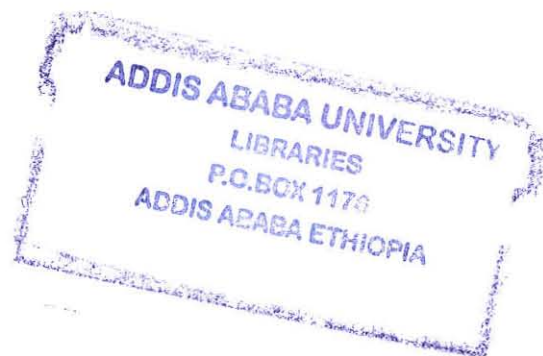


**THE EFFECTIVENESS OF PREPARATORY ORIGIN SECONDARY
SCHOOL TEACHERS IN NORTH SHEWA ZONE OF OROMIA REGION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS
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FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM AND
INSTRUCTION**

BY

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**The Effectiveness of Preparatory Origin Secondary School Teachers in North
Shewa Zone of Oromia Region**


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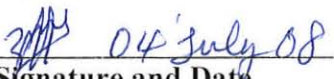
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ABSTRACT

The main purposes of this study were examining the effectiveness of preparatory origin teachers (POTs) in North Shewa Zone of Oromia Region and identifying factors that affect their effectiveness. Accordingly, data was collected from secondary school students; senior colleagues of the POTs, department heads, vice principals and principals as well as preparatory origin teachers. Questionnaires, observation checklists and unstructured interview were used to secure the necessary data from these sources. The data obtained through close-ended questionnaires and observation checklists were quantitatively analyzed by using frequency counts, percentages and mean scores. Data from open-ended questions and interview were analyzed by describing or narrating and interpreting to substantiate the quantitative analysis and interpretations.

The result indicated that the preparatory origin teachers in the specified zone were partially or less effective as examined in terms of subject matter knowledge, clarity, variety, task orientation, engagement, moderate-to-high success rate and other two behaviors. It was also found out that negative attitudes towards the profession, insufficiency in the pre-service trainings, recruitment criteria, the impact of plasma, lack of experiences, heavy work load, lack of cooperation, lack of sufficient instructional materials, etc were some of the factors that hinder their effectiveness. Finally, based on these findings some pragmatic and possible suggestions were forwarded to help improve the disserved state of affairs.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Studies on teachers' effectiveness started in the late 1960's and followed by insignificant development in the field. Regarding this, Muijs and Reynolds (2002: ix) stated that researches on teachers' effectiveness in different countries of the world have been much less prevalent in the 1990's than in 1980's. They further explained that issues related to teachers' effectiveness did not get much emphasis as compared to schools' effectiveness. For them, this is because of the existence of views on teaching as an art not as a science, as a simple technology that does not need elaboration, unwillingness to confront the issues of inter-teacher variations, etc.

It was also followed by the failure of attempts to explain differences in the performances of teachers by looking at their personality. In addition to this, several researchers also tried to identify different criteria (standards) used to examine teachers' effectiveness. Ryan and his colleagues (as cited in Perrott, 1982:1), for instance, conducted research to identify factors associated with teachers' effectiveness and came up with three main factors: warm and understanding; organized and business like; and stimulating and imaginative; to be the sign of effective teacher. Rosenshine and Furst (cited in Perrott, 1982:1-3) have also reviewed the research studies on teachers' effectiveness and identified five teacher characteristics consistently associated with gains in pupils' achievement: i.e. enthusiasm, business like orientation, clarity, variety in teaching and the extent to which the teacher provides opportunity for pupils to learn the instructional content.

Other researchers have also made quite interesting attempt to discover those teachers' behaviors that were casually related to desirable students' outcomes. For instance, Borich (1988:4) and Muijs and Reynolds (2002:3) identified approximately ten teachers' behaviors that have shown promising relationships to desirable student outcomes. As has been indicated by Borich (1988:4-17), of the ten teachers' behaviors, the first five were

termed as key behaviors that have strong relationship with teachers' effectiveness and includes lesson clarity, instructional variety, teacher's task-orientation, engagement in the learning process and student success rate. The remaining five behaviors were termed as catalytic or helping behaviors that can occur in various mixtures to help implement the key behaviors and includes use of students' ideas, structuring, questioning, probing and enthusiasm (Borich, 1988:5, Clark and Starr, 1994:83; Goodland, 1994:109).

Eggen and Kauchak (2006:16) also described that teachers' characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectations are good indicators of teachers' effectiveness since they promote learners' motivation and are strongly linked to increased students' achievement. Anderson (2004:20-21) also justified 12 teachers' characteristics that are used to measure teachers effectiveness. As to her, these teachers' characteristics are relatively stable traits that are related to, and influence the way teachers' practice their profession and they are organized in to four main clusters. These are professionalism (commitment, confidence, trust worthiness and respect), thinking/reasoning (analytical and conceptual thinking), expectations (drive for improvement, information seeking and initiative) and leadership (flexibility, accountability and passion for learning).

Other researchers like Rao and Reddy (2005:39), Elliott and et. al. (2000:9) and Ornstein (1995:41-69) on their ways explained that the knowledge the teacher has on his/her subject matter and general education also determines the effectiveness of the teacher in addition to the behaviors mentioned earlier.

