

ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES

**A STUDY OF THE PROBLEMS OF FIRST CYCLE
PRIMARY SCHOOL TEACHERS TRAINNING IN
SNNPR**

BY

FRANSUA DALACHEW DABULO

JUNE 2001

**A STUDY OF THE PROBLEMS OF FIRST CYCLE
PRIMARY SCHOOL TEACHERS TRAINING IN SNNPR**

**A THESIS PRESENTED TO THE
SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION IN
EDUCATIONAL MANAGEMENT AND PLANNING**

**BY
FRANSUA DALACHEW DABULO**

JUNE, 2001

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

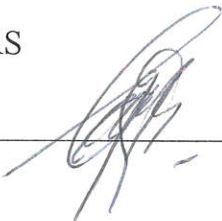
A STUDY OF THE PROBLEMS OF FIRST CYCLE
PRIMARY SCHOOL TEACHERS TRAINING IN
SNNPR

BY

FRANSUA DALACHEW DABULO
FACULTY OF EDUCATION

APPROVED BY BOARD OF EXAMINERS

Ato Girmay Berehe
Chairman, Department
Graduate Committee



Dr. Nebiyu Tadesse
Advisor

Nebiyu Tadesse

Daniel Desta

Internal Examiner

Yonas

Johnson Odhiambo

External Examiner

John Odhiambo

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my thesis advisor Dr. Nebiyou Taddese for his unfailing encouragement, guidance, constructive comments and useful suggestions. Without his unreserved dedication and expert guidance completion of this study would have been impossible.

I am also indebted to Ato Nigusie Deribie Ato Kassahun Sebsibe and Ato Mulugeta Berhe for their help in clarifying statistical techniques and analysis employed in this study.

I would like to acknowledge the BESO project and all the staff for the encouragement and support they rendered financially and materially from the beginning to the end of the program.

I am also indebted to thank Principals, vice principals, trainers and trainees of Arbaminch and Bonga Teacher Training Institute in filling the questionnaire presented to them.

Finally, most of my deepest appreciation is to my wife Sintayehu Teshome for her patience, understanding and encouragement throughout my graduate studies. I wish also to appreciate my daughters Mary Fransua and Veronica Fransua who were very patient when this study took considerable time.

TABLE OF CONTENTS

	PAGE
Acknowledgement -----	iii
Abstract -----	iv
List of tables -----	v
CHAPTER I	
INTRODUCTION-----	1
1.1 Background -----	1
1.2 Statement of the problem -----	5
1.3 Objective of the study -----	7
1.4 Significance of the study-----	7
1.5 Delimitation of the study-----	8
1.6 Definition of terms -----	9
1.7 Organization of the study -----	10
CHAPTER II	
REVIEW OF THE RELATED LITERATURE-----	11
2.1 General background -----	11
2.2 The importance of training-----	16
2.3 Entry requirement -----	20
2.4 Qualification and experience of trainers -----	31
2.4.1 Subject matter knowledge -----	33
2.4.2 Experience-----	34
2.4.3 Professional knowledge -----	36
2.5 Practice teaching -----	40
2.5.1 The concept of practice teaching-----	41

	PAGE
2.5.2 Objective of practice teaching -----	42
2.5.3 The importance of supervision -----	45
 CHAPTER III	
THE RESEARCH DESIGN AND METHODOLOGY -----	49
3.1 Sampling procedure-----	49
3.2 Instruments of data collection -----	50
3.3 procedures of the study-----	51
3.4 Methods of data analysis -----	52
 CHAPTER IV	
PRESENTATION ANALYSIS AND INTERPRETATION ---	53
4.1 Recruitment of trainees-----	55
4.2 Trainees academic knowledge-----	58
4.3 Trainees attitude towards the profession- -----	63
4.4 Trainers /educators/ Readiness- -----	66
4.5 Practice teaching -----	72
 CHAPTER V	
SUMMARY, CONCLUSION AND RECOMMENDATION -	80
5.1 Summary -----	80
5.2 Conclusion -----	81
5.3 Recommendation -----	83
REFERENCES-----	85
APPENDIXES	

List of Tables

	PAGE
1. Back ground information of teacher respondents-----	53
2. Age of trainees-----	54
3. Year of grade 12 Completion -----	55
4. ESLCE result of trainees-----	55
5. Recruitment procedures as viewed by trainees of TTI-----	59
6. First semester result of Arbaminch TTI train-----	62
7. Trainees' attitude towards the profession-----	63
8. Contribution of entrance examination -----	65
9. Trainers' qualification-----	66
10. Trainers' knowledge of Teacher Education-----	68
11. How trainers' joined TTI as trainers -----	68
12. Strength of trainers in different activities-----	70
13. Trainees' preference of Subjects-----	71
14. Trainees' evaluation of trainers -----	72
15. The degree of emphasis given to practice teaching-----	74
16. Problems of practice teaching in Arbaminch TTI-----	77

ABSTRACT

The basic aim of this study was to identify the problems faced by TTIs of SNNPR in recruiting trainees, and trainers' quality and implementing practice teaching. Data on these variables were collected from 220 trainees and 60 trainers of Arbaminch and Bong teacher training institutes. The study employed descriptive analysis including t-test, comparing the means of responses and frequency analysis.

The study results indicated that the recruitment procedure applied in the region doesn't focus on selecting applicants with good academic background and positive attitude towards the profession. It also indicated that most trainers are below the required standard to train in teacher training institutes. The experience and professional knowledge they have is not sufficient to work as trainer in teacher training institutes. The application of practice teaching also faced various problems and it doesn't provide adequate support to trainees. The trainers and teachers of primary school do not provide adequate supervision.

The results also suggested that trainees and trainers recruitment be left to training institutes, the standard set regarding trainers be implemented and practice teaching be reorganized to make teacher education more effective.

CHAPTER ONE

INTRODUCTION

1.1 BACK GROUND

Education is an important factor that affects the development of a nation. It plays an important role in changing an individual's knowledge, skills, attitude and view of the world. The contribution of education to the development of a nation has also been emphasized in the education policy of Ethiopia, "Education is a process by which man transmits his experiences, new findings and values accumulated over years, in his struggle for survival and development, through generations. Education enables individuals and society to [participate] in the development process ---" (NETP, 1994).

If education is to fulfill the roles mentioned above, attention should be given to the provision of quality education beginning at the primary level. Adane Tessler (1993:2) states that the "changes in the educational system of any country have to give due attention to the efficient and effectiveness of primary education. The basic reason for this is that primary education provides a fundamental base for the total educational life of the individual person and the nation as well." For primary education to succeed in providing the foundation for further learning and development, it must be taken seriously as a national concern. One major concern, among others, is the training of quality teachers who will be responsible to its implementation.

Aggarwal (1997:290) notes that, “a sound program of professional education of teachers’ is essential for qualitative improvement of education.” The role of teachers is most felt in student achievement – a major factor in determining the quality of education. Educational quality, “... as measured by pupil academic achievement, is a function of teacher quality. Teacher quality, in turn, is a function of the teacher mastery of subject matter knowledge and use of appropriate teaching skills add acquisition of positive attitudes” (FORUM: 1992.) These qualities, that is, mastery of subject matter knowledge, use of appropriate teaching methods and skills, love for children and acquisition of positive attitude towards the teaching profession, are the focus of teacher training programs.

In Ethiopia, lower primary teacher training programs are driven by the belief that effective preparation of the teacher will contribute to the overall quality of the education. Hence, the general goals of teacher training are defined as:

“...to prepare sufficient teachers of suitable quality who are able capable of contributing to the socio-cultural and economic development of the country and the community in general, and the development of education in particular; to educate and train teachers who are able to meet the educational demands and training objectives ...; to enhance the training of teachers through the provision of general education, specialized and professional knowledge and skills; to train teachers capable of assisting teachers to meet their educational needs and to improve the quality of teacher education and training by keeping pace with new global trends and approaches to teacher training and making it a life –long process. (ICDR; 1994: 72)

The above general goals are comprehensive and universal in many respects. However, the problem is not in how well goals and objectives are defined, but how well they are implemented. This is because the education of teachers has always been problematic; a matter of contention and controversy, and of competing and conflicting models and paradigms (World Bank 1990).

The problems of training teachers have been studied and many models offered, (1992; Aggarwal, Boy & Gilford, 1991; Lockheed & Verspoor, 1991; Sharma, 1984; Friedman, et.al, 1980; Farrant, 1965). These studies have identified various factors that affect the efficiency and effectiveness of teacher education in terms of training models, duration of training, qualities of student recruitment, qualities of teacher trainers, the nature of the training curriculum and competencies to emphasize. How those factors are considered in designing a particular teacher-training program varies widely from countries to countries.

Teacher education in Ethiopia, in the past, has been characterized by its limitation in recruiting less interested and committed trainees in teaching profession, weakness in balancing academic knowledge and professional skills, in assigning of qualified educators, in planning and implementing practice teaching, etc, which are determinant factors in producing of quality teachers (ETP, 1994). While the basic curriculum profile for training teachers is developed centrally, the regional governments are responsible for implementation. As a result, the problems that each region faces varies and, in turn, this has affected the quality of teachers produced for the first cycle primary education.

According to Tekeste Negash (1996:73), the Ethiopian Teacher Training Institutes has many problems among, which are limited and sporadic in service training for educators, inadequate training and low professional motivation for teachers.

Teacher training Institutes in Ethiopia face various problems that could directly affect the quality of teachers in particular and of education in general. Some of the problems are:

- ◆ qualification and experience of teacher trainers
- ◆ recruitment procedures practiced
- ◆ content of the curriculum
- ◆ inadequate facilities
- ◆ insufficient training of teachers
- ◆ shortage of budget
- ◆ low motivation of teacher trainers
- ◆ poor methodological approach used in TTIs
- ◆ evaluation methods used in TTIs
- ◆ inadequate administration of practice teaching
- ◆ absence of follow up study of the graduates, etc.

As mentioned by Befekadu(1998), in the study conducted regarding 'improving the Quality of Teacher Education', teacher trainers have identified the following points as the major problems faced by teacher trainers in training institutes:

- lack of skill in subject methodology
- lack of practical skills and techniques required in the assessment of trainers

- lack of knowledge and skills in learner centered instructional approach with special references to primary school curriculum
- difficulty in counseling trainees, etc.

Therefore, the purpose of this study was to assess problems of teacher training institutes of SNNPR with special reference to: recruitment of trainees, quality and experience of teacher trainers and administration of practice teaching.

1.2 Statement of the Problem

Currently there are two 1st cycle teacher-training institutes in the Southern Region, with a total annual output of approximately 1100 new teachers. The training curriculum is based on the national teacher training curriculum framework prepared at the ICDR. Based on the national curriculum framework the TTI instructors prepare teaching materials including teachers' guides. The qualities of the teaching materials depend greatly upon the teaching and writing experience of the instructors and, to a great extent, budget allocation for teaching materials. From this point onwards, the quality of the training program is affected by a number of factors, among which are, recruitment of trainees, quality of teacher trainers and administration of practice teaching, etc.

The availability of qualified teachers is essential for achieving quality education and sustaining any reform effort. The SNNPR, compared to the other regions of Ethiopia, has peculiar problems in teacher preparation and supply. This is due to its population

size, distribution and diversities of nationalities, shortage of trained manpower, the introduction of mother tongue as medium of instruction in primary schools and TTIs.

The SNNPR state is characterized by multi-ethnic groups and each has their own language and cultural background. Among the many nationality languages, which is assumed to be about 45, more than ten languages are being used as medium of instruction in primary schools and six are being used in teacher training institutes.

Because of the unique culture, introduction of local languages as medium of instruction and shortage of trained manpower in each zone and special Wereda, the region faces peculiar problem in recruiting trainees, in selecting adequate teacher trainers and administering of practice teaching.

Based on the above mentioned points, the purposes of the study were to examine student recruitment process to determine its effectiveness in selecting best qualified students for training; assess professional qualifications of teacher trainers to determine if qualifications and teaching experience have direct impact on their effectiveness as teacher trainers and to examine practice teaching in terms of its organization and management process and impact in producing quality teachers.

Basic Questions

The study attempted to address three fundamental research questions.

1. Do the TTIs in SNNPR recruit talented, interested and committed applicants to the Profession?
2. Are teacher- trainers academically and professionally capable to train teachers for first cycle?
3. Do the trainees get appropriate experience and guidance to practice theoretical knowledge they have gained from classroom training?

1.3 Objective of the study

General objective

The main objective of this study is to find out the basic problems that affect the TTIs of SNNPR to produce efficient and effective teachers.

Specific objectives

1. To identify the basic causes of the problems of recruiting trainees, assigning educators and management of practice –teaching.
2. To point out the intensity of these problems in affecting the training program.
3. To suggest ways of solving /overcoming/ the problems.

1.4 Significance of the Study

Teacher education is a primary issue for educators, researchers and policy makers. Because of this various studies have been conducted in developing and developed countries. Such studies also have been conducted in Ethiopia at national level.

