the two study groups. As a matter of fact, the result of the test showed that for 1 degree of freedom at 0.05 level of significance the critical value of X^2 was found to be greater than the calculated value of X^2. This implies that there was no statistically significant deference exists between the two-study group attitude. Therefore, from the majority responses it is important to arrive at conclusion that most of the respondents received any form of training since 1995 E.C which were not directly applicable for staff development.

Item two of the same table includes the type of training teachers take part in. In this respect 32.86% of the total respondents reported that they visited other colleges of the same level. About 31.43% of the respondents attended in-staff training; and 31.43% of the respondents involved to train in short term training; and while small proportion 4.28% have got educational tour abroad. Based on the majority responses, most of the respondents visited college of the same level. For this reason it implies that they share something including financial expenses such as perdium and transportation for which item three indicated that 50% of the respondents replied that they agreed the training contributes some thing and 50% refused the idea to accept.

Item four that included the organizer of the training which teachers participated in was ministry of education reported by 32.85% respondents. Only 31.43% suggested that the college as the organizer. A small proportion (14.29%) of the total respondents agreed that the education bureau was an organizer; while regional capacity Building supreme office was considered as an organizer by 21.43% of the respondents. For this reason, it is safe to find out that most of training was prepared by Ministry of Education and the colleges

themselves. In fact, capacity building of the regional were less involved in organizing training for teachers in college under their respective regions.

An attempt was made to examine items associated with current state of teachers' participation in in-service education provided by universities. From the interview conducted the respond obtained indicates the condition for in-service training provided by universities. Based on the majority responses, 93.26% of the total respondents declared that they were attended in-service training provided by universities or colleges designed for master and bachelor degrees. A small proportion (6.74%) have replied that they had not got chance to participate in in-service education provided by universities yet implying that this few teachers have not participated currently in the training to update themselves and specialize in their field of study.

Furthermore, the majority (56.63%) of the total respondents, who have got chance to attend the in-service training, replied that they have used regular program to participate in the training. About 36.14% of the respondents used summer program. While only 7.23% have reported that they have followed distance program implying that distance program was not accessible for every teacher specially for those who need to use further education through the program. Moreover regular program was the one that has been used as a means for further education.

Table XIV. Views toward the Existence of Individual Office for Teachers

No	Item	Respondents					
		Deans		Teachers		Total	
		N	%	N	%	N	%
1	Do teachers have individual office						
	a. Yes	7	77.78	19	21.35	26	26.53
	b. No	2	22.22	70	78.65	72	73.47
	Total	9	100.00	89	100.00	98	100.00

$\alpha = 0.05$ ✱= Significant difference; Calculated $X^2 = 13.352\Omega$ Critical $X^2 = 3.84$; Df=1

Concerning table XIV, a question raised for investigation if teachers have individual office or not. Accordingly, a big difference was observed in responses of the two study groups. Therefore, about 77.78% of the Deans responded that teachers had individual office. In the contrary, the majority of the teachers 78.65% responded that they had no individual office. That is, there was statistically significant difference between the two study groups; deans and teachers.

Because a chi-square test results (13.352) revealed the deference between the two. The difference in responses might be due to the safe side nature of the deans and some of the teachers. Deans are the one who is expected to facilitate suitable environment for effective services of teaching learning activity in the regional colleges. In most cases, deans do not want to expose the weakness. Hence, from the majority responses of the total respondents (73.47%) teachers had no individual offices that could help them to facilitate their work by creating privacy and uninterrupted environment.

Table XV. Views on Professional Assistance Given to Teachers

No	Item	Respondents					
		Deans		Teachers		Total	
		N	%	N	%	N	%
1	Do you think that college teachers get adequate professional assistance from educational officials?						
	c. Yes	3	33.33	19	21.35	22	22.45
	d. No	6	66.67	70	78.65	76	77.55
	Total	9	100.00	89	100.00	98	100.00
2.	If " yes " the professional assistance mostly provided by:						
	a. RCB supreme office	-	-	-	-	-	-
	b. REB	1	33.33	7	36.84	8	36.36
	c. Ministry of Education	1	33.33	7	36.84	8	36.36
	d. Professional association	-	-	-	-	-	-
	e. The college	1	33.33	5	26.23	6	27.27
	Total	3	100.00	19	100.00	22	100.00
3	Do you think the assistance given contributes to your professional development						
	c. Yes	3	100.00	5	26.32	8	36.36
	d. No	-	-	14	73.68	14	63.64
	Total	3	100.00	19	100.00	22	100.00

$\alpha = 0.05$ ✱ = Significant difference

1. Calculated $X^2 = 0.075$ Critical $X^2 = 3.84$ Df = 1
2. Calculated $X^2 = 0.063$ Critical $X^2 = 5.99$ Df = 2
3. Calculated $X^2 = 6.087$* Critical $X^2 = 3.84$ Df = 1

Table XV shows professional support given for teachers in the regional colleges. Item one of table XV indicates a considerable number (77.55%) of the total respondents replied that they agree the professional support given to teachers in college was not adequate and of no good help. But, 22.45% of the total respondents responded that they had got adequate professional support from the educational officials at various levels. Statistically a chi-square test was calculated to see whether the responses of the two study groups differ from

each other or not. So, the result of the calculated X^2 test shows that for 1 degree of freedom at 0.05 level of significance the calculated value of X^2 was less than the critical value of X^2. Accordingly, it implies that statistically no significant difference exists between the Deans' and teachers' perception toward the support given to teachers from high officials. Based on the significantly related the two-study group, considerable proportion of the total respondents (77.55%) identified that the professional support was not adequate and helpful.