Although the findings of these studies have some differences, many of them found patterns of classroom interaction that consistently produce desirable outcomes. Moreover, researches made on schools effectiveness showed that the role teachers' play resulted in a wide range of variations within school and due to this; there is a shift towards classroom effectiveness which is highly influenced by teachers' effectiveness (Muijs and Reynolds, 2002:3). Eggen and Kauchak (2006: 75) also stated that there is a tendency to shift towards studies on teachers' effectiveness which can be described in terms of the patterns of teachers' actions that result in increased student achievements.

Furthermore, the Ministry of Education (MoE) has also set four competencies that teachers of all levels must exhibit. These include competence in:

- producing responsible citizens,
- subject(s) and the content of teaching;
- the classroom;
- areas relating to the school and the education system;
- the values, attributes, ethics and abilities essential to professionalism in upholding the professional ethics (TESO, 2003b:35).

Hence, research energy is still being expanded at a higher rate to find out the magnitude of each of those variables. Therefore, it would be reasonable to assume that extensive as well as intensive studies should be done on teachers' effectiveness in order to improve the quality of education. To this end, it is evident that so much has been done and is still endeavor to facilitate and refine the effectiveness of teachers.

1.2 Statements of the Problem

The wide ranges of literature in the area of teacher education confirm the importance of teachers in promoting students' learning. Among these, Kagan (1992) cited in Eggen and Kauchak (2006:16) justified that, how we teach depends to a large extent on who we are. Kagan further explained that the learning objectives that we select the strategies that we use to reach the objectives and the way that we relate to students; all depend on what we bring to the classroom as human beings. Other researchers like Farrant (1980:6) also described that effectiveness in teaching mainly relies up on the qualities of teachers which is directly related to the recruitment, preparation and retention of teachers in the profession. TESO (2003b:35) also asserted that teachers are essentially agents for positive societal change.

Although the roles teachers play in the teaching-learning process is so significant, studies on teachers' effectiveness did not get considerable emphasis for the last thirty to forty years. Regarding this Muijs and Reynolds (2002: ix) explained that the field of teachers' effectiveness was neglected by researchers for some decades in the past. Of the various reasons for the neglect of the field, the ever changing criteria (standards) used to examine teachers effectiveness and unwillingness to confront the issue of inter-teacher variation got a wider coverage (Ibid).

Being in a world where the pressure is high for upgrading the quality of teacher education in general and for examining the effectiveness of teachers in particular; the effort made so far in Ethiopia is limited. But, there are some studies made on this area. For instance, Getnet (1996) made an investigation of teachers training institute (TTI) instructors' effectiveness in defining and implementing the general objectives of pedagogic syllabus in Amhara Region and came up with the conclusion that TTI instructors effectiveness in implementing the general objectives was not as much as it should be. Temesgen (2004) also made a study on the teaching competences of bachelor degree holders in teaching preparatory classes (11th and 12th grades) in North Shewa Zone and reached at the conclusion that most of the teachers under the study were not effective in implementing the new curriculum as required. As to him, most teaching in North Shewa Zone was formal and didactic in which activity based learning and students' involvement was rare. In addition, Girma (2004) also conducted a research on "Appraisal of teaching effectiveness of the prospective teachers of Arba Minch Teachers Training Institute with Particular Reference to Amharic and English Teachers" and reached at several conclusions which varies on the basis of the characteristics (behaviors) used to appraise.

Even though some of the studies made by the above researchers were not aimed specifically at examining teachers' effectiveness, they were able to indicate some insights about the issue. However, issues related to teachers' effectiveness in general and preparatory origin secondary school teachers (POSST) in particular need intensive as well as extensive studies. Moreover, regarding the teaching effectiveness of preparatory origin secondary school teachers (TESO's products), there are rumors (critiques on their subject matter knowledge and teaching knowledge) heard from the public.

To this effect, the researcher wanted to examine the effectiveness of preparatory origin secondary school teachers (out puts of TESO's integrated teacher education programs) in North Shewa Zone of Oromia Region. Their effectiveness was examined in terms of the subject matter knowledge described by Rao and Reddy (2005:39), the key and catalytic behaviors described by Borich (1988:4-17) and Elliott, et. al. (2000:6-8) and some other related characteristics/qualities. Accordingly, the following basic research questions were raised to achieve the objectives of the study.

1. To what extent are the preparatory origin teachers (POTs) effective in their subject matter knowledge?
2. What is the extent of effectiveness of these teachers when examined in terms of lesson clarity?
3. What is the extent effectiveness of these teachers in terms of instructional variety?
4. To what extent are these teachers effective when assessed in terms of task orientation?
5. To what extent are these teachers effective in engaging students in the learning process?
6. What is the level of effectiveness of these teachers when seen in light of moderate-to-high success rates?
7. What are the factors that hinder or promote the effectiveness of these teachers?

1.3 Objectives of the Study

The main purposes of this study were:

1. To examine the effectiveness of preparatory origin secondary school teachers (POSST) in North Shewa Zone of Oromia Region (NSZOR).
2. To identify some related factors that hinder or promote their effectiveness.

1.4 Significance of the Study

Examining the effectiveness of preparatory origin secondary school teachers (POSSTs) helps to obtain evidences regarding the strengths and weaknesses these teachers have on their works. These in turns will have an importance in decision making. Hence, the findings of this study would:

- Create awareness for all concerned bodies about the effectiveness of these teachers on their work.