As the result of the New Education and Training Policy and decentralization of educational management, regions are administering the training of primary school teachers. It is of interest to explore how SNNPR is managing the TTIs on issues specified above. It needs to be noted that the training in SNNPR is conducted by various languages spoken by many nations and nationalities in the region. Because of this SNNPR, have got its unique problem that needs to be studied.

Therefore, the outcome of the study:

- Will enable to draw attention of educational planners and policy makers, to the issues raised concerning the quality of teacher education program,
- Can provide source of information about the extent of the problem in the region,
- May provide constructive suggestion to concerned authorities and educators, how to deal with the problems, and
- May motivate interested individuals to conduct further investigation regarding the problems.

1.5 Delimitation of the study.

Since the management of primary schools and training of teachers for primary schools is the responsibility of regions, the study is delimited to teachers training problems of Southern Nation, Nationalities and people Region /SNNPR/.

When we talk about primary schools it includes Grade 1-8, but the study is delimited to deal with first cycle (1-4) training program.

Even though there are various issues that affect the quality of training of teachers, the study is delimited to problems related to recruitment of trainees, educators' qualification and experience and management of practice teaching of institutes in the region.

1.6 Definition of terms

1. **Educators' qualification-** it refers to the academic level they have acquired or the certificate, diploma or degree they are awarded.
2. **Practice –Teaching** - is a component of the teaching program, where trainees are assigned for a short period of time replacing the regular teacher, in which a variety of instructional skills, attitudes, and knowledge about classroom including school communities are created, developed and modified.
3. **Primary school** - following the education and training policy of Ethiopia it is an educational level that provides education in eight years duration in two cycles (Grade 1-8) 1st cycle (grade 1-4) and 2nd cycle (grade 5-8).
4. **Recruitment** - is the process of selecting students for a pre-service teacher-training program, with a certain established criteria.
5. **Teacher training** “ ---- a period of orientating of thought and out look on education” Farrant (1965:1). It is a process in which adequate knowledge, skill ability and attitude about the profession of teaching is provided to enable an individual to be a professional teacher.
6. **Trainees** – are TTI students, recruited from among grade 12 complete.
7. **Trainers** - are those educators who are assigned or recruited to educate (train) teachers for the first cycle primary schools.

1.7 Organization of the Study

The present study has been organized in the following manner.

1. The first chapter deals with introductory idea about the study
2. The second chapter deals with review of related literature. The chapter presents important researches conducted by different professionals and authorities related with the basic questions.
3. The third chapter deals with the research design and methodology. Sampling procedures, instruments used, data collection procedures and methods of discussion are presented.
4. The fourth chapter deals with presentation, analysis and interpretation of the data.
5. Chapter five presents summary conclusion and recommendation of the study

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter is devoted to treating of some important topics, which are related to the problems of training of primary school teachers. Discussions made in this chapter include general information about teacher training, entry requirement of trainees, qualification and experience of trainers and the problems related with practice teaching.

2.1 GENERAL BACKGROUND

The history of economic growth and development in education are strongly interrelated. No country has scored sound economic growth without sound development in its education. Education as a means for developing human resources is critical for economic growth and poverty reduction.

Various researchers (Lockheed & Verspoor, 1991; A.P. Sharma, 1984; PHRD 1996) have recognized the contribution of education to political, social and economic development of a country. It is true that the economic, social and cultural progress of a society is closely related to the quality of its education system and its ability to provide its entire people with the opportunity to have access to education without any distinction among its citizens.

It is mentioned in a World Bank report that many countries have recognized the importance of having a literate and numerate population and acknowledged that a

weak educational foundation, like a weak physical infrastructure, will seriously impair a nation's development prospects.

Lockheed & Verspoor (1991:1) stated the contribution of education as: "Education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by mitigating its effects on population, health, and nutrition and by increasing the value and efficiency of the labor offered by the poor".

In order, education to play an important role in the political social and economic development of a country due attention has to be given to the provision of quality education. The basis of provision of quality education is the efficiency and effectiveness of primary education. The basic reason for this is that primary education provides a fundamental base for the total educational life of the individual person and the nation as well.

Primary education is the most important level in educational system, because it is a stepping-stone for further learning of students. This statement clearly indicates that poor performance at primary level negatively affects the next stage in education and as a result will affect economic development of a country.

Thus, a weak quality of primary education hampers the entire system of human capital development. Therefore, appropriate attention has to be given to the provision of quality education to students at a lower level of educational system.

Lockheed and Verspoor (1991:18) indicated, "Although poor-quality education exists at all levels, improvement must begin at the primary level, where children develop their basic attitudes and approaches to learning. Improving the quality of education for students in primary schools is a prerequisite for developing the human resource base required to meet the changing technological demands of the twenty-first century."

The provision of quality education depends on the production of efficient and effective teachers. As mentioned in A.P.Sharma (1984:204), an international conference convened by teachers' federation stated, "Good teaching depends upon good teachers. Hence our aim should be to improve the quality of teachers."

Since, teachers are those who deliver instruction, the size, composition, training and distribution of the teaching force are vital to the effectiveness of education. In turn education is widely regarded as central to the nation's social and economic well being and to its international competitiveness (Boe and Gilford 1992:21)

In the FORUM for Advancing Basic Education and Literacy it is clearly stated that

Educational quality, as measured by pupil academic achievement, is a function of teacher quality. Teacher quality in turn is a function of teachers' mastery of subject matter, knowledge and use of appropriate teaching skills, and acquisition of positive professional attitudes. Although it has been assumed that such knowledge, skills and attitudes are in part laid down during general education and are in part natural aptitude (teachers are born, not made), there is now conclusive evidence to show the importance of professional teacher training.

Increasingly researchers, educators, and policy makers point to the teacher as a key individual in the implementation and success of educational policies designed to improve the quality of education and to increase pupil achievement in both centralized and decentralized systems (Cohen, 1988; Fuller & Snyder, 1991; Lockheed & Verspoor, 1989; Rust and Dalin, 1990; USAID, 1991; Verspoor & Leon, 1986).

Thus the quality of education to a great extent depends on the quality of teachers. According to M.C Chagla in A.P.Sharma (1984:204) “No educational system can thrive without the help of trained and competent teachers. A country with competent teachers is a country with a bright future.” In fact, teacher is the pivot around whom the whole educational system revolves.

As one of the developing countries of the world, Ethiopia faces various problems with regard to provision of education to its citizens. Various studies have been conducted regarding the problems of education in Ethiopia.

As cited in Amare Asgedom (1998),the World Bank study (PHRD, 1998:VI) has stated that the Ethiopian Education system suffers from problems of book production and distribution, set-up of school buildings, provision of school furniture and instructional media. It is also indicated that the Ethiopian Educational system was characterized by low enrollment rates at all levels, low quality and standard were reflected in high dropout and repetition rates.

In most parts of Ethiopia, schools are poorly equipped, the buildings are in bad conditions, teaching materials and school furniture are distributed unevenly. This condition facilitated low level of enrollment and drop out rates.

Though, the studies made regarding the problem of education in Ethiopia is limited, a study conducted by Lakew and Mekonen (1978), as mentioned by Amare (1998), indicated the complaints pointed out by teachers and students some of the followings:

- subject irrelevance
- language problem
- problem of teacher quality
- shortage of books and teaching materials
- problems of methods of teaching
- time shortage
- teacher work discipline problems.

Other studies conducted in the condition of education in Ethiopia indicated that the education system of the country is faced with the problems of contents, methods of teaching, inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other related materials.

The situation in the SNNPR is worse compared the regions in the country. The SNNPR is one of the most underdeveloped regions of the country where 90% of the population live in rural areas with poor transportation, lack of various social services (SNNP-REB, 1997). Some of the problems observed in the region are:-

- shortage of trained teachers at all levels of education,
- shortage of books,
- physical and material deterioration of the existing schools,
- low quality of teachers at all levels,

- access problem,
- low participation rate,
- high drop out rates
- low levels of girls participation,
- inadequate number of classrooms,
- shortage of budget, etc.

All the above mentioned problems indicate that the quality of education at all levels is under question. It is also indicated in the result of students in national examination.

2.2 THE IMPORTANCE OF TRAINING

As it has been mentioned above teachers are central in the delivery as well as the quality of education. For the development and improvement of education the professional development of teachers is a key issue that requires adequate attention. Various researchers and educators have mentioned that the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently in the achievement of students (Avalos and Haddad 1981; Husen, Saha and Noonan 1978; Schiefelbein and Simons 1981).

The education commission (1964-66) said, in M.I. Friedman (1980:9) “A sound program of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions.”

Most educators agree that the teaching profession requires trained teachers with academic knowledge, professional skills and the right attitude towards the profession.

Teacher development is a process and therefore, different training and support is needed at different stages of this development. The education which teachers receive has the potential to make a difference to children's learning and therefore warrants careful attention. (Craig, Kraft and du Plessis, 1998:25).

It should be taken into consideration that any advance in education depends on the qualification and ability of the teaching staff in general as well as on the pedagogical and technical qualities of individual teachers in particular.

As Warns Wise and Darling-Hammond (1984), in C.J. Schott (1989), stated that "... improvement in the quality of teachers and teaching requires more than evaluation. It requires highly able students attracted to teaching, preparing them to teach, ascertaining that they can teach, providing that with an environment in which they can teach, and motivating them to teach, and persuading them to remain in teaching".

Therefore, the program that prepares teachers for the professions have to consider various variables or factors in the process of training. Some of the factors are entry requirement, concrete objectives of education, course content, evaluation procedure, quality of educators /trainers/, availability of teaching materials, experience of practice-teaching, certification, etc.

Around the world, there is a general dissatisfaction with the quality of education that children receive in primary and secondary schools (Coombs, 1985 Dogna, 1987; Freire, 1972; Freire & Macedo, 1987); in Lorin W. Anderson.

This is resulted partly due to the demand for large number of teachers that led many countries to employ untrained and under qualified teachers. This has been more voiced by Charles Baley, (1953) in stating that “In all parts of the education being provided is far less effective than it should be because the majority of teachers have not the training and qualification necessary for a full appreciation of their responsibilities and opportunities.”

In developing countries the dissatisfaction with the quality of education has emerged more recently as educators in these countries struggle to expand educational opportunities for increasing numbers of children (Lockheed & Verspoor, 1990) in L.W.Anderson. That is to say that expansion is practiced at the expense of quality of education.

Teacher training in Ethiopia has been characterized by its limitation in recruiting less interested and committed trainees in teaching profession, weakness in balancing academic knowledge and professional skills, unequal opportunities for candidates from disadvantaged communities and females. It was also criticized for lack of correspondence between the training curriculum and the need of the school. The capacity of teacher training institutes in providing adequately qualified teachers has also been far below the needs throughout the development of modern education in the country. Lack of incentives and promotion opportunities for teachers has negatively

affected primarily the teaching profession and ultimately the education system (MOE, 1991).

At the beginning of modern education in Ethiopia, the schools were run by expatriate teachers. After the end of the Italian invasion, because of lack of trained manpower, members of the British Army were involved in teaching and heading schools in Ethiopia.

, The first teacher-training program was opened about end of 1936 in the Menelek II School because of the need of trained teachers. This teacher-training program was shifted from Menelek II School to Gullele, Northern part of Addis Ababa. The candidates were those students who have had completed primary school and had passed admission exam to the program.

The contents of the training until 1940 were English, Amharic, Psychology, History and Philosophy of education, Moral education and Ethics, and teaching methods of Mathematics, English, Geography, History, Music, Art and Sciences in primary schools.

In 1940 trainees were recruited from those who have had completed grade 8. The focus of the curriculum at this stage was again on secondary school subjects with an addition of teaching methods only. Soon between 1942 and 1943 recruiting students who have had completed grade 10 was started. Different patterns of teacher training programs were used in different secondary schools. The most common patterns of teacher training program for primary level were 6+2, 8+1, 8+2, 8+3, 8+4, 9+1, 9+2, 9+3, 10+1, and 10+2.

For reasons relate to the expansion of schools, all these attempts were not able to adequately meet the needs for qualified teachers in primary schools. In the year 1958, the Ministry of Education and Fine Art made a policy decision to standardize teacher-training program in the country.

In thirty years, from 1936 to 1966, patterns of teacher training duration, contents and number of out puts, as a component of the education system had been changing in many respects. The teacher-training program throughout was falling behind the needs of education system, even when expansion of primary education was at its lowest stage.

The teacher-training programs in the TTIs were disrupted by the 1967 socialist revolution nearly for five years. It was resumed in 1971 with duration of four months training. The duration was soon adjusted to one academic year. The trainees were recruited from unemployed manpower after completing grade 12. This one-year teacher training duration, with changes in curriculum and language of instruction is still in effect.