From item two of the same table respondents who reported positively were asked to identify the providers of the professional assistance. For this reason college, regional education bureau and ministry of education gave a limited professional assistance. In addition from the interview conducted with deans, the professional assistance that was usually given internally by department head, Deans and Vice-Deans was less than that of external technical assistance given by professionals. Interestingly, the Deans and Teachers of the colleges were not professional assistance offered by professionals and regional capacity building supreme office. Particularly, professional association is required to maintain members' interests at work (Gaynor, 1998; and Aswathappa 2002). A chi-square test was calculated to check whether or not perceptual difference existed between the two respondents who agree on adequate and usefulness of the assistance given by officials. The result of the X^2 test for 1 degree of freedom at 0.05 level of significance was less than the critical value of X^2 implying that there was no statistically significant difference existed between the two study groups who were responded positively. Based on the responses, it is valuable to arrive at conclusion such that most of the professional assistance was given by regional education bureau, ministry of education and the college whose responses mentioned as 36.36%, 36.36% and 27.27%, respectively.

In an open–ended question, the respondents were strongly stressed some of the professionals' external to college whether at the regional or federal level, were not experienced and lack the necessary competence so that they show fear to give assistance. Furthermore, even though colleges are under the supervision of

these external bodies, the officials at various levels are likely show fear to assist colleges' teachers. This is because of the fact that the assumption that college teacher is not willing enough to take professional assistance. In addition, it seems that the college teachers assume as if they do not gain professional assistance from external bodies that could have certain contribution something to their day-to-day activities.

Table XVI. Views about Professional Development of Teachers in the Regional College

No	Item	Respondents				Weighted mean	Rank
		Deans		Teachers			
		Mean	Rank	Mean	Rank		
1	Opportunity for in-service training is satisfactory	3.22	2	2.33	4	2.41	4
2	Opportunity for further education is high	2.22	5	2.10	5	2.11	5
3	The opportunity for personal growth is satisfactory	1.56	6	1.73	6	1.71	6
4	In dealing with teachers, the management fairness is good	4.11	1	3.10	3	3.19	2
5	The opportunity to use ones knowledge and experience is satisfactory	3.11	3	3.45	1	3.34	1
6	Putting your best effort in task assignment is motivating	2.44	4	3.11	2	3.05	3
Rank order correlation coefficient			ρ= 0.543				

Table XVI treats some items pertaining to staff development and in-service training. The respondents, both Deans and Teachers were asked to indicate their degree of agreement or disagreement toward factors related to professional development of teachers, the opportunity of personal growth and in-service training. Based on the respondents mean score, six reasons were ranked in the table shown.

As can be observed from this table, all the six reasons listed are ranked corresponding to the mean score of both respondents. Both respondents consider the opportunity for personal growth is unsatisfactory since the mean score of deans and teachers response show below the average mean score (3). Accordingly, the respondents reported that they agree on the items: the opportunities to use ones knowledge and experience and management fairness in dealing with teachers' assignment were satisfactory. The two study groups; deans and teachers reported that they disagree in items 1 and 2. While item one of table XVI, opportunity for in-service training was not satisfactory. Item two: opportunity for further education was none. But, the respondents replied that they agree that upon putting the necessary effort in task assignment was satisfactory, as item six of the table. This implies that the opportunity for further education and in-service training need special attention for future effective utilization of academic staff in the regional colleges.

To indicate the degree of agreement between the two study groups for the ranking order of these items, the spear-man's rank-order correlation coefficient was calculated based upon the computed mean scores. The result of the rank order of correlation coefficient for the conditions shows positive correlation (ρ=0.543) implying that the selected factors were significantly related with inadequacy to the professional support and in-service training and had low chance for further education, low opportunity for personal growth in the regional colleges. So that some of the colleges were newly upgraded and established to give such opportunities that may indicate significant differences of such kind.

Concerning training of human resource management, majority of the deans (88.89%) was reported that they had not got a chance to train in either pre-service or in–service training. On the other hand, only one official (11.11%) responded that had got chance of training in human resource management.

From these responses, it seems sound that the majority of the officials were not qualified in managerial skills. So that this may create the difficulty in utilizing human resources of the colleges effectively. It is not professionally advisable to recruit the Deans or top officials from the teaching staff as administrators Hence this consequently leads, to shortage of teachers specially in colleges where there are no adequate teaching staffs. Moreover, appointing administrators from teaching staff leads to management problem hence the teacher's have no direct acquaintance with managerial skill. Accordingly, it has been found out that there was one respondent who has attended a program of educational planning and management and the like. In support of this for convenience of analysis, there should be considered the skill of management for the process of planning, organizing, staffing, directing and controlling the activities of employees in combination with other organizational resources to accomplish stated organizational goals (Strees, 1985:29). Adversely, it is known that the scarce resource found to be waste without being used properly for the organizational objectives timely.