- Benefit education bureaus and other concerned bodies to compile information that can be used in the planning, development and refinement of teacher education programs.
- Serve as a starting point for further investigation on the issue under study.

1.5 Delimitation of the Study

The study was delimited to examine the effectiveness of preparatory origin secondary school teachers in North Shewa Zone of Oromia Region. Moreover, the study did not include non-preparatory origin secondary school teachers. The main justifications (rationales) for delimiting the study on these preparatory origin teachers are:

- The newness of the program as compared to the fresh man (old curriculum) program.
- The prevalence of public rumor on the teaching ineffectiveness of this group (POSSTs).

Due to these and other reasons the researcher initiated and wanted to study the effectiveness of preparatory origin secondary school teachers in terms of some qualities(characteristics) that include subject matter knowledge, the key and catalytic behaviors as well as ability in conducting action research and collaboratively working with the community in the specified area.

1.6 Limitations of the Study

The study did not come to an end with out any drawbacks. Accordingly, apart from the various minor problems the researcher encountered when conducting this research, the following were a few that stands as short comings on this study.

Observation and interview study are expensive in terms of both time and expertise. As a result, only 30 of the preparatory origin teachers in the sampled schools were included under observation and interview which may result in short of information in having a comprehensive and generalizable as well as dependable findings.

In addition, due to lack of sufficient literatures of Ethiopian context/nature, the researcher depended more up on foreign literatures. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.7 Operational Definitions of Important Terms

The following terms were operationally defined hereunder with the intention to indicate their meanings in the context of this particular study.

Clarity: - logical, step by step order and understandable and audible delivery which is free of distracting mannerisms. It was operationalized by indicators (eg. Informing the learners about the lesson objectives) which was measured in terms of “*competent enough*”, “*partially competent*”, “*incompetent*” and “*undecided*”.

Engagement: - it is the amount of learning time devoted to an academic subject and measured by its indicators (eg. Providing guided practices) in terms of “*competent enough*”, “*partially competent*”, “*incompetent*” and “*undecided*”.

Moderate-to-high success rate: - is the rate at which students understand and correctly complete exercise. It is measured by its indicators (eg. Establishing annual and lesson organization that reflects task relevant prior learning) in terms of “*competent enough*”, “*partially competent*”, “*incompetent*” and “*undecided*”.

Subject matter knowledge: - is the knowledge a teacher possess in the form of facts, concepts, ideas, structures, beliefs, etc on the subject he/she teaches. It include the facts, terms, concepts and ideas of a discipline; the organizing ideas and ways of thinking as well as arguing on the topic, and knowledge growth within the discipline to understand the best ways to teach the subject and measured through its indicators(eg. Maintaining the logical sequences of the subject matter) in term of “*competent enough*”, “*partially competent*”, “*incompetent*” and “*undecided*”.

Preparatory origin teachers:-are those teachers who attended the three-year undergraduate (first degree) teacher education program after completing from preparatory schools.

Task orientation: - is the amount of classroom times the teacher devotes to the task of teaching an academic subject and is measured by its indicators (eg. Developing annual and lesson plans and teaching in accordance with the text and curriculum guide) in terms of *competent enough, partially competent, incompetent* and *undecided*.

Teachers' Effectiveness: - is the performances of teachers which can be operationalized in terms of the orchestration and integration of the qualities (characteristics) mentioned under the scope of the study. Hence, the over all performances of the teacher which is measured in terms of his/her subject matter knowledge, performances in the key and catalytic behaviors and other related qualities is his/her effectiveness provided that all these qualities are known.

Variety: - the variability or flexibility of delivery during the presentation of a lesson and is measured by its indicators (eg. Showing enthusiasm and animation through variation in eye contact, voice and gestures) in terms of the *competent enough, partially competent, incompetent* and *undecided*

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

This chapter focuses on reviewing various literature and research findings, which are assumed to have relevance to the study. As already mentioned, the main purposes of this study were to examine the effectiveness of preparatory origin secondary school teachers and to assess factors that hinder or promote their effectiveness. Accordingly, this chapter is organized based up on the following major topics that can help the researcher and others to understand the issue under investigation. These are the concepts of effective teaching and teachers' effectiveness, qualities (characteristics) of an effective teacher and factors that affect teachers' effectiveness.

2.1 The Concepts of Effective Teaching and Teacher's Effectiveness

2.1.1 The Concept of Effective Teaching

Before discussing the concept of effective teaching, it is important to have some insights about the meaning of teaching. Accordingly, many educators defined teaching in various forms due to several difficulties associated to it and could not come up with single and common definition of it. Of these difficulties, one arises from the vagueness of difference it has with the term "instruction" and the other comes from the many variables so interrelated to it (Anderson and Burns, 1989:3-4).

Some educators for instance, Good as quoted by Anderson and Burns (1989:5) said that "instruction is synonymous with teaching" at the most general level. However, in a specific sense, according to Anderson and Burns (1989:5), conflicting views exist: while some educators consider instruction as a subset of teaching (i.e. as one of the several teaching acts), others regard it as inclusive of teaching (i.e. teaching as one component of instruction). Many educators, however, prefer the latter definitions of instruction. Weil and Murphy (1982: 89); Anderson and Burns (1989:9), for example, considered

instruction as “a broad term that may encompass most of the activities taking place in the classroom and the school as well as many activities taking place in the home”.