2.3 ENTRY REQUIREMENT IRECRUITEMENT CRITERIA

Teacher training or education is one of the most sensitive and interactive parts of the education system. Goble and Porter (1977:141) stated that “So many influences are brought to bear upon teacher education that it must inevitably be contingent: it must serve the schools and the schools must serve the political, social and economic need of the country and help children to realize their individual potential”.

The National Board for Professional Teaching Standards cited in Lockheed & Verspoor (1991:90) also stated that "... the fundamental prerequisites for proficient teaching are knowledge of the subject to be taught, of the skills to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content, knowledge of general and subject-specific methods for teaching and for evaluating students learning; [and] knowledge of students and human development."

Therefore the base to set criteria has to be the objective of education of a country, the functions required from a teacher, the knowledge needed to perform what is expected of a teacher, the objective of teacher training institutes, etc.

Objectives of teacher education

The objective of teacher education program is derived from the general objective of education of a country. The bases to set objective of teacher training program are - education objectives, the need of a country to train teachers (supply and demand), and the economic development of a country and other essential factors.

The first step in a teacher training/education/ program should be an analysis of the aims of education as such and of the teacher's profile as part of the education process. The training institutes have to prepare would be teachers who fit to the demand of the existing school. Otherwise the trainees recruited and the training provided would be ineffective and inefficient.

Friedman, Brinlee and Hayes 1980:4 stated that “Rapid changes in society and in technology have led to revolutionary changes in public expectations of schools in general and of teachers in particular. Many teacher-training institutions have been accused of preparing teachers for students and schools that no longer exist. These institutions have lost contact with their constituency and continue to prepare teachers as they did twenty years ago.”

Thus, when we set criteria for recruitment and develop the training curriculum, it has to be based on the objective of a country. As to Totto Teresa Teacher Education has been shaped by beliefs societies have regarding the nature of knowledge teacher need in order to be able to teach. In fact “beliefs about knowledge...inform, justify, and sustain our practice of education.” Beliefs about what teachers need to know are intrinsically linked with beliefs concerning the type of knowledge worth teaching in schools.

A good teacher education is important in any system in order to ensure the production of effective and efficient teachers and adequate supply of qualified teachers.

Teacher education exists to prepare teachers in the most effective way to meet the demands of schooling. (Goble & Porter 1977:134.)

The objective of teacher training program should be based upon education objectives, demands and supply and contexts of the country. As to education and training policy of Ethiopia, specific objectives of teacher training program which is developed from general objectives of education are: -

- To enable teachers acquire general knowledge and their specialized areas in depth,
- To equip teachers with the knowledge of child development so that they will be able to plan their lessons on the interest and readiness of their students,
- To produce professionally responsible, dependable and socially respected teachers,
- To attract interested and potentially able trainees to the teaching force,
- To strengthen, convictions, confidence and positive attitude of teachers in their profession and become optimistic in their teaching career,
- To promote the awareness and commitment of teachers in improving and acquiring teaching skills through out life,
- To prepare democratic teachers who will respect human rights and facilitate democratic practice in classroom interaction,
- To develop communication and instructional leadership skills of teachers for facilitating co-curricular activities and community involvement,
- To equip teachers with classroom management ability, testing and learning assessment, evaluation skills and basic research knowledge (MOE 1991:29).

Thus, teacher education as its primary purpose aims at producing of effective and efficient teachers in schools that they are going to be assigned, those who can stand the challenges at training institutes.

Aggarwal 1997:292 have clearly stated the objective of teacher education, as follows

To summarize the objective of teacher education is to meet the new challenges, we may state that this programme should be arranged and structured in such a way as the prospective teacher develops the requisite abilities, attitudes, knowledge, interests, skills, understandings and values which enable him to play effectively roles such as students' confident, a democratic who promotes democratic values, a detective who detects students' offences to guide them, an ego supporter who develops students' self-concept, an equalizer or educational opportunities a guide, a friend, a facilitator of learning, a judge to evaluate students, an initiator of new technology, of teaching-learning, an inspirer, moral educator, a parent surrogate, a philosopher, rationalist, reducer of anxiety, referee, a reformer, secularist, socialist and above all an upholder of human values.

The purpose of teacher education is not to impart knowledge of subject matter or content but to develop different qualities that enable them to be an effective and efficient teacher. Aggarwal further explained this idea in stating that, the objective of teacher education is to arouse teachers' initiative, to help him minimize his trouble in presenting his lesson, to save children from much of the painful experiences that many children have faced, so that it facilitates the learning of children. Teacher education is needed for developing a positive attitude for the profession.

The goal of teacher education is not to indoctrinate teachers to behave in rigid, prescribed ways, but to encourage teachers to think about how they teach and why they are teaching

that way. (Lockheed & Verspoor 1991: 98.) Teacher training institutes are expected to develop different qualities in their trainees so that they would be efficient teachers.

What is required from primary school teachers?

The factors mentioned above enable teacher training /education/ institutes to develop what would be teachers need to acquire from the institute. These are mostly the subject content, the general methodology of teaching and teaching methodology of specific subject. The next important question to be dealt has to be what is required from trainees at entry level and what is expected at the end of the training?

The population to be educated/trained is an important prior decision in planning a program of teacher education. Because the personality of the individual is the vehicle through which his teaching behaviors are manifested, there are some individuals not fit to be teachers, in the sense that institution does not have the competence; time or money required to bring about the requisite personality development (Smith 1971:128). The issue that has to be considered, when dealing with, recruitment problem, is what is expected from the ideal teacher.

The teacher education program...must have its central mission the provision of an adequate base of professional skills to prepare the entry-level teacher to meet the demands of the classroom. The professional core, the teaching specialization, and the general education component must contribute to this end. (Friedman, etal. 1980:148.)

The provision of quality education, specifically at primary level depends on the efficiency and effectiveness of the teachers. Teacher's effectiveness is revealed by achievement of their pupils. Effective teachers come in many different styles and personalities. They are considered effective for various reasons.

Teachers are considered effective if many of their students achieve sound academic achievement, enjoy learning, develop certain skill, be able to solve problems, etc.

If so, what are the characteristics of effective teachers? Different researchers have mentioned different qualities of effective teachers.

Craig, Kraft and Plessis (1998:20) mentioned that teachers who are able to develop sound academic achievement with their pupils tend to share many of the following characteristics. Effective teachers at a mature stage of development tend to:

- Know the subject matter they teach
- Use pedagogy appropriate for the content they teach
- Use an appropriate language of instruction, and have mastery of that language
- Create and sustain an effective learning environment
- Find out about and respond to the needs and interests of their students and communities
- Reflect on their teaching and children's responses and make changes to the learning environment where necessary
- Have a strong sense of ethics
- Are committed to teaching
- Care about their students.

Other researchers and educators have enumerated the characteristics of effective teachers in different way. They mentioned that among the conditions that define the

capability of a schools teaching force are (i) the teachers' mastery of the material they are supposed to teach (Huberman and Miles, 1984; Lockheed & Verspoor 1991); (ii) the amount of teaching experience they have (Haddad Et al. 1990); (iii) the length of time they have been in the school (Purkey and Smith 1983); and (iv) the extent to which the teaching force is full time in the school (Fuller 1986) in Craig, Kraft & Plessis 1998:20

Knowledge and Skills Needed

There are many factors that affect the quality of teachers produced from teacher training institutes. Some of the factors are:

A/ Educational background of recruits as measured by the length of formal education

B/ Prior academic achievement level such as (high school GPA, ESLCE, etc.)

C/ Aptitude and predisposition for teaching

D/ Age and life skills experience

E/ The training curriculum and duration

Knowledge of content is said to be a very important factor that affects the effectiveness of a teacher in his career. "It should be generally agreed that the first requisite is a thorough command of the subject matter to be taught that is the knowledge of the subject matter he is going to teach when he is qualified. ...Apart from his specialist knowledge, he should have wide interests to help the pupil in

contact with him.” (Stivastava & Bose, 1973:62). The criteria to be used to recruit would be teachers might take various characteristics.

Friedman, Brinlee and Hayes, (1980:217) stated that" ... selection criteria for a teacher education program depend upon a number of factors. Obviously the most important consideration should be the objective of the program- the attainment of the required and desired teacher competencies. Expressed somewhat pragmatically, students should be selected who possess those characteristics that enable them within a high degree of probability to achieve the objectives of the program".

Different countries use different criteria to select or recruit prospective teachers. Some institutes use the academic performance in high school and some others use an entrance exam as a means to identify those with required ability and interest in the profession. Friedman, Brinlee and Hayes, 1980:219 mentioned that, “Probably the most widely used measures for pre service selection criteria are high school scholarships, generally as evidenced by grade point average and class rank, and intellectual ability and achievement in the form of college entrance examinations, scholastic aptitude tests, and other standardized achievement test.”

Smith (1971:128) pointed that, familiar element included to recruit are, intellectual requirements, abilities, and commitment, physical and mental health.

The criteria used to select trainees for teachers training are:

- ❖ Selection on the basis of academic qualification
- ❖ Selection on the basis of interview

- ❖ Selection on the basis of interview and academic records
- ❖ Selection on the basis of psychological and aptitude tests.

Selection criteria of trainees in Ethiopia have been changed many times. Previously the selection criteria used in 1950s and 1960s E.C. were:

- Completion of grade 10
- Interview
- Admission examination
- Medical certificate for fitness
- 18 years of age for boys and 17 for girls

Beginning from 1971 E.C., the criteria have been changed and candidates who had completed grade 12 were recruited. As to this criteria:

Secondary school transcript (academic record) of grade 9-12.

ESLCE result

Interview mainly focused on socialist perspective and attitudes

Level of participation in youth association and

Level of participation in Literacy campaigns

From 1988 E.C. on words each region has developed their own way of recruiting trainees.

Recruitment criteria used in SNNPR was

1. Ethiopian School Leaving Certificate Examination (ESLCE) = 60%
2. High School Grade Point Average (HSGPA), grade 9-12 = 35%
3. Personal interview = 5%

Total =100%

There was great complaint about the effectiveness of the criteria, because they were often compromised through numerous anomalies such as forgery of transcripts, falsified documents, subjective interview and recruitment of students who did not meet physical and medical requirement (Adamu and Shenkute, 1997).

The Basic Education System Overhaul (BESO) project which was established to improve the quality of primary education through curriculum support and teacher training, policy and management, encouraged SNNPR to recruit better qualified entrants into pre service training program. BESO was concerned with this idea because of the evidence that the Awassa and Arbaminch TTIs were not participating in the recruitment process.

With the assistance of BESO project regional workshop was conducted (26-27 Feb. 1996) and a new recruitment guideline was established. As to the new guidelines of recruitment the following criteria were developed

1. Ethiopian School Leaving Certificate Examination (ESLCE) = 35%
2. High School Grade Point Average grade 9-12 = 25%
3. Entrance Examination = 40%

According to Adamu and Shenkute (1997) the major differences between the previous and the new criteria are in the introduction of entrance examination and in the decrease of the percentage of ESLCE and HSGPA, respectively. The entrance exam was designed in collaboration with REB officials, Awassa and Arbaminch TTI instructors, with the advisor of BESO of the Awassa TTI.

2.4 Qualifications and Experience of Trainers

The education of teachers is a topic of no small controversy. The problems of education and of schools are often laid at the feet of those who prepare teachers (Parson 1989:129). The problems of teacher education are highly related with the question of quality and experience of those that are educating or training the trainees.

A large number of factors determine the caliber of trainees, one of these being the level and quality of teaching staff in teacher training institutes.

Some of the factors that affect the training program, which is to be discussed below, are the academic qualification, experience and professional knowledge of educators.

As reported in Vilegas-Reimers 1977, about teacher educators of Latin America, teacher educators tend to provide inadequate instruction because:

- Appointment and promotion are often made because of political ties and friendships rather than qualification and performance.
- The education of teacher educators is limited
- There is little change in the preparation received by teacher educators, despite changes in teacher preparation

- There are few, if any in service programs for teacher educators.
- There is lack of connections, communication, ongoing research and motivation to undertake such an interest with schools and classroom practice to build current knowledge and skills. (Craig, Kraft & Plessis, 1998:69).

Teacher training /education program should be designed in such a way that trainee could be helped to understand themselves and to learn to teach. The training program should ensure the development of desirable behavioral and attitudinal changes to ensure professionalism in teaching (Hailom Banteyerge1988)

Thus, to equip with adequate knowledge of subject matter, skills of teaching and the necessary behavior and attitudinal change in trainees, the educators themselves have to have adequate mastery of subject matter, experience in classroom teaching, equipped with pedagogical knowledge.

The International Labor Office (1984: 12) indicated “ The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had the experience of teaching in schools and wherever possible should have the experience periodically refreshed by secondment of teaching duties in schools.