Table XVII. Responses toward shortage of qualified teachers

No	Item	Respondents	
		Deans	
		No	%
1	Is there shortage of teachers?		
	a. Yes	7	77.78
	b. No	2	22.22
	Total	9	100.00
2	What method did you take to solve the shortage?		
	a. Transferring teachers from high schools through education bureau	6	66.67
	b. Employing new teacher	2	22.22
	c. Hiring pert-time teachers	1	11.11
Total		9	100.00

The largest proportion (77.78%) of respondents replied, as in the table XVII of item one, they were agree that there was shortage of teachers in the colleges in certain field of specialization. In the contrary, few respondents (22.22%) reported that they disagree on the shortage of teachers. From this, based on the minority responses it can be said that those respondents who agree on the non-existence of shortage of teacher imply either their college is very experienced or use special technique to utilize teachers effectively without wasting energy.

Furthermore, item two of the same table shows the method used to over-come the shortage of specialized teachers. Based on the response of the Deans (66.67%) replied that they were used a mechanism of transferring teachers from high schools through the regional education Bureau.

About 22.22% of the total respondents were used a mechanism of employing new young teachers who are newly graduated directly from the university or colleges through the same way except few colleges. On the other hand, few (11.11%) of the respondents were used a technique of hiring part-time teachers. So, hiring part- time teacher whenever there is shortage of teachers if there are available specialized teachers may be the best mechanism to solve the problem of the college to attain its desired goal.

Accordingly, an interview was conducted with regional Education Bureau of the teachers' training department replied that to solve shortage of teachers the best mechanism used by large were transferring teacher from high schools. Furthermore, they agreed that let the college of teacher education under region practice employing specialized teachers permanently and hiring part-time teacher when necessary by themselves.

Table XVIII. Rank Order of Field Study with Shortage of Qualified Teachers in Colleges

List of subjects	Mean	Rank
Aesthetic	2.89	1
Civic Education	2.33	2
Physics	1.89	3
EdAd/ EdPM	1.78	4
English	1.67	5
Chemistry	1.33	6
Regional language	1.11	7
Psychology	0.67	8
Mathematics	0.44	9
History	0.22	10
Amharic	0.11	11

In table XVIII, Deans of the colleges were asked whether there was shortage of teachers with respect to certain field of study pertaining to their colleges. To this question very few differences have been existed on their responses given. Almost all responses were 'yes'. They were asked to rank the subjects in problem according to their severity of the problem to check whether or not they agreed on the problem. As indicated in the table XVIII, the fourteen courses of study placed by Deans shown no differences existed on some courses. Therefore, the courses Aesthetic, civic education, physics, EdAd /EdPM, English, Chemistry, Regional Language, Psychology, Mathematics, History and Amharic were ranked the eleven courses with shortage of specialized teachers. On the contrary, biology, Geography and curriculum were courses with excess required teachers available in the regional colleges.

From the interview conducted with the teacher training department of Education Bureau who has special concern for teacher training and Deans of the college were replied that they have concern for Aesthetic subject and civic education teachers to employ them. But, some of the interviewee replied that

for the problem there were no trained teachers in the subject area and no qualified teachers regarding the subject area produced by universities for the required standard in the market. Even if there are, they don't want to be employed as a teacher. The responses of the respondents also have confirmed this case. Even if the responses were similar, the shortage of the teachers appear to be a problem in almost all the courses except those identified subject areas. In addition, there are problems regarding the regional language teachers because of lack of trained teachers in the field and few universities have started offering these regional languages as a minor course of study. However, the problems are persisting on they could not alleviate the existing problems within this short period of time.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary of the major findings, conclusions and pertinent recommendations forwarded.

4.1. Summary

The main objective of this study was to assess the utilization of teachers in Regional Colleges of Teacher Education in Ethiopia. To meet this objective basic questions were raised pertaining to the required qualification of teachers, major criteria used to assign teachers, factors affecting teachers' interest, professional assistance rendered for teachers and factors affecting teacher utilization in the regional colleges.

The data were gathered from deans of the colleges and instructors through questionnaires. To get further reliable information, interviews were conducted with teacher training experts at Regional Education Bureaus, and teacher-training panel from the Ministry of Education and 5 Deans of the respective colleges. The data gathered were analyzed using percentage, mean, chi-square and Spear-man's rank order of correlation coefficient. Based on the analysis made, the main findings of the study are summarized as follows:

1. Sex wise, the majority of the teachers in regional colleges (91.84%) was males. With regard to the age, the majority of the teachers (72.45) were 36 years old and above.
2. Concerning work experience, the majority of respondents have served for 16 years and above.

3. It was observed that in the sampled regional colleges, more than three-fourth (84.70%) of the teachers were MA/MSc and BA/BSc holders, while (15.30%) had Ph.D.