Regarding the concepts of teaching, several authors forwarded their own definitions. Flanders, et al (1970:1) defines teaching as an interactive process where there is a reciprocal influence between the teacher and students. Gage (1978:3); Anderson and Burns (1989:7) also define teaching as an interpersonal activity directed at helping another person to learn. This interpersonal activity can be two ways where both the teacher and students talk and influence each other.

From the aforementioned definitions of teaching, it is possible to extract three common and important features of teaching: activity, interpersonal, and purposefulness.

- **Activity:** teaching is an activity meant that, it is an action a person can observe as it takes place (Anderson and Burns, 1989:8).
- **Interpersonal:** teaching is an interpersonal activity that involves interactions between a teacher and one or more students (Ibid).
- **Purposefulness:** teaching is conducted with a purpose; it is directed towards learning. However, the term “teaching” does not imply that learning has taken place; it does imply that learning is intended (Ibid).

As Anderson and Burns (1989:9) described, based on these three common features of teaching, it is important to develop a definition for teaching. Accordingly, they stated teaching as “an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways they can or will behave”. Hence, this definition seems to be better, for it combines the three common features of the varied definitions of teaching.

It is clear from the above presentation that the concept of teaching encompasses many aspects. Hence, based on the above-discussed concept of teaching the following paragraphs will focus on the concepts of effective teaching by discussing various views of the scholars in conceptualizing effective teaching.

Literature has indicated that trying to define effective teaching has long occupied the thoughts of many educators and professional researchers. However, there has been a remarkable diversity among educationists in defining effective teaching. For instance, as Perrott (1982:1) described, some educators claim that effective teaching cannot be defined, because, the criteria differ for every instructional situation and every teacher. These educators, according to Perrott (1982:1) conceived effective teaching as being so complex and creative that it defies analysis. However, other educators justified that, it is relatively easy to list the characteristics of effective teaching even though it is a complex task as justified by Perrott.

According to Borich (1988:22), early definitions of effective teaching focused primarily on a teacher's goodness as a person and only secondarily on his/her behaviors in the classroom. The most modern definition of effective teaching, however, identifies patterns of teacher-student interactions in the classroom that influence the cognitive and affective performances of students (Ibid). Wheeler, et. al. (1993) as cited in Andrews (1995: 44) defined effective teaching as an attributes of those schools, teachers, programs and approaches that meet the needs of students and their society. In addition to this, Arends, Winitzky and Tannenbaum (2001:45) also justified that, effective teaching requires individuals with appropriate dispositions who have acquired important knowledge about their subject fields, learning and human development and can translate their knowledge in to effective examples, illustrations and activities. As to them, there are many important criteria for effective teaching and among the most important are positive relationships with students, knowledge of the subject matter, and ability to affect student learning.

This remarkable diversity within the educationists show the difficulty of having one, single and complete definition of effective teaching since it may varies with varying contexts and conditions. Thus, any single definition of effective teaching would be simplistic and inaccurate because of its insensitivity to the different learners, curricula, grade levels and instructional materials with which teaching and learning must take place. It is the proper mix of the subject matter knowledge of the teachers, the key as

well as helping and other related behaviors in the context of the classroom that can come to define effective teaching.

In general, based on the foregoing facts, it can be said that effective teaching is a comprehensive concept that involves the orchestration and integration of the key and catalytic behaviors, subject matter knowledge and other related characteristics into a meaningful patterns to arrive at or achieve specified goals. Hence, an effective teacher is the key in having effective teaching. Regarding this, Ayalew (2002:71) and MOE (2007:1) described that it is impossible even to think about effective teaching in the absence of an effective teacher. Ruddell (2002:6) also added that effective teachers are the bedrock for effective teaching. Therefore, teachers' effectiveness is one of the major issues that determine effective teaching and it will be discussed under the next sub-topic in detail.

2.1.2 The Concept of Teachers' Effectiveness

Similar to teaching effectiveness, teacher effectiveness is also a broad concept that includes many elements. Due to its broadness, various scholars gave it different interpretations. For instance, Farrant (1980:253-254) described that since an effective teacher is expected to be punctual, energetic and enthusiastic, and well prepared in all his/her lessons, teachers' effectiveness should be explained in terms of these and other many perspectives. Accordingly, Farrant (1980) summarized issues related to teachers' effectiveness as "teachers must possess the knowledge and skills of the scientist but apply their knowledge with the sensitiveness and feelings of the artists". He further added that above all, dedication and skill on teaching is required on the part of an effective teacher. That is, a teacher should have a positive attitude towards teaching as well as towards his/her students to be effective (Ibid).

Evertson and Emmer (1982) as cited in Andrews (1995: 51) also made a study on teachers' effectiveness and described an effective teacher as follows. Effective teachers:

- describe objectives clearly;
- use materials efficiently to support instruction;
- present information clearly;
- state desired attitudes/behaviors;

- have a high degree of pupil success;
- experience less disruptive behavior;
- stop disruptive behaviors quickly;
- give rules or procedures to stop disruptive behaviors;
- display listening skills; and
- have a task- oriented focus in the classroom.

Borich (1988:7-15) also explained teachers' effectiveness by using ten teachers' behaviors which include the five key behaviors and the remaining five catalytic or helping behaviors. The five key behaviors according to Borich (1988) include clarity, variety, task orientation, engagement in the learning process and moderate-to- high success rate. The remaining five are helping or catalytic behaviors that can occur in various mixtures to help implement the key behaviors and include use of students' ideas, structuring, questioning, probing and enthusiasm.