Therefore, the selection, preparation, and induction of teacher educators should have a well-considered approach since their role and responsibility in the development of teaching and learning in school is so crucial. (Rossener 1988:101 in Befekadu G.Tsadik (1998:375)

Dove 1986:271 mentioned that “There appears to be global anxiety, not just confined to the developing world, about the low quality of teacher training, particularly its failure to equip teachers with sound pedagogical knowledge and skills.” This is specifically true if the training institutes are in short of educators who fit the system.

2.4.1 Subject matter knowledge.

Subject matter knowledge is the basic in order to impart knowledge to the learners or trainees. A person who lacks adequate knowledge in a subject will be unable to transmit what is expected of him/her. Teaching is a profession that requires expert knowledge, in the subject he/she is teaching.

As an important part of his/her duty (instruction), the teacher must have an adequate knowledge of the subject matter in which he is to instruct. The teacher as subject expert, needs to know what he/ she plans for students or trainees to learn. If he/she lacks this knowledge, then he/she is not teaching rather confusing them.

Batey 1953:36 clearly pointed out that:

Apart from the obvious limitation that a teacher cannot teach that which he doesn't know he will not be free if he is teaching to the limit of his own knowledge. He will be unable to see his subject matter in a true perspective. He may be so anxious because of the uncertainty of his own knowledge that he will be unable to give his mind to making his instruction effective, much less to fulfilling the educational purposes for which the instruction is undertaken.

Thus, teaching or training is meaningful when a teacher enables his/her students to have an accurate knowledge of what he/she is intending to teach.

Pearson (1989:136) stated that, teaching requires one to know what one is teaching. A high degree of subject matter knowledge, thus, broadens the range of intentions the teacher can try to realize. That is the more the teacher knows the more help he or she can be in the students' learning, at least in that learning that is a result of formal teaching. That is why in educational policy documents country's put minimum standard to teach in any level of education.

2.4.2 EXPERIENCE

Educators themselves should be currently practicing classroom teachers, have close link with learners and problems facing teachers and first-hand experience with latest instructional materials (Duff 1988:111 in Befekadu G. Tsadik).

Thus educators who are there to give or share their experiences and experiences of what actually happening in schools should have adequate knowledge about children's learning experiences in schools and ways of handling students.

“It is through practical experience that one acquire specific knowledge with respect to particular group of children learning certain subjects. This is knowledge that teacher must have; it is the knowledge that comes as one try to utilize the subject matter and professional knowledge that one may have. Without practical experience the teachers knowledge can remain knowledge about teaching.” (Pearson 1989:143).

Educators are guides who develop in the trainee not only the knowledge of subject matter, but also share their experiences, who are models to be imitated, who understand the mechanism to handle or manage classroom, etc.

Schulman 1987 in Lockheed & Verspoor 1991:98 stated that, “The main target is to develop in trainees pedagogical skills such as classroom management and organization, appreciation of each students’ characteristics and preconceptions, formal and informal evaluation of students personal reflectors, and critical self analysis.”

These abilities are not only developed through classroom learning but can be gained through participation in actual classroom experience, would be developed in various workshops or by gaining experience from others.

Teacher training is not altogether the same as teaching, though certain skills are of course common to both; and let it be quickly said, the teacher-trainer who is no longer a classroom practitioner is in danger of being, quit precisely, an adviser who cannot ‘speak from (recent) experience.’ Kerr in Susan Holden (1979:66).

UNESCO (1966:21) stated that the staff involved in the training of teachers should themselves be model teachers, where possible workshop’s should be organized regularly to acquaint staff with latest techniques and technologies of instruction. These staff should also update their knowledge through journals and other publications and regular attendance at academic seminars, workshops and conferences. Therefore, teacher educators have to gain experience by being involved in teaching in schools and participate in different workshops and seminars that could help them to develop experience about training.

2.4.3 PROFESSIONAL KNOWLEDGE

Teaching requires a careful balancing of multiple concerns- about subject matter, about diverse learners, about the teacher's role in facilitating learning – and it requires the capacity to reason about these concerns in the dynamic context of particular situations Thomas Armstrong in (The FORUM 1992:9). Teaching also requires the acquisition of professional knowledge. By professional knowledge, it means the knowledge a person need of the laws, regularities, or relations that may produce learning the knowledge a person needs about teaching and knowledge of the place of teaching in our social and educational concerns. Pearson (1989:139)

Whatever background experiences and qualities teacher education staff come with, the quality of teaching in the program will be strengthened if staff

- Have a clear concepts of how adults and children learn best,
- Can impart subject pedagogics,
- Are active in classroom and school research to be current with issues and changing demands for teachers
- Will model good practices in their own teaching
- Will take time to reflect with students about teaching practice in conjunction with school observation (Craig, Kraft and Plessis, 1998:68).

The training of trainers for the first cycle primary school teachers in Ethiopia was a neglected activity. At the beginning of teacher training in Ethiopia, the teaching staff

were expatriates except for a very few Ethiopians who taught Amharic, Geez and Moral Education.

Since 1962 E.C. the department of Primary Education in the Faculty of Education, Addis Ababa University used to train primary school directors, supervisors and teacher trainers for primary schools. From these three groups of trainees the level of qualifications of teacher trainers was B.A degree while the remaining two groups, that is, supervisors and primary school directors were awarded special diploma. The number of graduates as teacher trainers was however insufficient. The department of primary education in Addis Ababa University was closed in 1971.

The language of instruction in primary school was decided to be Amharic in 1956. With the intention of using Amharic in the teacher-training program the Bahir-Dar Academy of Pedagogy was established with the assistance of UNESCO and UNDP to produce national teacher trainers. The main objectives were producing teacher trainers with B.Ed. for TTIs, Community Development workers and Supervisions at diploma levels.

The candidates for B.Ed program were primary school teachers who have training in TTIs, having teaching experience in primary schools, and who succeeded the admission examination of the Academy.

The program at the Pedagogy of Academy was interrupted from 1966 E.C. to 1969 E.C. and reorganized as Bahir-Dar Teachers College in 1971E.C and changed its admission criteria. Students were trained to be teachers in TTIs and were taking pedagogics a major area and had option of taking Amharic, English, Geography and

Maths as minor course. Since the number of TTIs in the country is limited, graduates were often assigned to senior secondary schools.

Beginning from 1996/97 academic Year, the Bahir-Dar Teachers College entirely changed from its original training program and started to train teachers for senior secondary schools. Thus, nowadays there is no higher educational institute that trains teachers for the TTIs in the country.

Previously, there were two teacher training institutes in SNNPR, namely, Awassa and Arbaminch TTI. The Awassa TTI started training in 1969 E.C. and Arbaminch TTI started in 1980E.C. The teacher trainers in both TTIs were graduates of AAU with B.Ed and/or With B.A and B.Sc for academic and professional subjects. For the other courses diploma graduates were assigned.

Beginning from 1985 E.C the language of instruction was changed and replaced by nationality languages. Because of this, it was very difficult to find teacher trainers competent in using the required language of instructions. Therefore, teachers from secondary schools and primary schools were recruited to be teacher trainers in TTIs. Because of this teacher trainers with low academic qualification, with inadequate pedagogical skill and insufficient experience were assigned.

Under the bi-lateral agreement between the government of Ethiopia and the United States of America, the Basic Education System Overhaul (BESO) was established to improve the quality of primary education. Teacher training is an important aspect of this agreement and work has started in Awassa and Arbaminch TTIs. One of the concern of BESO project was the standard of teacher trainers. As a result the project

made need assessment and established staff development programs. The programs conducted were

- Workshops and seminars to teacher trainers related with different teaching methodology, testing methods, research methods, usage of instructional technology, developing teaching materials, etc.
- Sending teacher trainers for educational tour to different African countries
- Equipping the TTI with adequate educational materials, such as books, computers, duplicating machines, photocopy machines, etc.

These efforts have helped teacher trainers to update their knowledge of teacher training. This was practiced for three years in the region from 1988-90 E.C.

However. The Awassa TTI was upgraded to college level to train teachers for the second cycle of primary school, because of the high demand of diploma graduates. Therefore, the TTI was shifted to newly constructed TTI in Bonga and the teaching staff were assigned to teach in Arbaminch and Bonga TTI. Those who were assigned to teach in Arbaminch refused to go, where as, those who were assigned to Bonga TTI served only for one year. As a result of this the TTIs were staffed with new trainers having different background.

2.5 PRACTICE TEACHING

Practice teaching is defined as "...a situation in which a teacher in training teaches a group of students under supervision" Gowers, et al. 1995, in ICDR (1999:260).

Practice teaching has always been a part of education program, which is provided in a variety of ways, with different time assigned to practice.

Practice teaching is an essential part of teacher education program. The main concern of teacher education is not only equipping with academic /subject matter/ knowledge but it is the transmission of this knowledge to others.

Teacher education is an applied field ... so that field experience is of vital importance to the prospective teacher (UNESCO 1987). Few teachers are born – teachers. There is seldom seen a trainee who is perfect in the area of teaching from the very beginning and who can realize the objectives of practice-teaching on his own, without the need and guidance of the experienced master craftsman of the teaching profession (Srivastava & Bose 1973:114).

Thus, the provision of knowledge of subject matter and teaching methodology in itself is not a guarantee to equip trainees with the techniques of teaching. But conducting of practice teaching enables to strengthen what is taught in classroom.

In strengthening this concept ICDR (1999:236) pointed out that 'subject matter knowledge alone fails short to equip trainee teachers to become efficient classroom practitioners. That is why teaching practice (TP) or school experience is taken as an essential training component in many teacher-training programs.

Therefore, in this study the emphasis will be given to the concept, objectives, approaches used and problems related with practice teaching.

2.5.1 THE CONCEPT OF PRACTICE TEACHING

Practice teaching is one of the most important aspects of teacher training programs. Practice teaching is the activity that enables teachers to be aware of what he/she is doing and increases the knowledge one has of the skill one is performing.

Practice teaching is a compulsory item of all teachers training program and attempts to bring theory and practice together. It aims at placing the trainees in a position wherein they learn to use their theoretical knowledge effectively and in a confident manner for communicating the content of his subject in classroom situation as well as in extra and co-curricular activities in and outside classroom situation. Srivastava & Bose (1973:112).

The purpose of teacher preparation program is to develop in each trainee the knowledge of subject matter professional skill and to taste this ability through practice. Therefore practice teaching is the main part of training, which enables trainees to put their theoretical knowledge into actual practice.

ICDR 1999:238 mentioned that

Teaching is a profession and all professions are founded on a body of theoretical knowledge coupled with a practicum where the theories about teaching are tested, modified and stabilized as a practical knowledge. In education practical knowledge about classroom is developed through what is known as the teaching practice. The theoretical knowledge in subject matter, education and psychology alone are take as sterile unless they are coupled with the technical and practical skills in the preparation and presentation of lessons and classroom management.

Thus, practice teaching is the activity that enables the student teacher to apply the theoretical knowledge gained from training institute into actual classroom experience.

2.5.2 OBJECTIVE OF PRACTICE TEACHING

The objective of practice teaching is to develop understanding capacity of trainees how to present a lesson to their pupils appropriately, being supervised by experienced individuals, while they are in the training institute.

Srivastava & Bose (1973:115-116) stated that practice teaching is a situation a student teacher has to learn:

- To plan his lesson
- To organize the contents of his teaching in a logical and coherent way and at a level suited to the intellectual and social maturity of his students
- Relating them to their known facts and experiences
- Motivating his students to acquire new knowledge and experience and

- Developing skills of communicating confidently and effectively with his pupil

Because of the advantage it provides, its application has to be based on research, so that would - be teacher could benefit from its practice. “The Bristol and the Birmingham studies”, for example, analyzed the objectives of teaching practice as perceived by trainees, teachers in the cooperating schools and instructors of two colleges of teacher education in England (ICDR 1999:241).

The perceived objectives regarding the subject under discussion include:

- To provide student-teachers with an opportunity to establish appropriate teacher-pupil relationship
- To provide student-teacher with an opportunity to apply theory into practice
- To provide an opportunity for evaluating the student-teacher’s potential as a teacher and suitability for the teaching profession
- To provide the student-teacher with an experience of success in teaching
- To provide an opportunity in the practical teaching situation for the extension and deepening of the student - teacher’s self-knowledge.
- To provide an opportunity for the student - teacher to develop and display qualities of adaptability and sensitivity appropriate to the school situation.

The Birmingham study have categorized the objectives of practice – teaching in different way, namely:

- To provide opportunities for the student to acquire and improve teaching skills,

- To enable the student to plan and prepare lessons effectively
- To help the student to develop desirable traits, attitudes and abilities,
- To enable the student to acquire the characteristics of a teacher,
- To allow the student to evaluate his/her own progress and pupils progress,
- To enable the student to bring about learning in children.

If we look to the objectives of practice teaching enumerated above the main objective is to help would be teacher to develop an ability to plan what to teach, how to teach and why to teach what he/she is performing in his/her classroom.

Practice teaching has got an increased emphasis in pre service training of teachers. It is assumed to be an indisputably essential element in professional education or training.