4. Regarding the ranks 44.90% and 39.80% were assistant lecturers and lecturers respectively. Only (13.70%) were assistant professors.
5. A substantial proportion (62.25%) of the respondent salary was 1501-2000 Birr per month, whereas the rest of the respondents earn below 1501 Birr.
6. Most of the deans (88.89%) lacked the required qualifications through training and/or experience to effectively manage the colleges.
7. With regard qualification and specialization of the teachers, 2.54% had Ph.D, where as 45.08% and 39.68% had MA/MSc and BA/BSc degree respectively. This shows that a significant proportion does not meet the required. Only 12.70% of the teachers in the regional colleges were under qualified.
8. The majority of the teachers in regional colleges were moved up from high schools and regional education bureaus. And only few joined the teaching profession recruited directly from different universities in the country.
9. The majority of the teachers, regarding load allotment, in different departments used to share courses (teaching loads) among themselves including department heads. But, in few of the colleges department heads and vice-deans made a decision on assignment of teachers. That is, the department used to assign teachers with courses to be offered and the instructors shared the courses among themselves according to their specialization. It was also found out that for which teachers were not specialized, particularly in areas like regional language and civic education there is a big problem. Furthermore, class–size, number of preparations and non-classroom responsibilities were not considered while assigning teaching loads among themselves.
10. Differences were observed on how teachers shared courses (credit hours) among teachers from the study groups.
    a. Teachers teaching between 10-12 credit hours per week accounted for 55.10%.

b. Less than one-fourth (19.38%) of the teachers taught below 10 credit hours per-week.
c. Teachers who taught between 13-15 accounted for 8.16% only
d. A little more than one-fourth (25.51%) of the teachers were teaching above 13 credit hours per week.
e. Most of the deans (66.66%) teach between 4-12 credit hours per-week, implying that every dean teaches.

11. Interest for teaching profession is one of the main conditions for effective utilization of teachers. However, most of the teachers joined the teaching profession because of the absence of other job opportunities. Consequently, they were not satisfied with their profession and show no willingness to continue as teachers, but they may use it as springboard to get other job opportunities.
12. The availability and sufficiency of teaching materials, teachers salary, the effort a teacher can exert and the benefit deserved, and incentives given to teachers are not attractive in regional colleges of teacher education understudy.
13. The majority of the Deans and teachers (71.43%) has participated in training that included visiting other colleges of the same level. But, most of the teachers tried to pin point that they did not value the training and visits to similar other colleges.
14. More than three-fourth (93.26%) of the teachers had got a chance to participate in in-service training through various programs- regular, summer and distance. But, few of the teachers still did not get a chance. Despite of the existence of opportunity for in-service training most teachers were not satisfied. The reason, as they tried to reveal might be the fact that the in-service training, could not contribute much to their professional development and personal growth.
15. With regard to the availability and adequacy of teachers, variations were observed. But, generally, shortage of teachers was identified. So, to solve

the shortage, transferring of teachers from high schools and making use of part-time teachers is to be practiced.

4.2. Conclusion

The following conclusions were drawn from the findings.

1. Majority of the teachers, in the regional colleges of teacher education were male, while a small proportion of the teachers were females. This proves that there was high gender disparity. Most of the teachers who have served more than 16 years were expected to carry out their duties effectively it trainings and refreshment courses are given to them.
2. The data obtained shows that there were limited numbers of qualified teachers. So, in such circumstances, with the need to utilize the available teachers might bring about improper utilization of teachers out of their area of specialization, for instance.
3. The majority of the teachers are ranked as lecturer. This shows the concentration of the majority on same rank without identifying the ladder of career growth.
4. Even if some of the colleges have long years of experience, as can be understood from the responses of the majority, all of the colleges understudy do not meet the standard set by ministry of education.
5. The contribution of properly assigned teachers to attain the desired goal of the colleges is reflected through the assignment of well-trained and experienced teachers. Teachers differ according to their level of qualification, subject area specialization, performance and interest in their assignment. Therefore, these conditions are the decisive factors that have to be considered when distributing the teaching load. Based on the condition, the criterion mostly used in assigning teaching loads were subject area specialization and level of qualification. These, however, are not the only ones. Consequently, such factors as instructors' interest and other should be considered in the assignment.

6. In the colleges, there has been found that teaching loads were improperly distributed. That is, majority of the teachers were made to teach between 10-12 credit hours whereas others were given less than 10 credit hours per week. On top of these, there were teachers who teach more than 15 credit hours per week. These, therefore, imply improper utilization of teachers. The assignment of teaching load, except in few colleges, was on the basis of the agreement between teachers and department heads.
7. As the data revealed, the majority of the teachers in regional colleges have no interest in the teaching profession because of lack of growth opportunities. It was, for instance, absence of job opportunity in other areas that forced them to join the colleges. This, undoubtedly, affects their teaching interest. This can help to conclude that a considerable number of teachers in the colleges have no interest in the teaching profession. As the result of this, it seems many teachers are look for other alternatives.
8. With regard to professional supports to teachers from educational officials, it was found to be inadequate. This, therefore, vividly indicates that teachers in colleges of the region understudy do not get professional support from educational officials at the various levels.
9. Management plays a critical role in the achievement of the organizational objectives. This can reflected in the effective utilization resources-teachers in this case the reflection of managerial efficiency can further be in the proper motivating of teachers, administration of their salaries, organizing appropriate training for professional development and individual growth, planning for organizational development, and making conducive working condition. According to the finding of this study, however, conditions that bring about managerial efficiency lie, for instance, in adequacy of facilities and others, were lacking. Therefore, one might conclude that the colleges understudy are inefficiently managed.