Woolnough (1994:43) also stated that effective teachers are knowledgeable, competent and enthusiastic in their subject and in class management. In addition to this, they are understanding and sympathetic to students and their needs. According to this author, it is important, but not sufficient, to be an expert in the subject to be categorized as an effective teacher. Therefore, effective teachers are competent teachers and make their subject relevant, accessible and interesting for students (Ibid, 45).

Arends, Winitzky and Tannenbaum (2001:49-50) also examined teachers' effectiveness in terms of a more broadly defined dispositions (inclination or tendency to act in certain ways) possessed by teachers. These include caring, expectations and collegiality. In addition to this, they stated a summary of four attributes that describe effective teachers of the twenty-first century as follows:

- Effective teachers should have personal qualities that allow them to develop authentic human relationships with students, parents, and colleagues and to create democratic classrooms for students.
- Effective teachers should have positive dispositions toward knowledge. They should command at least three broad knowledge bases: subject matter, human development, learning, and teaching practices.

- Effective teachers should command a repertoire (the mastery of a variety of teaching strategies) of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking and to produce self-regulated learners.
- Effective teachers should be personally disposed toward reflection and problem solving. They should consider learning to teach a life long process in which they learn to diagnose situations and then adapt their professional knowledge to fit those situations (Ibid, 62).

Based on the above-mentioned points, they defined effective teachers as “teachers who have developed a broad repertoire of teaching approaches and consistently produce high achievements among their students” (Ibid).

By acknowledging, the National Board for Professional Teaching Standards that described effective teachers, Sadker and Sadker (2003:112), Eggen, and Kauchak (2006:16) also explained effective teachers with five core propositions as follows. Effective teachers:

- are committed to students and their learning
- know the subjects they teach and how to teach those subjects to students.
- are responsible for managing and monitoring students’ learning.
- think systematically about their practice (eg. by conducting action research) and learn from experiences
- are members of the learning communities.

Anderson (2004: 20-21) also tried to justify teachers’ effectiveness in terms of twelve (12) teachers’ characteristics that are used to measure their effectiveness. These include characteristics related to professionalism (commitment, confidence, trustworthiness and respect), thinking/ reasoning (analytical and conceptual thinking), expectations (drive for improvement, information seeking and initiative) and leadership (flexibility, accountability and passion for learning). In addition, other researchers like Rao and Reddy (2005:39), Elliott, et., al. (2000:9) and Ornstein (1995:41-59) also tried to explain

teachers' effectiveness by giving great emphasis to the knowledge the teacher has on his/her subject matter and general education in addition to the behaviors mentioned by Borich and others.

According to TESO (2003:35) the Ministry of Education has set the following four competencies that teachers of all levels must exhibit:

- a) Competent in producing responsible citizens
- b) Competent in subject(s) and the content of teaching;
- c) Competent in the classroom;
- d) Competent in areas relating to the school and the education system;
- e) Competent in the values, attributes, ethics and abilities essential to professionalism in upholding the professional ethics.

From the presentations made above, it is possible to understand that issues related to teachers' effectiveness covers many aspects, that are called "right things" by Davies (1981:22), which the teacher is expected to do and possess. Hence, on the bases of these "right things" and other similar ones (which will be discussed latter in this chapter) that the effectiveness of a teacher should be judged.

2.2 Qualities (Characteristics) of an Effective Teacher

Several researchers identified various qualities (characteristics) used to describe an effective teacher as can be witnessed easily from the aforementioned discussion that focused on conceptualizing teachers' effectiveness. In this study, the researcher examined teachers' effectiveness in terms of the teachers' subject matter knowledge, the key and catalytic behaviors described by Borich (1988) and some other additional characteristics such as abilities in conducting action research and collaboratively working with the community. Each of these will be discussed in details under the next sub-topics.

2.2.1 Subject Matter Knowledge

Various literatures and research findings reveal that the teacher's knowledge of the subject matter determines largely his/her effectiveness. For instance, Ryan (as cited in Fontana, 1995:385) conducted a research and concluded the importance of subject matter

knowledge in determining teachers' effectiveness. Mathews (1992:205) also indicated that effective teachers are knowledgeable and have a strong general background and understand the subject matter at a high level. Mathews further noted that effective teachers have knowledge of ethnic diversity and recognized racism as well as sexism and know how to deal with them. These teachers, according to Mathews (1992), know how to question, motivate, enrich and stimulate student learning.

By citing the National Board for professional Teaching Standards (2004), Eggen and Kauchak (2006:13); Ruddell (2002:6); Sadker and Sadker (2003:112) as well as Rao and Reddy (2005:16) also stated that effective teachers know the subjects they teach and how to teach those subjects to students. They further explained that an effective teachers.

- have a right understanding of the subject (s) they teach and appreciate how knowledge in their subject (s) is linked to other disciplines and applied to real-world settings;
- know to make subject matter understandable to students and they are able to modify their instruction when difficulties arise;
- demonstrate critical and analytic capacities in their teaching and they develop those capacities in their students (Ibid).

In the same vein, Tucker and Drucker (1988:44-46); Arends, Winitzky and Tannenbaum (2001:59) and MOE (2003:35,96; 2007:6) also forwarded that, a sound knowledge of the subject matter entails a conceptual mastery of the subject, strong analytical skills involved and the ability to communicate well. For these writers, all things educators put in the category of higher-order thinking are the qualities of an effective teacher. By saying so, they clearly underlined that a teacher must know the facts, concepts, basic ideas and generalizations between her/his subject and that of others so as to recognize the organizational principles involved.