Without provisions for integrating the academic and the field components/ practice – teaching/ of teacher preparation, what could have been useful learning experiences remain simple experiences. Fridman, et al. (1980:10)

Practice teaching is provided /approached/ in different ways by different countries. As to Lockheed and Verspoor 1991:100 it can be incorporated into pre service training in three ways:

A/ by integrating observation and practice teaching with course work over a period of months or years,

B/ by concentrating practice teaching in a block lasting from two to five years,

C/ by spending a full year as an intern or supervised teacher.

Practice teaching is being applied in different form such as peer teaching, microteaching, actual teaching and community teaching services.

2.5.3 The Importance of Supervision

The actual practice – teaching where the would be teacher be engaged in real classroom situation is considered to be the most important to familiarize the trainee with real school environment and exposes him/her to the conditions that will await him/her when he /she become full – fledged teacher. Practice teaching is a situation where a variety of instructional skills, attitudes, and knowledge about classroom including school communities are created, developed, and modified (ICDR 1999:236).

Practice teaching is an activity that directly engages a trainee in a school experience under the guidance of the staff of teacher education program, cooperating school to teach the dimensions of the profession of teaching and to acquire competencies required for entering the teaching profession. It provides the best situation for assessing the mastery of the knowledge and skills required of an effective teacher (Srivastava & Bose 1973: 112-113).

Practice teaching enables to acquire the power of observation, attention, teaching, imagination and a sense of time. It enables the practitioner to learn how to prepare his lessons independently and how to mark pupils' work. Srivastava & Bose (1973) stated that, at the time of practice teaching, in order to develop the trainee into an intelligent, resourceful and effective teaching personnel, he has to get constant guidance,

criticisms and suggestions by educators and experienced teachers who are supposed to be supervisors of practice teaching.

Researchers in teacher education agree that the success and value of practice teaching depends, to a large extent on the nature and extent of the supervision, the manner in which the supervision is undertaken and the competence of the person undertaking the supervisory task- the supervisor.

Practice teaching, in which a novice teacher leads a class under the direct supervision of an experienced educator, inculcates the instructional skills that enhance student achievement and prepares prospective teachers cope with unexpected events in the classroom. The effectiveness of practice teaching depends in large part on the capability of the mentor teacher and the management of the program (Lockheed & Verspoor 1991:100)

Thus the mentor of practice teaching, be it educator or schoolteacher (practitioner) is the key person who can improve teaching and help the student teacher to achieve the objective of practice teaching.

The purpose of supervision is to improve instruction and trainees abilities to teach. The supervisory organization for practice – teaching and the supervisory techniques and practices aim at bringing improvement in the instructional activity of the student teachers by familiarizing the trainees, on the one hand, with various techniques and practical skills in teaching, and on the other, to help them to develop confidence in facing the classroom situation (Srivastava & Bose 1973:115).

“A teacher education program must have, thus, a well defined theoretical training components, and the required faculty and manpower to effect the training program as a method to train teachers through practice. Student teachers should be helped to be professional educators, subject specialists and informed practitioners. As professionals, they should be able to deliberate with open mindedness, whole heartedness and intellectual responsibility and decide on the best practices that help students learn essential skills and attitudes (ICDR 1999:239).

The trainee to benefit from the practice teaching has to be supervised by those who have adequate experience and knowledge, should be given ample time to practice, be organized and structured wisely and budgeted.

As to Liliam Baltra (1979:58) “Practice teaching should be a gradual and systematic process, very well coordinated and planned so that it can be integrated into the school and the usual student’s activities. It has also to be developed in close contact with the theory the student teacher has been given in his recent teacher training courses.”

As mentioned above practice teaching, if it is well organized, gives an opportunity for trainees to develop competence, confidence and habits of self-evaluation. It needs sound organization, creating cooperation between practicing school and training institute, equipped with curriculum materials, financed adequately, give appropriately, etc. But in many instances such conditions are not uniformly fulfilled. Unfortunately, though teaching practice is a common feature of teacher training, it is frequently poorly conceived, inadequately organized and under resourced (Dove 1986:251).

Practice teaching is most of the time a neglected activity. The relationship between practicing schools and training institutes is loose. Its purpose is not perceived appropriately, the evaluation result is not credited and the trainees are perceived as substitutes to teachers of practicing schools.

The relationship between practicing schoolteachers and trainers of prospective teachers is uncomfortable and there is most of the time misunderstanding in the evaluation technique and criteria set to evaluate the trainees.

Therefore, practice teaching in order to develop the qualities it is suppose to develop, have to be organized, planned properly, supervised by experienced trainers and teachers of practicing school.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This section deals with the methods employed in the study. It includes the explanation of subjects used, data collection procedure, instrument used, and procedures of data analysis.

3.1 Sampling procedure

In order to test and improve the questionnaire a pilot study was conducted. For this purpose forty-five (30 males and 15 females) subjects were selected randomly from the total population of these subjects thirty-five were trainees and five of them were teachers (trainers). The pilot study was committed to Arbaminch TTI. Based on these some concepts which were not clear and created confusion in understanding has been corrected.

The main study was conducted on Arbaminch and Bonga TTIs. The subjects of the study were teacher trainers and trainees. Regarding trainers, all trainers who were present in the TTI, when the questionnaire was distributed, except those who participated in the pilot study, were given to fill in the questionnaire.

There are fifty teaching staff in Arbaminch TTI and it was distributed to forty-two trainers and all responded properly to the questionnaire. In Bonga there are twenty teaching staff and it was distributed to eighteen trainers, which were present at the time. Therefore, sixty teachers participated in the study.

Regarding the trainees, in Bonga TTI there were 585 trainees and in Arbaminch there were 595 trainees. The sample that participated in the study were:

	Male	Female	Total
Arbaminch TTI	83	36	119
Bonga TTI	82	35	117
Total	165	71	236

The sample size represents twenty percent of the total population. The selection was made randomly from the list of all trainees. From the selected 236 subjects sixteen were rejected from the analysis, because they failed to provide a complete data or to respond appropriately to each item presented.

Thus, this study treats responses of 220 trainees (158 male and 62 female) and sixty (59 male and 1 female) trainers teachers) and total of 280 subjects.

3.2 Instruments of Data Collection

The instrument used to collect data was questionnaire, different documents available and interview with different individuals that have direct relationship with the teacher-training program.

The questionnaire

The questionnaire was designed for the two groups differently. The development of the questionnaire was based on the basic questions so that it will enable to provide answer to the purpose of the study. The questionnaire was prepared in English and

translated into Amharic, so that the subjects would respond to each item in the questionnaire precisely.

Document review was done to get different information, rules and regulation that are related with trainee's recruitment, instructor's assignment and management of practice teaching.

Interview was conducted with individuals in REB and zonal educational offices to get first hand information.

3.3 Procedures of the study

Following the approval of research proposal literature review was conducted. Based on the basic question and review of literature questionnaire was developed and distributed at the beginning of second semester of 2000/01 Academic Year to the selected samples. Then the response was collected and organized to arrange it for analysis and interpretation.

Based on the analysis and interpretation of the collected information, summary, conclusion and recommendation are done.

3.4 Methods of Data Analysis

Since the purpose of the study is to investigate the present condition of the two Training Institute and to find out some of the core problems that hinder the TTIs producing quality teachers descriptive analysis including t-test, comparing the means of responses and frequency analysis has been used.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.

In this section the data collected through questionnaire and interview with different individuals will be analyzed and the result will be interpreted.

Table I: Background Information of Teacher Trainers Respondents

CHARACTERISTICS	CATEGORY				
Sex	Male		Female		Total
	68		1		69
Qualification	M.A	B.A	Dip	Cer.	Oth.
	6	28	23	10	2
Teaching experience	1 - 5		6 - 10	11 - 15	Above15
	29		13	10	17
Teaching Load	maximum		minimum		
	24		0		

Table one above signifies sex, qualification, teaching experience and teaching load of teacher trainers in the two TTIs of SNNPR. Thus: -

A/ There is only one female teacher trainer. Thus, male teacher trainers dominate the teaching function.

B/ The educational qualification assessment of the two TTIs indicates that 42% of teacher trainers are either unqualified or under qualified, whereas 58% of them are qualified to be teacher trainer.

C/ Teaching experience in primary schools or secondary is one of the requirements to be teacher trainer, but 42% of trainers in SNNPR have no experience in primary and secondary school.

D/ As the result of the introduction of mother tongue as medium of instruction in TTIs and the nature of some courses some instructors teach only two periods per week in one semester and no period in the other semester.

Background information of trainee respondents

Table II:- Age of trainees

Age range	Number of respondents	Respondents in %
17 – 20	109	49.3
21 – 23	83	37.7
24 - 30	28	12.7

The age limit to apply, as to the regulation of SNNPR, is between 18 - 30. Therefore the age of trainees in the two TTIs is appropriate.

Table III: - Year of grade 12 completion.

Year of completion	1992 E.C.	1991 E.C.	1990 E.C.	Before1990 E.C.
No. of respondents	116	53	31	20
Respondents in %	52	24.1	14.1	9.1

The above table shows the year of grade 12 completions. Some of the trainees in the study have completed grade 12 before five years that may affect their performance in teacher training institute.

Table IV: - ESLCE Result of Trainees

G.P.A	Below 2:00	2:00	2:20	Above 2:00
No. of respondents	32	96	42	50
Respondents in %	14.6	43.6	19.1	22.7

All applicants are those who could not join the higher educational institutes, because they do not meet the entry requirement. Their result indicates that most trainees have poor performance in their high school study.

4.1 RECRUITMENT OF TRAINEES

The quality of teacher education program depends on various factors. Some of the factors that affect teacher training program are: - recruitment criteria and procedures used, qualification and experience of teacher-trainers, the management of practice teaching, availability of teaching materials, the quality of curriculum developed for

training, the existence of text books and reference books, etc. As it has been mentioned early, the focus of the present study was on the recruitment of trainees, selection of teacher trainers and management of practice teaching in the region.

Recruitment of trainees, as one of the important factors, deals with the entry level of knowledge required from the trainees and attitude the trainees have towards the profession. The base to develop recruitment criteria is the objectives of education, the expected knowledge an applicant should possess, the profile of teachers of primary school, etc. Based on these factors, as any other regions of Ethiopia, SNNPR Education Bureau have developed certain criteria to recruit teachers of first cycle primary schools.

Southern Nations, Nationalities and Peoples Region /SNNPR/ uses more than ten languages as medium of instruction in primary schools. Because of the application or introduction of mother tongue as a medium of instruction in primary schools and TTIs each Zone and Special Wereda is given quota depending on the demand of each zone, Special Wereda and capacity of the training institutes.

In Ethiopia different methods have been applied to recruit trainees for primary schools. But nowadays each region uses its own way of recruiting its candidates based on its own objective condition.

Beginning from 1996/97 academic year SNNPR Education Bureau developed its own criteria to recruit trainees expected to be teachers of the first cycle primary schools.

The recruitment criteria used are:

- Ethiopian School Leaving Certificate Examination /ESLCE/ results

- Secondary school transcript (academic record) of grade 9-12
- Interview focused on language (mother tongue) ability
- Gender (70% for both sexes and 30% for female applicants or candidates)
- Entrance /admission/ examination
- Physical fitness
- age

The weight attached to each selection criteria is as follows:

- ESLCE = 35%
- Grade 9 - 12 transcript =25%
- Entrance exam = 40% /English and Mathematics compulsory/
 - Aptitude 20%
 - Mathematics 10%
 - English 10%

Based on these points each zone or special woreda registers those applicants with minimum requirement. But the minimum required results of ESLCE vary. For those zones, which have plenty of applicants, the minimum ESLCE result for male applicants is 2.00 and for female applicants it is 1.6. But for disadvantaged zones and special woredas the minimum requirement to apply goes down up to 1.00 irrespective of gender. In these areas English and mathematics are not compulsory.

Each Zones or special woredas are requested to present applicants three times the given quota for entrance exam so that it would provide a wide opportunity to select or admit one-third of the applicants, which are supposed to be the best. However, this works only to those zones where there is excess number of applicants. If there is a

shortage of applicants then all those who have applied will be admitted regardless of their result.

In some zones and special woredas even if there are many applicants it is only those who belong to that nationality have the right to be recruited and admitted, what ever their result be. In each zone thirty percent of the total quota is left for female applicants whereas, seventy percent of the quota will be open to all applicants based on their result regardless of sex.

When we refer to trainees personal data of the samples included in the study, the result of ESLCE. of 58.2% is 2.00 and below that. When we further investigate the result of these subjects 43.2%, is the cumulative record of different years, that is, they have taken E.S.L.C.E twice or more than that.

4.2 Trainees' Academic Knowledge.

Entrance examination or admission test is administered in assumption that the training institutes would be able to recruit applicants with better performance or achievement. Recruitment criteria set by the region focuses only on applicant's academic background and the entrance exam is administered in order to supports or strengthens this procedure.