4.3 Recommendations

Based on the findings of the study and conclusions the following recommendations have been given.

1. The findings indicated that very few of the regional colleges employed teachers based on the available employment principles where as the majority depend on respective regional education bureaus that solve their shortage of teachers by transferring from high schools. In addition to affecting the autonomy of the colleges such practices cannot be lasting solutions. Hence, in order to overcome the problem or shortages of qualified teachers, the regional states should search also other sources of teachers for their respective colleges and this should be left for the colleges. More specifically, the regional colleges have to be empowered to employ competent teachers by themselves rather than depending on other education system.
2. It was pointed out by the findings that there were no clear guidelines showing the linkage of Regional colleges and Education Bureaus. The few available ones were also not fully practiced by the colleges. Therefore, all concerned bodies regional council, education bureaus, and the respective colleges should work collaboratively to produce clear guidelines, popularize the available ones so that the colleges can exercise their autonomies in this area.
3. Regional colleges of teacher education and the concerned authorities have to work so as to prepare regional language and civic education teachers and through different mechanisms such as upgrading the qualifications of interested teachers through either summer or distance program or both, for instance. In assigning teachers within college there should not be decisions of few individuals rather it would be better to get agreement of teachers in order to make the college attractive and conducive work place as well as identify the colleges from high schools.
4. Regional Colleges of Teacher Education should be able to plan and implement continues staff development (by rank and qualification) so as to

boost teachers' morals and enhances subsequent effective and efficient use of them. For this, RCTEs should be empowered by REBs to make links and communication channels with Federal HEIs.

5. Appointing (assigning) deans of RCTEs from the available staff and also arranging appropriate training programs for those managing RCTEs enhance effective resource planning and utilization to improve the professional development of teachers, personal growth and their interests. This includes such as salary scales academic position of teachers and further training to attract professionally competent personnel and to retain the existing ones. Regional government capacity building officers, thus, should empower REBs and colleges to assign competent, knowledgeable and experienced deans from among the staff members and also arrange capacity building training programs for the administrative staffs.
6. The professional capacity building (development) rendered to academic staff should be relevant, area specific and regular rather than giving generic and irrelevant training on ad hock bases.

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Appendix - A

Addis Ababa University

College of Education

School of Graduate Studies

Department of Education Planning and Management

Questionnaire to be filled by Regional Teacher Colleges Deans

Dear Respondents,

This questionnaire is designed to collect views on the utilization of teachers of regional teacher colleges in Ethiopia. It is aimed at collecting relevant data for the subject under study. The successes of this study depend on your genuine responses, therefore, your are kindly requested to answer all items provided in the questionnaire. Please, note the following while you respond to the questionnaire.

1) All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will affect the overall study;
2) You are not required to write your name ;
3) All your responses will be kept confidential and used only for academic purposes:
4) Put "X" mark for questions with options, and write your opinion for open-ended questions.

Thank you in advance for your kind cooperation!

Part One: Background information about respondents

1. Name of the Teacher College_____ Region_____

2. Your current responsibility _____

3. Sex: a) Male ☐ b) Female ☐

4. Age : a) 20-25 ☐ b) 26-30 ☐ c) 31-35 ☐
d) 36-40 ☐ e) ≥ 41 ☐

5. Service year (a) in teaching:

a) ≤ 5 ☐ b) 6-10 ☐ c) 11-15 ☐

d) 16-20 ☐ e) ≥ 21 ☐

(b) Non-teaching _____

6. Educational level of qualification

a) Ph.D ☐ b) MA/MSC ☐ c) BA/BSC ☐

d) 12+2 ☐ e) other _____

7. Academic rank of teachers:

a) Professor ☐ b) Associate profession ☐

c) Asst. Professor ☐ d) Lecturer ☐

e) Assistant lecturer ☐ f) others _____

8. Your monthly income (salary):

a) ≤ 1000 ☐ b) 1001-1500 ☐ c) 1501-2000 ☐

d) 2001-2500 ☐ e) ≥ 2501 ☐

f) Other _____

9. Subject Area of specialization of deans: _____

Part Two: Data pertaining to teacher assignment

10. Where is the source of academic staff members? From where did you get assigned teachers? ☐

a) Regional Education Bureau ☐

b) By transfer from high schools ☐

c) Recruited directly from university ☐

d) Other occupation ☐

e) Other (If any) _____

11. In your college who decide on the number of teaching load for each teacher?

a) Dean ☐ b) Vice-dean ☐ c) Department heads ☐

d) Dean with vice-dean ☐

e) Vice dean with member of the department ☐

f) Department head with member of the department ☐

g) department member share the courses among them selves ☐

h) committee Decision ☐

i) other (It any) _____

12. What is the criterion employed in sharing tasks to teachers in a teacher college?

a) Level of qualification ☐ b) Experience ☐

c) Field of specialization ☐ d) Teachers' competence ☐

e) Administrative decision ☐ f) other (it any) _____

13. What is the number of credit hours you have per week?

a) 1-3 ☐ b) 4-6 ☐

c) 7-9 ☐ d) 10-12 ☐

e) 13-15 ☐ f) ≥ 16 ☐

14. The following are some of the factors to be considered in determining teaching load. Please, indicate the degree of your agreement or disagreement by patting "X" mark and show to what extent they are considered in teachers assignment.