As can be seen from the above discussion several research findings and literature indicated the prominent role that subject matter knowledge plays in determining teachers' effectiveness. Hence, subject matter knowledge is one of the major characteristics used to determine teachers' effectiveness.

Although it seems difficult to measure one's subject matter knowledge without using standardized tests, it is possible to examine the teachers' subject matter knowledge based on its indicators. Some of the major indicators of subject matter knowledge, according to Sadker and Sadker (2003: 112) and Eggen and Kauchak (2006:23) are the following:

- maintaining the logical sequences of the subject matter he/she is teaching;
- relating his/her subject(s) to other related subjects;
- maintaining the proper depth and breadth of the subject(s) in accordance with the grade level.
- teaching the subject in an easily understandable manner.

In general research findings show that if a teacher teaches his/her subjects in an easily understandable manner by maintaining its logical sequence, proper depth and breadth and relating it to other related subjects, then students learn more, perform better and achieve more in less time. (Sadker and Sadker, 2003:112; Arends, Winitzky and Tannenbaum, 2001:59; Eggen and Kauchak, 2006:23 and MOE, 2007:4-6).

2.2.2 The Key Behaviors

According to Borich (1988:10-41) research findings reveal that approximately ten (10) teacher behaviors show promising relationships to desirable student performance, primarily as measured by classroom assessments and standardized tests. Five of these behaviors could be termed as key behaviors, which include:

- lesson clarity
- instructional variety
- teachers' task-orientation
- engagement in the learning process
- student success rate

The remaining five behaviors, according to Borich (1988:11) are termed as catalytic or helping behaviors, which will be discussed in detail in the foregoing sub topics. Here, the researcher is planned to discuss in details the first five key behaviors listed above based on different research findings and literatures.

2.2.2.1 Lesson Clarity

Lesson clarity refers to how clear and understandable a presentation is to the class. Being clear means being understood by the learners and may depend as much on what a teacher does prior to teaching a lesson as on what he/she does during the lesson. If one teaches with a high degree of clarity, he/ she will spend less time going over the material. His/her questions will be answered correctly the first time, allowing more time for instruction (Borich, 1988:7-8).

Rosenshine and Stevens (1986) as cited in Arends, Winitzky and Tannenbaum (2001: 54) also reviewed a number of studies and described that there is a significant relationships between teacher's lesson clarity or verbal fluency and students' achievement. Hence, as to them, lesson clarity is one of the indicators of teachers' effectiveness. They further illustrated that teachers who are verbally fluent and who can present their ideas clearly to students are more effective than teachers who are vague (P. 65).

Some of the major indicators of lesson clarify according to Borich are here under.

- Informing the learners about lesson objectives;
- Providing learners with an advance organizers;
- Checking for task-relevant prior learning at the beginning of the lesson and re-teaching, if necessary;
- Giving directives slowly and distinctly;
- Knowing the ability level of the learners and teaching accordingly;
- Using examples, illustrations and demonstrations to explain and clarify the contents of the lesson; and
- Providing a review or summary at the end of each lesson (Borich, 1988:297-300).

Several research findings show that students perform better and achieve more in less time when they are told the lesson objectives early in the instructional sequences (Dubelle, 1986 as cited in Burden, 1995:267; Fisher, 1995: 149 and Borich, 1988:123-124). Furthermore, Borich (1988) added that informing the learner of an objective in advance helps the student organize his/her thinking in advance of the lesson by providing mental

“hooks” on which to hang the key aspects of the teacher’s lesson. As to him, this activates the learning process and focuses it in the direction that is most efficient and conducive for obtaining the required behavioral outcome. Thus, it is one of the indicators of lesson clarity which is the prominent key behavior used to measure teachers’ effectiveness.

It is reported that another indicator of lesson clarity is an advance organizer and it is said that it gives the learner a conceptual preview of what is to come and helps prepare to store label and package the content for retention and later use. In a sense, an advance organizer is a tree-like structure with main limbs that act as pegs, or placeholders, for the branches that are yet to come. Without these limbs on which to hang content, important distinctions can easily become blurred or lost (Borich, 1988:170-171). Ausubel (1963) as cited in Arends (1991:235) also added that advance organizers serve as intellectual scaffolding on which knowledge is built and are used as a means of making information meaningful to students. Therefore, advance organizer is also one indicator to lesson clarity, which can be used for measuring teachers’ effectiveness.

The other major indicator of clarity is checking for task relevant prior knowledge at the beginning of the lesson. Here, it is said that the major purpose of daily review and checking is to emphasize the relationship between lessons so that students remember previous knowledge as a logical extension of content already mastered. Reviewing and checking at the beginning of a lesson also is the most efficient and timely way of finding out, if students have mastered task-relevant prior knowledge sufficiently to begin a new lesson. If not, the missing content can be re-taught (Borich, 1988:148; Rosenhine and Stevens, 1986 cited in Burden, 1995:266; Sadker and Sadker, 2003:92-93 and ICDR, 1999:68-69).

Giving directives slowly and distinctly is also said to be one of the major indicators of clarity. It is believed that giving directions distinctly and slowly help students be clear what they are supposed to do. Otherwise, inundating too much information and directions too fast confuse students (Arends, 1991:171; Burden, 1995: 275; Sadker and Sadker, 2003:92-93).