Setting criteria to recruit teachers has to be based upon the objective of education of a country. Based on the objective of education, the main purpose of training institutes is to produce efficient and effective teachers. Effective and efficient teachers are those who master the subject content, use adequate pedagogical skill and positive attitude towards teaching profession. These factors could be developed in the training

institutes, but academic knowledge or subject mastery and attitude towards the profession should be developed before entry to the training institutes.

Recruiting or selecting applicants with better academic performance has great advantage both to training institutes and to the educational system as a whole. The advantage to the training institute is that it saves the time that the institute wastes on teaching subject knowledge and could shift this time on emphasizing, acquainting trainees with the necessary pedagogical skills including training of subject teaching methodology and developing positive attitude to teaching profession and children. This is facilitated through the professional courses (pedagogics and psychology) provided in TTI.

TABLE V: Recruitment procedure as viewed by trainers of TTI.

No	Recruitment	4	3		2	1	Mean
1	Is based upon applicants academic knowledge	8	13	-	25	14	2.25
2	Is based upon Proficiency of nationality language	8	30	-	15	7	2.65
3	Is based on attitude of applicants towards the profession	5	11	-	24	20	2.02
4	Focuses on recruiting those who love children	1	6	-	25	28	1.67
5	Identifies those who are born teachers	11	13	-	20	16	2.32
6	Focuses on physical fitness	12	19	13	12	4	2.22

• 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

In this study teacher trainers were asked whether recruitment procedure used in the region enabled to recruit applicants with the required characteristics or not. As to the calculation of the mean response of teacher trainers is below the average, that is, recruitment criteria: a/ is not based up on applicants academic knowledge and b/ it does not take into consideration the applicants attitude towards the profession and children. It is agreed that the recruitment procedure focuses on proficiency of nationality language and physical fitness. The reason for this agreement is that, those applicants who are not able to speak the language used as medium of instruction would be rejected before they appear for entrance examination.

The recruitment procedure in the region focuses on applicant's proficiency of nationality language, which is the instructional medium and on physical fitness of applicants respectively. Though the ability to understand and write the language of instruction and physical fitness are the requisites to be teacher, they should not be the point of focus to recruit.

Thus, as to the response of trainers and observation of trainees document the way in which trainees are recruited doesn't focus in recruiting trainees with good result in their high school performance rather on other extraneous factors that is not related with producing of efficient and effective teachers.

The recruitment practice in the region doesn't lead to selection of students with good academic background and potential.

What is the basic reason to this problem? Though it is not the purpose of this study to find answer to the above question, as a passing remark, the reason behind seems to be:

- ❖ The minimum grade point required from applicants- it invites those who could not apply or join the higher educational institutes and other profession.
- ❖ The 30% quota given to female applicants- in most cases, those females with very low grades in E.S.L.C.E and high school transcripts join the training program
- ❖ The application of mother tongue as a medium of instruction in teacher training institutes forced to recruit only those who can speak the language of instruction, even if their result is very low.
- ❖ Shortage of trained manpower in disadvantaged zones of the region made to recruit those with least academic background.
- ❖ Applicants and officials at Wereda and Zone consider teaching profession as a means to solve unemployment problem

Thus, these and other factors obliged the TTIs of the region to accept trainees with poor academic background and low results in high school performance and ESLCE result.

Recruiting of applicants with poor academic background is also reflected in the participation of trainees in classroom and first semester result of TTI. The following table shows the academic performance of trainees in the first semester of 2000/01 academic year of Arbaminch Teacher Training Institute.

Table VI: First Semester Result of Arbaminch Trainees

No	G.P.A	Male	Female	Total	%
1.	Below 1.00	1	4	5	0.88
2.	1.00 - 1.49	20	48	68	12.04
3.	1.50 – 1.99	34	54	88	15.58
4.	2.00 – 2.49	98	53	151	26.73
5.	2.50 – 3.00	144	17	161	28.50
6.	Above 3.00	86	6	92	16.28
7.	Total	383	182	565	100

As to table six above the first semester result of Arbaminch TTI reveals that 28.5% of the total trainees, 14.4% of all male trainees and 58% of all female trainees scored cumulative GPA below 2.00. This result shows that the performance of most of the female trainees is below average passing mark. Trainers in TTIs report that, there are many trainees who can not express themselves and their ideas in classroom and some are even unable to write their names correctly in English.

Therefore, the trainees who are expected to shape and acquaint children at lower grades with adequate knowledge of content are poorly prepared in their previous school years and their academic performance of significant number of trainees in teacher training institute is not satisfactory.

4.3 Trainees' Attitude towards the Profession.

As mentioned above, entrance exam is prepared by TTIs, which includes three subjects, namely, Aptitude 20%, English 10% and Mathematics 10%. The reason to choose these subjects was that the test items in English and Mathematics would enable to measure and identify applicants with good academic knowledge and potential and items in Aptitude to identify those who have positive attitude towards the profession and love and understand children.

Table VII: Trainees Attitude towards the Profession

No.	Reason	SA	A	UC	D	SD
1	Love of the profession	34	36		30	120
2	To contribute to the development of the country	56	47		60	57
3	Passed the entrance exam by chance	53	23		16	128
4	To solve personal problem	118	7		29	166
5	To use the profession as a stepping stone	149	35		18	18
6	To work till I get another job	74	40		36	70
7	Because the profession is liked by the society	83	32		54	51
8	Love of children	110	40		54	16
9	Inability to get another job	67	69		27	57
10	Influenced by parents	12	13		7	188

SA = Strongly Agree A = Agree UN = uncertain D = Disagree SA = Strongly Disagree

In referring to Table VII love of the profession the calculation of t-test is

t value	df	Significance
-.625	113	-0.533

One of the problems in teacher education is that students who join institutions of teacher training do not have sincere interest in the teaching profession. The data collected from trainees, as pointed out earlier, indicated that many of the students of teacher education did join the teacher-training institute due to lack of other opportunities. In addition the data showed that these trainees intend to use their training as a stepping stone to other jobs. The data also indicated that the teacher trainers also share similar views. T-test procedure was used to test if this view can be generalized to the population of students and teacher trainers from which the sample were taken. The t-test was based on comparing the trainee's mean response to that of the teacher trainers. The test was done using the statistical package for social sciences (SPSS) software. The result, as shown in table VII, was not significant. There is no difference between teacher trainers and trainees on their views about the teaching profession. Put differently, teacher trainers believe that trainees view that the teaching profession is undesirable. Trainees also are not happy to end up in teaching.

Table VIII: Contribution of Entrance Examination

No.	Entrance exam contributed	SA	A	UC	D	SD
1	To admit those with good academic performance	11	14		23	12
2	To avoid favoritism	8	13		23	16
3	To admit those who have positive attitude to the profession	7	12		19	22
4	In reducing the number of academically weak students	3	20	8	16	13

The question to be raised here is that what did the entrance exam contribute as an instrument to select trainees? As it can be seen from the table above 58% responded that it did not enable to select academically good applicants, 65% it did not avoid favoring some of the applicants for various reasons, and it did not help to identify those who have positive attitude to the profession. The reason for this is not the weakness in the instrument that is used to identify, but it could be assumed that, it is due to various factors included during recruitment, that has no relation to learning teaching process and the production of effective teachers for the cycle. That is, during recruitment priority is given to language proficiency and belongings to the ethnic group of the zone or special Wereda. The interference of zonal or Wereda council in selecting trainees is also another problem that is observed during recruitment.

4.4 TRAINERS /EDUCATORS/ READINESS

The education of teachers is a topic of no small controversy. The problems of education and of our schools are often laid at the feet of those who prepare teachers; the solutions are often claimed to be found there as well (A.T. Pearson, 1994:129).

Trainer's academic competence in the subject they are assigned to teach, their work experience, knowledge of general and subject methodology of teaching and know-how of training are very important factors to be trainer in teacher training institutes.

Because of these fact the Ministry of Education has established a minimum standard of educational level to employ teachers/trainers/ for the first cycle teacher training institutes. As to the nationally set standard the minimum requirement is first degree with adequate pedagogical knowledge and work experience in primary schools.

Table IX: Trainers Qualification

Qualification	Arbaminch TTI		Bonga TTI		Total
	Respondents	%	Respondents	%	
M.A/M.Sc.	6	12	-	-	6
B.A/B.Sc./B.Ed	11	23	17	85	28
Diploma/12+2	21	43	2	10	23
Certificate/12+TTI	10	20	-	-	10
Other	1	2	1	5	2
Total	49		20	100	69

The above table indicates that in Arbaminch TTI 35% of the trainers have the required qualification and 65% are below the required minimum qualification, whereas in Bonga TTI all teacher trainers has the required qualification to teach or train in TTI. Most of the trainers assigned to train in TTIs lack adequate knowledge, information of teacher education and experience of teaching either in primary schools or secondary schools. Such inadequacies could be improved by providing on-job- training through workshops, seminars, school visits, etc.

In Arbaminch TTI, 20% of the trainers are TTI graduates who are assigned to provide training in TTI with no additional qualification, or training in the subject they are teaching. Of all diploma holders of Arbaminch TTI eleven of them are graduates of Awassa College of Teacher Education, who are trained to teach in second cycle of primary school. They are assigned to train in TTI with no experience either in secondary or primary schools as a teacher.

“Teaching or training requires one to know what one is teaching and is enhanced if one believes or knows that what one is teaching is indeed...the more one knows the more one can teach.” (Pearson, 1994:136)

An educator to be confidential in what he is trying to transmit to his students, mastery of subject matter and knowledge of pedagogical skill (specific and general methodology of teaching) are the basic requirements.

Mastery of subject matter is revealed by educators' academic qualification but most trainers of Arbaminch TTI are below the required minimum qualification. Even

among those who fulfill the minimum requirement only sixteen percent are trained to be trainers of teachers for the first cycle.

Table X: Trainers Knowledge of Teacher Education Before they became trainers

No.	What is the level of your knowledge about teacher education before you are assigned to be trainer?	Respondents	%
1	Have adequate knowledge	18	30
2	The knowledge I have was not adequate	30	50
3	No information and knowledge regarding teacher education	12	20

As to the above table 70% of trainers who are working in teacher training institutes of the two TTIs have no knowledge and information or idea about teacher education.

Table XI: How trainers joined TTI as trainers.

No.	Reason	Respondents	%
1	On personal application	15	25
2	Forced by REB	6	10
3	Because of shortage of trained manpower to the nationality I belong to	39	65
4	Assigned by chance	-	-

The next important question that comes into mind is that how and who assigned them to teach or train teachers in TTI? Most trainers in the study were assigned to train not based on their interest or knowledge about teacher education, but because of shortage of trained manpower and the ability to speak instructional language used in TTI.

Regarding the experience of trainers 20% taught in primary school, 33% in secondary schools and 47% served only in TTIs. Most of the trainers (80%) do not have experience in primary school to give adequate and practical guide and example about the behavior, developmental characteristics, classroom approach, appropriate pedagogical skill, etc., of primary school students. It is very difficult to deal with the subject that one doesn't have knowledge. In most instances the trainers do not know the curriculum of primary schools and syllabus and textbooks of primary school (grade 1-4) are not available in TTIs.

Table XII: The strength of trainers in different activities and the strength of different Programs in TTI

No.	Activities	4	3		2	1	Mean
1	Lessons given about teaching profession	95	105		20		3.33
2	Club (co-curricular) activities	87	117		16		3.33
3	Educators classroom Management	140	80				3.64
4	Relating the course with primary school curriculum	23	17		128	52	2.05
5	School visiting program				180	40	1.82
6	Subject teaching methodology	39	61		78	42	2.44
7	General teaching methodology	33	97	20	34	36	2.40
8	Study program designed by the TTI	136	83	-	1		3.61
9	Trainers teaching methodology (using different methods)	97	58		48	17	3.07

4= very strong, 3= strong, 2= weak, 1= very weak

The calculation of the mean in the above table shows that the lessons given about teaching profession, co-curricular activities designed to support the training and study program designed are strong and supported by trainees. Regarding teacher trainers the study indicates that they are strong in managing classroom and in using different methodology of teaching appropriate to the subject they are teaching.

The main purpose of teacher training institutes is to create awareness in trainees about primary school curriculum, equip with general teaching methodology and subject teaching methodology. But the mean response of trainees regarding the strength of teacher trainers in these items is below average. This indicates that teacher trainers are not able to shoulder the expected responsibility.

In the questionnaire that was presented to trainees they were asked to list down four subjects that enabled them to gain adequate knowledge and skill of teaching.

Table XIII: Trainees' preference of subjects

Subject	Ped	Psych	Eng.	Amh	M.To	Maths	N.s	S.S	HPE	Arts	Music
Respondents	220	220	153	126	63	50	21	14	13	-	-

As to the table above pedagogics and psychology are indicted or listed down by all respondents, whereas all individuals in the study did not list arts and music. Few trainees in the study have listed mother tongue, mathematics, natural science, social science and H.P.E. The reason to this may be that these subjects are taught by /specifically in Arbaminch TTI teacher trainers who are under qualified to teach or train in TTIs.