The number reveals:

5= Strongly agree = SA 3 = Undecided =UD

4= Agree = A 2= Disagree = DA

1 = Strongly disagree = SDA

No	Items	Choices				
		5	4	3	2	1
1	Class-size Number of students in a given section is considered is sharing of teaching load					
2	Number of preparation a) A teacher who has two or more preparations in given lighter load b) A teacher who teaches two years level is given lighter load than who teaches only year					
3	Non –classroom activities a) Department heads are given lighter load b) Teachers who serve in different committees are given lighter load c) Club sponsors are given lighter load d) Non-classroom responsibilities are considered in teaching load distribution					

15. The following are some of requirements that are to be considered when regional colleges are upgraded or newly established in order to balance the need and availability to make optimum use of teachers. Please show the degree of your agreement or disagreement by putting " X" mark and show to what extent they are considered.

The numbers reveal:

5= Strongly Agree SA

4= Agree = A

3 = Undecided = UD

2= Disagree = DA

1= Strongly disagree = SDA

No	Item	Choices				
		5	4	3	2	1
1	Number of additional sections or departments					
2	Student enrollment growth rate					
3	Number of under qualified teachers is not considered					
4	Number of teachers leaving the college is not considered					
5	Student-teacher ratio is considered					
6	Condition of work out of teaching					
7.	Weakly load of individual teacher is considered					

16. The following items are why most people join teaching profession. Please, put the degree of your agreement or disagreement using "X" mark and show to what extent you agree.

The numbers reveal

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Items	Choices				
		5	4	3	2	1
1	Absence of other job opportunity					
2	To use it as a spring-board for other job					
3	Because it is an interesting job opportunity					
4	Desire to serve society better					
5	It is because of recruited directly to teach					
6	High opportunity for personal growth and professional development					
7	Relatively better job security					

Part Three: Data pertaining to professional support and supervision

17. Hover you attended any form of training since 1995 E.C?

Yes ☐ b. No ☐

18. If " yes" the type of training you involved in

a) short term training ☐
b) In staff training ☐
c) Visiting other colleges ☐
d) Educational tour abroad ☐
e) Other (if any) _____

19. Do you think that the training contributes to teachers' professional development?

a) Yes ☐ b) No ☐

20. The training were organized by

a) The college ☐
b) Education bureau ☐
c) Regional capacity Building supreme office ☐
d) Ministry of Education ☐
e) Others (if any) _____

21. Do teachers have individual office?

a) Yes ☐ b) No ☐

22. Do teachers get adequate professional assistance from educational officers?

a) Yes ☐ b) No ☐

23. If the response to question 24 is "yes" who mostly give the professional assistance?

a) Regional capacity building supreme office ☐
b) Regional Education Bureau ☐
c) Ministry of education ☐
d) Professional associations ☐
e) The College ☐
f) Other (if any) _____

24. Do you think the assistance given contributes to your professional development?

a) Yes ☐ b) No ☐

25. The following items are concerning to teacher professional development. Please, indicate your agreements or disagreements by putting "X" mark and show to what extent they are appropriate to the staff development.

The numbers reveal:

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Item	Choices				
		5	4	3	2	1
1	Opportunity for in-service training is not satisfactory					
2	Opportunity for further education is high					
3	The opportunity for personal growth is not satisfactory					
4	In dealing with teachers, the management fairness is good					
5	The opportunity to use ones knowledge and experience in not satisfactory					
6	Putting your best effort in work assignment motivating					

26. Have you attended pre- service or in- service education concerning human resource management?

Yes ☐ No ☐

Part Four: General information retraining to teacher utilization

27. In your college, is there shortage of qualified teachers?

Yes ☐ No ☐

28. If your response for question 29 is "yes" in which subject? Please rank them according the severity of the problem

a) Regional languages ☐
b) Amhaic ☐
c) English ☐
d) Mathematics ☐
e) Biology ☐
f) Chemistry ☐
g) Physics ☐
h) Geography ☐
i) History ☐
j) Civic education ☐
k) Aesthetic ☐

l) Psychology ☐

m) Curriculum ☐

n) Management ☐

29. What method did you use to solve the shortage?

a) Transferring teachers to solve the shortage ☐

b) Employing new teachers ☐

c) Hiring part-time teachers ☐

d) Other _____

30. In your opinion what are the major problems in utilization of teacher? State them _____

_____

_____

31. What are the major problems related to professional support of teacher? State them _____

_____

_____

32. What do you feel that should be done to alleviate the problem to teacher utilization? State them _____

_____

_____

Appendix - B

Form 1

The following form is designed to collect data related to the number of department and number of pupils enrolled for the year 1996 E.C. Please give your response in the information required accordingly:

No	Department	No. of sections			No. of students	
		Year I	Year II	Total	Year I	Year II

Form 2

Please, write the number of teachers according to the subject they teach. If a teacher teaches different year level as well as different subjects consider only the largest load in years level.