Knowing the ability levels of the learners and teaching to those levels is another major indicator of clarity. It is suggested that, the work a teacher gives to his/her students to do,

must be properly adjusted to their knowledge and their powers, and to the stage of general development, which they have reached. If the work is too easy, the children have no feeling that is “getting on”. They do not get the satisfaction of over coming difficulties, and so they lose interest. On the other hand if it is too difficult, they will be discouraged. They will lose their faith in their own abilities, and they will lose interest. On the other hand if it is too difficult, they will be discouraged. They will lose their faith in their own abilities, and they will lose interest. They like to be able to do their work well and to “get it right” (Aggarwal, 1996:58; 2001: 71 and ICDR, 1999:69 and MOE, 2007:6).

Another major indicator of clarity is using examples, illustrations, and demonstrations. It is thought that the use of examples is basic to teaching and is a skill commonly used in clarifying explanations. Effective teaching of new concepts, relationships or principles depends on the teacher’s ability to use examples and seek examples from pupils, in such a way as to help to comprehend these new concepts (Perrott, 1982:37; Sadker and Sadker 2003:101 and Arends, 1997:82).

The last but not least indicator of clarity is ending the lesson with review or summary. It is said that summarizing the main points can help students gain a better idea of the content or clarify misunderstanding. The teacher should plan to stop the lesson several minutes before the bell rings to begin the summation. Moreover, the teacher has to make sure that he has every one’s attention beforehand and he/she should avoid merely reiterating the content during the lesson (Rosenshine and Stevens, 1986 cited in Burden, 1995:276 and Burden 2003:184).

In sum, clarity is the precision of teacher’s communication about the behavior. Clarity in teaching helps students understand better, work more accurately, and be more successful. Effective teachers exhibit a high degree of clarity by giving clear and explicit directions, instructions and expectations. If the teachers are constantly asked to repeat questions, directions and explanations, or if students do to understand the teachers’ expectations, then the teachers are not manifesting clarity.

2.2.2.2 Instructional Variety

According to Borich (1988:8) variety refers to the variability or flexibility of delivery during the presentation of a lesson. For instance, it includes use of different (varied) types of methods, using of different instructional aids, displaying of different reading materials, use of spaces, etc. (MOE, 2007:8). Aggarwal (2001: 72) also stated that variety in teaching-learning process refers to using different teaching aids and strategies, which helps the teacher to motivate, and sustained the interests of the learners. As to him variety serves as great tonic for creating fresh environment and checking boredom and lethargy Sadker and Sadker (2003: 102) also share the same concept raised above. They further added that, interest can be maintained by moving from one activity to another during a single lesson.

The following are some of the major indicators of instructional variety according to Borich (1988:300-304). These are:

- Using attention gaining devices;
- Showing enthusiasm and animation through variation in eye contact, voice and gestures;
- Varying mode of presentation (demonstrating, asking questions, independent work);
- Using a mix of rewards and reinforces;
- Varying types of question; and
- Encouraging pupil's participation.

It is reported by some researchers that attention-gaining devices is the first ingredient of a good lesson plan. When the teachers recall that the attention gaining devices with which a lesson begins can take many forms including pictures, audio/video tapes, demonstrations or experiments; or they may be less spectacular, such as posing a challenging questions, presenting a dilemma or bewildering situation, or even bringing about the silence that accompanies a unique or interesting visual display. Beginning a lesson in this manner stimulates the learner differently than he or she has become accustomed to during the

previous activity. Attention gaining devices, therefore, help create natural cycles of highs and lows that make life in classrooms more interesting and less regimented (Borich, 1988:302; Good and Brophy, 2000 cited in Burden, 2003: 106 and Edwards, 2000:368).

In the same vein, Argyle (1970) cited in Perrott (1982:29) also stressed the use of attention gaining in enhancing communication. As to him, attention gaining can be accomplished by the use of verbal statements, specific gestures or movements, or some combinations of the two. These are:

- Verbal focusing: - this involves emphasis of particular words, statements or directions. e.g “Listen to this”, “look at this diagram”, etc.
- Gestural focusing: this consists chiefly of eye movements, facial expressions and movements of head, arms and body. Gesture and movement are important means of communication between teacher and pupil and are used to gain attention as well as to indicate motions (Ibid).

The other indicator of variety is enthusiasm and animations. It is stated that enthusiasm is an expression of excitement and intensity. It is obvious that a teacher who is enthusiastic and vibrant is more entertaining to observe than an unenthusiastic teacher. Teacher enthusiasm, however, has also been related to higher student achievement. Enthusiasm has two important dimensions: interest and involvement with the subject matter, and vigor and physical dynamism. It can be conveyed in a variety of ways, which includes the use of animated gestures, eye contact, voice inflection and movement around the room. Hence, enthusiastic teachers are often described as stimulating, dynamic, expressive and energetic and they are committed to the students and to the subject matter (Borich, 1988:17; Woolnough, 1994:43; Good and Brophy, 2000 cited in Burden, 2003: 179; Eggen and Kauchak, 2006:16).