Table XIV: - Trainees' evaluation of trainers.

Subject	Ped	Psych	Eng.	Amh	M.To	Maths	N.s	S.S	HPE	Arts	Music
Respondents	197	189	158	137	70	34	41	13	21	6	4

The question presented here is, to list down four subjects taught by teachers who are self-confident and are efficient in teaching the subjects they are assigned to teach.

In response to the above table the trainers who are supposed to be self confident and efficient in their training activity are pedagogics, psychology, English, and Amharic instructors. The other instructors are mentioned by insignificant number of respondents. Confidentiality and efficiency in teaching is highly related with the academic knowledge and ability of the teacher to use pedagogically appropriate way of transmitting knowledge to trainees.

4.5 PRACTICE TEACHING

Practice teaching is supposed to enable trainees to test themselves in applying the knowledge and pedagogical skills they have gained during their classroom learning. It is supposed to equip trainees with adequate way of transmitting knowledge to students. It enables trainees to practice planning the lesson appropriately, organizing the contents of the subject he is teaching in logical order, relating the facts with experiences, how to communicate ideas, concepts to others in the way that others could understand, motivate their students, etc.

Since it is their first experience to get involved in actual teaching, it prepares them to see their strong and weak sides. Through teaching practice they will be encouraged to maintain the strong point they have and improve the weak sides through the help of experienced teachers of primary schools and trainers in TTI. Because of this factor practice teaching is considered as one of the main part or component of the training program.

Practice teaching in SNNPR is conducted at the end of the training period for four weeks in primary schools, from Ginbot 1st to 30th. The first week of the training program is devoted to observation of experienced teachers of practicing school while they are teaching. This program is designed to enable the trainee to see how the experienced teachers are managing classroom, organize and present the lesson to students, etc. The remaining three weeks are devoted to actual teaching, where the trainees are requested to teach independently. In these weeks trainees are observed and evaluated by practicing schoolteachers and trainers of TTI to give them advice about what to improve and what to maintain.

Table XV: - The degree of emphasis given to teaching practice

No	Factors	VH	H	UN	L	VL
1	The amount of time provided or allotted for teaching practice teaching		5	4	37	14
2	The degree of emphasis provided by concerned officials	5	17	4	22	12
3	The level of assistance provided by TTI trainers	13	32		15	
4	The level of assistance provided by practicing schoolteachers.	5	7	10	28	10

VH = very high, H = high, UN = uncertain, L = low, VL = very low

The condition of practice teaching

As it has been mentioned early, the training of effective and efficient teachers for the first cycle of primary schools needs due attention from all those who are responsible and involved in training of teachers. Producing of effective teachers requires theoretical knowledge and practical skills provided during training and practical experience gained from practice teaching in primary schools.

The reality of practice teaching in SNNPR is different from that of other regions of the country, because of the use of many languages as a medium of instruction in TTIs and primary schools.

In Bonga TTI the language of instruction is Amharic to all trainees. But in primary schools located in Bonga town and the surrounding areas the language of instruction is Kafa language (Kafinnonno). Because most of the trainees are recruited from various zones and don't speak the language used in primary schools, it became difficult to apply practice teaching, therefore it is replaced by peer teaching.

Basically, peer-teaching is part of the content of pedagogics, language, social studies and natural science which is practiced to evaluate trainees lesson planning ability, method of presentation, application of motivation and reinforcement, etc., so that it could help them to develop self confidence in actual teaching environment.

In Arbaminch TTI Six languages are used as medium of instruction, namely, Wolayta, Gamo Gofa, Gedeo, Sidama, Kambata and Hadiya languages. The medium of instruction used in Arbaminch town and the surrounding primary schools are Amharic and Gamo Gofa languages. Because of this, institutes could not practice micro teaching and practice teaching easily. This factor have negative effect in producing teachers with adequate experience of teaching that could be developed before they are assigned to the regular teaching work.

The response of teachers in the study, as indicated in table fifteen, reveals that the emphasis given by the concerned officials is low. 57% of the respondents mentioned that practice teaching is given low emphasis.

Practice teaching requires a long period to be in school so that it will help the trainees to apply practically: - the different methods they have learned, to understand and apply appropriate school management system, to learn about the teacher-pupil relationship,

to analyze the school environment, to learn about social relationship in school, etc. These factors could not be developed in a short period. As mentioned by 85% of the respondents the time allotted for practice teaching is very low to equip trainees with the necessary skill.

The other importance of practice teaching is getting advice from trainers and primary school teachers who have long experience in teaching at primary school. Their advice enables trainees to get adequate feed back so that they could make correction about their mistake continue with the appropriate way that is appreciated by evaluators. As to table fifteen the advice provided by trainers is very high and adequate, where is the help given by practicing schoolteachers is very low. In reality primary school teachers are those who have practical experience but because of various reasons they are not in a position to give the advice that is expected from them.

Table XVI: - Problems of practice teaching in Arbaminch TTI.

No	Problems	4	3		2	1	Mean
1	Non existence of students text	24	16		6	3	3.27
2	Non existence of teachers guide	23	18	3	3	2	3.14
3	Difficulty of getting annual plan	10	24	3	7	5	2.67
4	Absence of regular teachers	4	10	4	16	15	1.90
5	Shortage of budget	17	20		9	3	3.04
6	Unable to practice in language of instruction	23	19	7			3.04
7	Unclear evaluation criteria	2	5	5	16	21	1.55
8	Disparity in understanding evaluation criteria	6	10	2	22	9	2.18
9	Shortage of practicing time	21	19	5	2	1	2.98
10	Shortage of observation period	8	24	4	8	5	2.55
11	Practice teaching being non-credited course	28	16	2	2	1	3.37
12	Low value given by higher officials	17	15	4	7	6	2.71
13	Trainers evaluating trainees in the subject they are not trained	19	26	2	2		3.22

4= very high, 3 = high, 2 = low, 1 = no problem

As to sixteen above computation of the mean of responses on each item there are serious problems observed in organizing and administering practice teaching. Practice teaching is an important component of teacher training program. But in SNNPR it is faced with various problems.

As it is mentioned in the table the problems observed during practice teaching are found in practicing school, in Arbaminch TTI and REB

There are multiples of problems that hinder the TTIs of SNNPR to realize practice teaching in a desirable and appropriate way. Some of the problems observed are: -

A/ Time factor – 65% mentioned that the one-week time given for observation is a great problem, where as 27% responded that it is not a great problem. 82% mentioned that the actual practicing time is so short that the trainees could not get adequate experience from practice.

B/ Language of instruction: - As mentioned by 86% of the respondents the trainees are not able to practice in the language they have been trained. They get training in one language and make practice in another language. This hinders them getting of appropriate experience that they could, if they have used the language that actual they are going to use after graduation.

C/ Shortage of budget: - 76% indicated that shortage of budget is a great challenge to realize practice teaching in the real environment. Because of this it is not possible to extend the period of practice teaching and to practice in the language they are trained.

D/ Practice teaching being non-credited course: - 90% mentioned that practice teaching being non credited course is a great problem, because trainees do not give emphasis and they know that it doesn't have any effect in their result.

E/ Lack of instructional materials in primary schools. Primary schools have to be equipped with students' text and teacher's guide so that the teacher knows what to teach and when to teach. Because of this teachers in some schools are not able to present their annual plans to be used by practicing trainees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The purpose of this study was to identify the source of problems related with recruitment of trainees, quality of teacher trainers and implementation of practice teaching. To this effect the study investigated many factors by using descriptive and inferential statistical analysis

The study was conducted using 220 trainees of 158 male and 62 female students and 60 teacher trainers. Data was collected using two types of questionnaires from the research subjects. Both close and open-ended items were used to get sufficient information leading to analysis. Data about rules and regulations of TTI, trainers profile and trainee's first semester academic result and other records were obtained from archives and trainees record office.

The effectiveness of primary school teachers, among other factors depends upon the academic knowledge and attitude of trainees at entry level, the qualification, pedagogical skill and practical experience of teacher trainers and the organization and management of practice teaching.

Conclusion

Recruitment criteria are set at regional level with the intention to select applicants with better academic background and attitude towards the profession. But the study found that recruitment procedure used was not based upon the applicants' academic knowledge, attitude towards the profession and children.

Academically weak applicants are admitted to the training institute and their result in the first semester shows that their performance is weak.

This is so because;

1. Each zone and special woreda uses its own language as medium of instruction in primary schools and TTIs, obliged to recruit only those who speak the language,
2. The number of applicants who completed grade 12 in some zones and special woredas is below the given quota, therefore all those who are registered (applied) join the teaching profession,
3. Lack of minimum standard paved the way to admit those with low academic achievement in high schools and
4. The interference of zonal and special woreda administrative office in recruiting applicants contributed to inadequate way of recruiting.

As the result of the above mentioned factors, introduction of entrance exam did not help to admit trainees with good academic performance and positive attitude towards

the profession. The reason of trainees to apply to join the teacher-training institute is not based on the positive attitude towards teaching. The majority of trainees chose to be teacher because of lack of opportunities in other fields of study. Moreover, they do not intend to stay in the profession. Teacher trainers also believe that trainees lack interest in the teaching profession. The statistical test supported the evidence that there is no group difference on the view that trainees and teacher trainers have on this issue. Therefore the TTIs in SNNPR are not in a position to recruit talented, interested and committed applicants.

The profile of teachers or trainers indicates that most of them are under qualified and unqualified to be trainers of teachers. The qualification of trainers, their experience and training they had before they join training institute was found to be inadequate and insufficient. The difficulty of finding competent trainers who are able to speak the language of instruction contributed to assigning of trainers with low qualification and insufficient experience.

The performance of trainers indicates that trainers with adequate academic qualification perform better than those who are under qualified. However, most of the teacher trainers in the TTIs of the region are academically and professionally unfit to train teachers for the first cycle.

Practice teaching, which is the main component of the training program, is poorly organized. The supervision provided, the time and budget allotted, the supply of instructional materials, its management, etc. was found to be inadequate specifically in Arbaminch TTI..

Taken together, the sources of the above mentioned problems are a/ the introduction of quota system to recruit trainees where trained manpower is very low b/ the introduction of mother tongue as a medium of instruction in primary schools and teacher training institutes.

Recommendations

Based on the evidence obtained from the review of the related literature and the results obtained in this study, the following recommendations are made: -

1. The production of efficient and effective teachers of primary schools is the base for quality of education. Therefore setting standards for entry into training program (as trainee and trainer) and adequate management of practice teaching are key factors in teacher training program. Therefore, it is recommended that due attention has to be given from Regional Education Bureau and Regional Council of SNNPR to the recruitment of trainees and trainers and implementation of practice teaching. . Training institutes have to be the one's who decide the minimum entry requirement and be able to recruit their trainees independently, so that it is possible for the TTIs to concentrate on applicants academic achievement and attitude towards the profession.
2. As it is mentioned in Education and Training policy of Ethiopia recruitment should focus on ability, diligence and professional attitude of trainees. Therefore, zonal educational offices and others involved in recruiting trainees should be advised by REB to follow strictly the criterion set to recruit trainees.

3. Trainers are the key resources in training institutes. Therefore, it is recommended that the minimum standard set by MOE be made applied at any cost so that the trainees will be able to get adequate experience and knowledge from their trainers.
4. In disadvantaged zones and special woredas, where shortage of trained manpower is serious issue, care must be taken in applying mother tongue as medium of instruction in primary schools and teacher training institutes.
6. In order to support trainers to develop academic and professional knowledge and to enrich them with experience of teacher training and professional ethics continuous education and workshops and seminars are recommended to be provided.
7. It is recommended that practice teaching be given relatively longer time, conducted in the language of instruction and supervised by experienced teachers.
8. The quality of education to a large extent depends upon the quality of teachers produced from teacher training institutes. The problems in Teacher Training are wide and diversified. Therefore, detailed study of the problem is required. Thus, it is recommended that the SNNP-REB make further investigation regarding the problems mentioned.

REFERENCES

- Adamu Assefa and Shenkute Mamo(1997) "Tracking and Improving Selection Criteria For Recruiting Better Qualified Trainees for the Awassa and Arbaminch TTIs", Unpublished paper, Awassa
- Adane Tessera (1993). "Educational Wastage in the Primary Schools of Bahir Dar Town", Unpublished Masters Thesis, Addis Ababa University.
- Aggarwal, C.T. (1997) Development and Planning of Modern Education (6th ed.). New Delih: Vikas Publishing House Pvt. Ltd.
- Amare Asgedom (1998) "Teachers Perception of Educational Problems in Ethiopia", In proceedings of National Conference on Quality Education in Ethiopia: Vision for the 21st Century. Awassa 122 – 18 July. IER
- Andreson, W.Lorin (1997). "Teacher Preparation for Post Modern School: The Necessary Integration of Training and Education", In International Handbook of education and Development. Preparing Schools, Students and Nations for Twenty First Century, New York: Elsevier Scie. In.