No.	Subject	No. of teachers by qualification										Total		Remark
		PhD		MA/MSC		BA/BSC		12+2		Other				
		M	F	M	F	M	F	M	F	M	F	M	F	

Appendix -C

Addis Ababa University

College of Education

School of Graduate Studies

Department of Education Planning and Management

Questionnaire to be filled by Regional Teacher Colleges' Teachers

Dear Respondents,

This questionnaire is designed to collect views on the utilization of teachers of regional teacher colleges in Ethiopia. It is aimed at collecting relevant data for the subject under study. The successes of this study depend on your genuine responses. Therefore, your are kindly requested to answer all items provided in the questionnaire. Please not the following while you respond to the questionnaire.

1) All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will affect the overall study;
2) You are not required to write your name;
3) All your responses will be kept confidential and used only for academic purposes:
4) Put "X" mark for questions with options, and write your opinion for open-ended questions.

Thank you in advance for your kind cooperation!

Part One: Background information about respondents

1. Name of the teacher College_____ Region_____
2. Your academic rank _____
3. Sex: a) Male ☐ b) Female ☐
4. Age: a) 20-25 ☐ b) 26-30 ☐ c) 31-35 ☐
   d) 36-40 ☐ e) ≥ 41 ☐
5. Service year (a) in teaching:
   a) ≤ 5 ☐ b) 6-10 ☐ c) 11-15 ☐
   d) 16-20 ☐ e) ≥ 21 ☐

6. Educational level of qualification

a) Ph.D ☐ b) MA/MSc ☐ c) BA/BSc ☐

d) 12+2 ☐ e) other ☐

7. Academic rank of teachers:

a) Professor ☐ b) Associate professor ☐

d) Lecturer ☐ c) Asst. professor ☐

e) Assistant lecturer ☐ f) others_____

8.Your monthly income (salary):

a) ≤ 1000 ☐ b) 1001-1500 ☐ c) 1501-2000 ☐

d) 2001-2500 ☐ e) ≥ 2501 ☐

e) Other if any_____

Part Two Data pertaining to teacher assignment

9. Where is the source of academic staff members? From where did you come?

a) Regional Education Bureau ☐

b) by transfer from High school ☐

c) Recruited directly form university ☐

d) Other Occupation ☐

e) Other (if any) _____

10. In your college who decides on the number of teaching load for each teacher?

a) Dean ☐ b) Vice Dean ☐

c) Department head ☐ d) Dean with vice dean ☐

e) Vice dean with department heads ☐

f) Department heads with member of the department ☐

g) Department members share the courses among themselves ☐

h) Committee decision ☐

i) Other (if any) _____

11. What is the criterion employed in sharing tasks to teachers in a teacher college?

a) Level of qualification ☐ b) Experience ☐

c) Field of specialization ☐ d) Teacher's competence ☐

e) Administrative decision ☐ f) other (if any) _____

12. What is the number of credit hours you have per week?

a) 1-3 ☐ b) 4-6 ☐ c) 7-9 ☐

d) 10-12 ☐ e) 13-15 ☐ f) ≥ 16 ☐

13. The following are some of the factors to be considered in determining teaching load. Please, indicate the degree of your agreement or disagreement by putting "X" Mark and show to what extent they considered in teachers' assignment

The numbers reveal:

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Items	Choices				
		5	4	3	2	1
1	Class-size: Number of students in a given section is considered is sharing of teaching load					
2	Number of preparation: c) A teacher who has two or more preparations is given lighter load d) A teacher who teaches two years level is given lighter load than who teaches only year one					
3	Non –classroom activities: a) Department heads are given lighter load b) Teachers who serve in different committees are given lighter load c) Club sponsors are given lighter load d) Non-classroom responsibilities are considered in teaching load distribution					

14. The following are some of requirements that are to be consecrated when regional colleges upgraded or newly established for qualified teachers to balance the need and availability for maximizing the use of existing teachers. Please, show the degree of your agreement or disagreement by putting " X" mark and show to what extent they are considered.

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Item	Choices				
		5	4	3	2	1
1	Number of additional sections or departments					
2	Student enrollment growth rate					
3	Number of under qualified teachers is not considered					
4	Number of teachers leaving the college is not considerate					
5	Student-teacher ratio is considered					
6	Condition of work out of teaching					
7	Weakly load of individual teacher is considered					

16. Participation of teachers in out of classroom activities

17.

Do you participate in the following area?	Responses	
	Yes	No
a) As department head		
b) Different committees organized in the college		
c) Administrative officers		
d) Co-curricular activities		
e) Community services outside the college		

16. The following items are why most people join teaching profession. Please, put the degree of your agreement or disagreement using "X" mark and show to what extent you agree.