- Befekadu G. Tsadik (1998) "Improving the Quality of Teacher Education: The Training Needs of Teacher Training Institute (TTI) Instructors", In proceedings of National Conference on Quality Education in Ethiopia: Vision for the 21st Century. Awassa 122 – 18 July. IER
- Boe, E.E and Gilford D.M (1992). Teacher Supply, Demand and Quality: Policy issues, Models, and Bases. National Research Counsel.
- Bose, K and Stivastava R.C. (1973). Theory and Practice of Teacher Education in India, New Delhi: chugh Publications.
- Brinlee, S.P., Dennis B.P. and Friedman I. (1980). Improving Teacher Education: Resource and Recommendations, New York: Longman Inco.
- Castle, E.B (1965). Principles of Education for Teachers in Africa, London: Oxford University press.
- Craig, H., Kraft R.J.K and du Plessis J. (1998). A Draft paper on Teacher Development: Making an impact, Washington D.C.: The academy for Educational Development.
- Darling-Hammond and Wise Warns (1984), In C .J. Schott (1989). Improving the Training and Evaluation of Teachers at the Secondary School Level. New York: The Edwin Mellen Press
- Dove, L. (1986). Teachers and Teacher Education in Developing Countries, London: Croom Helm

- Duff, Tony (1988). Exploration in Teacher Training. Problems and Issues,
Great Britain: Longman
- Farrant, S.J. (1965). Principles and Practices of Education, London:
Cox & Wyman Ltd.
- Gaynor, Cathy(1998). Directions in Development. Decentralization of Education.
Teacher Management, Washington, D.C.: The World Bank.
- Gimeno, J.B and Ibanez R.M. (1981). The Education of Primary and Secondary
School Teachers. An international Comparative Study, France:
the Unesco press.
- Gobel, N. M. and Porter J. F. (1977). The Changing Role of the Teacher: international
Perspective A Study prepared for the International Bureau of
Education. UNESCO.
- Hailom Banteyerga (1998). "Exploration towards an Alternative Model in Teacher
Education: The Classroom in Focus." in Proceedings of National
Conference on Quality Education in Ethiopia: Vision for the 21st
Century. Awassa 12 – 18 July 1998. IER.
- Holden Susan (1979). Teacher Education, Hong Kong: Modern Eng. Pub.Ltd.
- ICDR (1999). Teacher Education Handbook, Addis Ababa.

Lockheed, E.M. and Verspoor M. A. (1991). Improving Primary Education in Developing Countries, Washington D.C.: Oxford University Press Associated.

Malekela, A George (1994). "Teacher Education in Africa; Past Present and Future", In the Proceedings of Regional Seminar on Teacher Education, 12 – 16 September 1999 UNESCO.

MOE (1991) A study on Strategy of Organizing Teacher Education for Primary Level (draft) Addis Ababa.

MOE (1994) Education and Training Policy. Addis Ababa: EMPDA

Pinder Rachel (1987). Why do not teachers teach like they used to? Oxford: Information Printing Ltd.

PHRD (1996) Education Sector Review: Synthesis and Summary. Addis Ababa: PHRD Project Office

Sharma, A.P (1984). Contemporary Problems of Education. Delhi: Sanjay Printers.

SNNP-REB (1997). Education Sector Development Plan for SNNPR: Awassa

Tall, A H. S. (1995) "Teacher Education and Training in Sub-Saharan Africa", In
proceedings of a regional Seminar on Teacher Education in Africa: Past,
Present and Future, Lome: Unesco regional office.

Tatto, M. T. (1984). Contemporary Problems of Education, Delhi: Sanjay Printers.

_____ (1997). "Reconstructing Teacher Education for Disadvantaged
Population", Int. J. Educational Development Vol17. No.4,
Great Britain: Elsevier Science Ltd.

Tekeste Negash (1996). Rethinking Education in Ethiopia. Uppsala: Reprocentralen
HSC.

The World Bank (1990) A World Bank Policy paper on Primary Education, USA.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND PLANNING

A questionnaire to be filled by Arbaminch and Bonga TTI teaching staff.

The objective of this questionnaire is to get adequate first hand information regarding the problem of first cycle primary school teachers training (recruitment of trainees and trainers and application of practice teaching) in SNNPR. The information gained from the response of the items in the questionnaire will enable the researcher to identify the depth of the problem and to present recommendation that may enable to solve the problem.

The study can be successful and reliable, if and only if you complete all the items honestly and frankly. Your response to the items will be kept confidential.

Thank you for your unreserved co-operation

General Direction

The questionnaire is presented in three forms.

- A. An open-ended question – When you give an answer to such type of questions you are requested to fill in the space provided the opinion you have regarding the question.
- B. An alternative response type- in this case you are expected to circle the letter of the response you think to be appropriate /correct/
- C. Questions presented in tables - such questions are developed to be expressed in a scale. Therefore, the respondents are requested to put an “X” mark in appropriate column that expresses your experience or agreement about the statement.

1. Personal Data

1.1. Sex: Male _____ Female _____

1.2. Age a/ 18-20 _____ b/ 21-25 _____

c/ 26-30 _____ d/ above 30 _____

1.3. Service year

❖ As primary school teacher _____

❖ As secondary school teachers _____

❖ As educator /trainer in TTI _____

❖ Other _____

❖ Total service year _____

1.4. The institute or college you completed you study _____

1.5. Qualification

a/ TTI graduate _____

b/ Deploma (12+2) _____

c/ B.A/ B.Sc./ B.Ed _____

d/ M.A/ Msc _____

e/ other(specify) _____

1.6. Field of specialization _____

1.7. Subject you are teaching _____

1.8. Language of instruction you use _____

1.9. Weekly Load _____

2. Trainees Recruitment

2.1 In the table below the possible factors required from applicants are listed down.

Therefore, you are required to identify your agreement regarding the emphasis given by recruitment procedure practiced in SNNPR.

No	Recruitment	SA	A	UN	D	SD
1	Is based upon applications academic knowledge					
2	Is based upon proficiency of nationality language					
3	Is based on attitude of applicants towards the profession					
4	Focused on recruiting those who love children					
5	Identifies those who are borne teachers					
6	Focuses on physical fitness					

SA = strongly Agree, UN= Uncertain, D = Disagree, SD = Strongly disagree.

2.2 The role of TTI in the process of recruitment is:-

- a/ Preparing entrance exam and admitting those who passed the exam.
- b/ Admit those trainees sent, based on entrance exam.
- c/ Accepting those who are sent by zone or special Woreda education department.

2.3 If you have any additional suggestion or idea, please write it on the space provided below.

2.4 In the table below the contribution of entrance exam are listed. Indicate your agreement or disagreement with each statement in appropriate column.

No	Entrance exam enabled	SA	A	UN	D	SD
1	To admit those with good academic performance					
2	To a void favoritism					
3	To admit those who have positive attitude to the profession					
4	In reducing the number of academically weak students					

SA = strongly Agree, UN= Uncertain, D = Disagree, SD = Strongly disagree.

2.5 The minimum required result of entrance exam

- a/ Similar to some applicants
- b/ varies to some extent
- c/ depends upon objective condition of each zone.

2.6 If you have any suggestion or comment please writ shortly in the space provided.

3. Trainers recruitment

3.1 How are you assigned to be teacher trainer in TTI?

- a) On personal application
- b) Forced by REB
- c) Shortage of trained manpower to the nationality I belong to
- d) Assigned by chance.

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

- a) Have adequate knowledge
- b) The knowledge I have was not adequate.
- c) No information and knowledge regarding teacher education.

3.3 How appropriate are teachers to be trainers?

- a) Very appropriate
- b) Appropriate to some extent
- c) Most of them are not appropriate.

3.4 What should be done to improve and update trainers' knowledge and experience of training? If you have more than one response you can circle all the responses you agree with.

- a) Prepare different workshops regarding, teaching methodology
- b) Share experience by visiting other institutes.
- c) Share experience from each other.
- d) Participate in research work
- e) Giving priority to improve their qualification.

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

- a) Yes
- b) No

3.6 If you have any comment or suggestions about trainer's quality, write down in the space provided below.

4. Practice Teaching

4.1. When do trainees make practice teaching? _____

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

4.3. Who evaluates the trainees during practice teaching? _____

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

No	Problems observed during practice teaching	SA	A	UN	D	SD
1	Non-existence of students text					
2	Non existence of teachers guide					
3	Difficulty of getting annual plan					
4	Regular teachers being absent					
5	Shortage of budget					
6	Trainees unable to practice in language of instruction					
7	Unclear evaluation clear					

8	Disparity in understanding evaluation criteria					
9	Shortage of practicing time					
10	Shortage of observation period					
11	Practice- teaching being non-credited course					
12	Trainers evaluating subject they are not qualified.					

SA = strongly Agree, UN= Uncertain, D = Disagree, SD = Strongly disagree.

4.5. If you have any comment or suggestive about practice teaching write in the space provided below.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND PLANNING

A questionnaire to be filled by Arbaminch and Bonga TTI trainees.

The objective of the questionnaire is to get some adequate first hand information about the problems that are faced by the TTIs of SNNPR in training of first cycle primary school teachers. The information obtained from the responses of the items will enable the researcher to identify the basic problems and to give recommendation to solve the problem.

The successful accomplishment of the study to a large extent depends upon your responses to each item. Therefore, please respond to each item honestly and frankly.

Thank you for your kind co-operation.

General Direction

The questionnaire is presented in three forms

- A. An open ended question _ when you give an answer to such type of questions you are requested to fill in the space provided the opinion you have regarding the question.
- B. An alternative response type _ in this case you are expected to circle the letter of the response you suggest or think to be appropriate /correct/.
- C. Question presented in using tables _ such questions are presented in such a way that respondents could respond their feeling and attitude in a scale. Therefore, the respondents are requested to put an "X" mark in appropriate column that expresses your leveling of statement.

1. PERSONAL DATA.

- 1.1. Sex: Male _____ Female _____
- 1.2. Age: a/ 17 –20 b/ 21 – 23 c/ 24 – 30
- 1.3. Zone or special woreda you came from _____
- 1.4. The year you completed grade 12 _____ E.C.
- 1.5. How many times did you take E.S.L.C.E. a/ once b/ twice c/ three times d/ more than three times
- 1.6. Your E.S.L.C.E. result at the time of recruitment _____.

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

No	Reasons of application	SA	A	UN	D	SD
1	Love of the profession					
2	To contribute to the development of the country					
3	Passed the entrance exam by chance					
4	To solve personal problem					
5	To use the profession as a stepping stone					
6	To work till I get another job					
7	Because the profession is liked by the society					
8	Love of children and teaching children					
9	Inability to get another job					
10	Influenced by parents					

SA= strongly agree A= Agree UN= uncertain D= disagree SD= strongly agree

3. If you have any other reason that is not included in the above table please, list down or write down your reason. If the space provided is not enough you can use backside of this page.

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

No	The training provided in TTI	SA	A	UN	D	SD
1	Helped to know about the profession in depth					
2	Helped me to love the profession					
3	Helped me to love children					
4	Did not change my attitude					

SA= strongly agree A= Agree UN= uncertain D= disagree SD= strongly agree

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

No	Activities of trainers and TTI Program	VS	S	UN	W	VW
1	Lessons given about teaching profession					
2	Club(co-curricular) activities					
3	Educators classroom management					

4	Relating the course with primary school curriculum					
5	School visiting program					
6	Subject teaching methodology					
7	General teaching methodology					
8	Study program designed by the TTI					
9	Trainers teaching methodology (using different methods)					

VS = very strong, S = strong, UN = uncertain, W = weak, VW = very weak

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

A/ in the third column identify four subjects by putting “X” mark, in which you acquired adequate content knowledge and skill of teaching

B/ in the fourth column identify four subjects taught by teachers whom you consider as self confident and efficient in their work.

No	Subjects	Subjects you acquired knowledge and skill	Subjects taught by self confident and efficient teachers
1	Pedagogics		
2	Psychology		
3	English		
4	Amharic		
5	Mother tongue		
6	Mathematics		
7	Natural science		
8	Social studies		

9	H.P.E.		
10	Arts		
11	Music		

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

8. Write/list/ down if you have any comment or suggestion about the activities that needs to be improved in training process.

DECLARATION

I, the undersigned, declare this thesis work is my original work done under the guidance of Dr. Nebiyou Tadesse and has not been presented for a degree in any other university. All sources of materials used for the thesis have been duly acknowledged.

Name: Fransua Dalachew

Signature: 

Place: Addis Ababa

Date: 01/06/2001

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

Name: Nebiyou Taddese(Dr.)

Signature: 

Date of Approval: June 1, 2001