The numbers reveal

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Items (Conditions)	Choices				
		5	4	3	2	1
1	Absence of other job opportunity					
2	To use it as a spring-board for other jobs					
3	Because it is an interesting job					
4	Desire to serve society better					
5	It is because of recruited directly to teach					
6	High opportunity for personal growth and professional development					
7	Relatively better job security					

Part three: Data pertinent to professional support and supervision

17. The following are attitudes of teachers interests relation to the facilities of colleges. Please show the degree of your agreement or disagreement using mark and show to what extent they are that you are attracted to teach in colleges?

No	Conditions attracting to teaching profession in college	Responses				
		5	4	3	2	1
1	Teaching provides a good opportunity for professional development					
2	Availability of materials and facilities in college					
3	The working condition (physical environment of the college)					
4	The in-s service training opportunity					
5	The current level of teachers' salary					
6	The effort a teacher can exert and the benefit deserved					
7	Rewards given for teacher are attentive					
8	Support given for teachers by the community and regional administrators					
9	Professional assistance given by education bureau					
10	Regiment of allowances and fringe benefits					
11	The respect given for teachers by the staff and the society					

18. Have you attended any form of training since 1995 E.C

a) Yes ☐ b) No ☐

d) Professional association ☐

e) The college ☐

f) Other (if any) _____

24. Do you think that the assistance given contributes to your professional development?

a) Yes ☐ b) No ☐

25. The following items are concerning to teacher professional development. Please, indicate your level of agreement or disagreements by putting "X" mark and show to what extent they are appropriate to staff development.

The numbers reveal:

5= Strongly Agree SA 4= Agree = A

3 = Undecided = UD 2= Disagree = DA

1= Strongly disagree = SDA

No	Item	Responses				
		5	4	3	2	1
1	Opportunity for in-service training is not satisfactory					
2	Opportunity for further education is high					
3	The opportunity for personal growth is not satisfactory					
4	In dealing with teachers, the management fairness is good					
5	The opportunity to use ones knowledge and experience in not satisfactory					
6	Putting your best effort in work assignment is motivating					

Part Four: General information to teacher utilization

26. In your opinion what are the major problems in utilization of teacher?

State them _____

_____

_____

27. What are the major problems related to professional support of teacher?

State them _____

_____

28. What do you feel that should be done to alleviate the problem to teacher utilization? State them _____

_____

_____

29. Any suggestion you have that is to be raised _____

_____

_____

Appendix D

Addis Ababa

College of Education

School of Graduate Studies

Department of Educational Planning and Management

Interview For

- Teacher training college department (MOE)
- Department of teacher training college (REB)
- Dean of the College

1. Do you think that the upgraded or newly established colleges have decentralized management?
2. How are teachers assigned to colleges in the region?
3. Is their shortage of qualified teachers in college?
4. What is the criterion to know shortage of qualified teacher in college?
5. What strategies do you use to over come the problems to teacher shortage?
6. Do professionals at regional level give support to college and provide professional assistance?
7. Do you think the current salary, as well as working condition of teachers of the college is encouraging?
8. What is the criterion to assign deans to Teacher College?
9. Over all comments and suggestion concerning to teacher college

Appendix - E

Sample Distribution of Colleges

No	Regions	Selected Colleges	Years of upgrade/or establishment	Population	Sample 33.33%
1	Addis Ababa	Kotebe College of Teacher Education	1969 E.C	88	30
2	SNNPR	Awassa College of Teacher Education	1989 E.C	60	20
3	Oromiya	Adama College of Teacher Education	1992 E.C	67	22
4	Amhara	Debrebrhan College of Teacher Education	1995 E.C	60	20
5	Tigray	Mekele College of Teacher Education	1996 E.C	40	13
	Total	5		315	105

Source: MOE, 2003/4 and Colleges of Teacher Education Document

Appendix - F

Data for Class/student ratio and teacher/student ratio

No	Name of College	Total Number of				
		Sections	Students	Teacher	T/Student ratio	S/Section ratio
1	Adama	32	1962	67	30	62
2	Awassa	28	1936	60	33	70
3	Debrebrehan	27	1165	60	20	44
4	Kotebe	19	1591	88	18	64
5	Mekele	19	1013	40	26	54
	Total	125	7667	315	127	294
	Average (per college	25	1534	63	26	59

Appendix - G

Distribution of instructors in higher education institution according to their type of training

No	Academic qualification (Academic Rank)	Training Program	
		Degree Training	Diploma Training
1	Ph.D degree (or Asst. Prof.)	30%	10%
2	MA/Msc degree (Lecturer)	50%	50%
3	Bachlor degree (or Asst. Lecturer and Asst. graduate	20%	40%
	Total	100%	100%

Source: MOE (2003:12) for higher education institution level of evaluation and accreditation guidelines

Declaration

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

Name

Fitte Abera
Signature: _____ 30/10/96
Date: June 2004

This thesis has been submitted for examination with my approval as a university advisor

Name:
Haileselassie Woldegerima (Asst. Prof).
Signature: _____
Date June 2004

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