The next indicator of variety is varying mode of presentation. It is suggested that a teacher varies instructional approaches and presents the subject matter in interesting and novel ways. After capturing students interest at the start of a lesson, the teacher has to maintain interest through varied approaches such as lectures, demonstrations, recitations, practice and drills, reviews, panels and debates, group projects, inquiry approaches, discovery

learning and problem solving, role playing and stimulations, gaming and computer-assisted instructions (Farrant, 1980: 176; Burden and Byrd, 1994 cited in Burden, 1995: 157; Burden, 2003: 119; Eggen and Kauchak, 2006:13).

In supporting the aforementioned ideas, research findings has also indicated that the use of variety in instructional techniques, aid materials, the frequency and variety of reinforcements used, and the types of feedback given to students pay rich dividends in terms of increased student achievement (Brophy and Good, 1986 cited in Borich, 1988:8; Muijs and Reynolds, 2002:3).

Using a mix of rewards and reinforcers are the other indicators of variety. It is suggested that behavior is shaped by its consequences and by what happens to the individual immediately afterward. The systematic use of reinforcers, or rewards, can shape behavior in desired directions (Burden, 1995:52; Aggarwal, 1996:50-51; Edwards, 2000:49)

Similarly, Brophy (1981) as cited in Arends (1991:175) reviewed a massive amount of research on the subject of praise and came up with the guidelines for teachers, which help them to encourage desirable behaviors through granting rewards and privileges to students. As to him, rewards teachers have at their disposal include:

- Points given for certain kinds of work or behavior that can enhance a student's grade;
- Symbols such as goal stars, happy faces, or certificates of accomplishments; and
- Special honor rolls for academic work and social conducts.

The other very important indicator of variety is using various types of questions. It is thought that a question that limits a response to a small number of responses or to a single response is called a convergent, direct, or closed question. This type of question teaches the learner to respond in a limited, restrictive manner and is used at knowledge, comprehension, and application levels of behavioral complexity. Where as a question, that has many right answers or a broad range of acceptable responses is called a divergent questions and it is said to be used at the analysis, synthesis and evaluation levels (Perrott, 1982: 41-42 and Borich, 1988: 8-9).

In addition to this, Borich (1988:209) also reported that a probe is a question that immediately follows a student's response to a question provided for the purpose of:

- eliciting clarification of the student's response;
- soliciting new information to extend or build upon the students response; or
- redirecting or restructuring the student's response in a more productive direction.

Thus, different types of questions are effective at different times according to Borich and Perrott.

Incorporating students' ideas or participation is the last major indicator of variety. It is hoped that teachers should show an interest in students' personal lives that will help students appreciate them as human beings. Moreover, the teacher should also ask students for help and advice when a need actually exists and the students can give valid assistance. Such requests help to break barriers between teacher and students and create a friendlier atmosphere in the classroom. If teachers want to become a positive part of students' pictures of how to best satisfy their needs, they must encourage students to express themselves and then listen carefully to what they say (Borich, 1988:304 and Edwards, 2000:192-193).

Therefore, like that of subject matter knowledge and clarity, variety is also an essential behavior that enhances the teaching- learning process and served as one of the best indicators of teachers' effectiveness.

2.2.2.3 Teachers' Task Orientation

This key behavior refers to how much classroom time the teacher devotes to the task of teaching the subject. It is to indicate that a question of how much material gets presented, learned, and assessed and is crucial as opposed to how much time is delegated to procedural matters. In this regard, researchers have pointed out that classrooms in which teacher-students interactions focus more on intellectual content than on process issues (such as how to use materials or classroom rules and procedures) are more likely to have higher rates of achievement (Evertson and Emmer, 1982, Rosenshine, 1983 and Slavin, 1987 all cited in Borich, 1988:9).

According to Borich (1988:304), some of the chief indicators of being task oriented are the following:

- Developing annual and lesson plans that reflect the curriculum;
- Handling administrative and clerical interruptions effectively;
- Stopping or preventing misbehaviors with a minimum of class disruptions;
- Selecting the most appropriate instructional models for the objectives being taught; and
- Establishing cycles of reviews, feedbacks, and testing (Ibid).

It is stated that having effective task orientation begins with being certain that, what a teacher is teaching coincides with his/her school's curriculum, and a single most effective way of assuring this is to base his/her lesson on the curriculum guide or adopted text for his/her subject or grade (Borich, 1988:305-306 and Burden 1995:126). Similarly, Aggarwal (1996:322) also stated that, one of the most important element in good teaching is good lesson planning. As to him, lesson planning is essentially an "experienced in anticipatory teaching". It is teacher's experience in advance, mental and emotional (Ibid). Research findings have also proved that careful planning provides a source of security and confidence for teachers and also it plays a major role in the directions teachers make when they work with students (Muijs and Reynolds, 2002:3; Anderson, 2004:21; Eggen and Kauchak, 2006:16).

The other chief indicator of teachers' task orientation is handling administrative and clerical interruptions efficiently. It is thought that managing the behavior of students or assisting them in managing their own behavior is a challenging and on-going task for the classroom teacher. In general, if boredom and frustration levels can be minimized and an engaging and supportive learning environment is provided, students will choose to participate actively and positively (Borich, 1988: 306 and Arends, 1997:74).

The other very important indicator of teacher's task orientation is stopping or preventing misbehaviors with a minimum of class disruption. It is believed that appropriate class-control and discipline is one of the most important characteristics of an effective teacher.

Various research findings also revealed that an effective teacher is the one who can control his/her class not through fear or high handedness but by virtue of his/her interest in the learner, good command on the subject matter, and ability to present interestingly and effectively. The learners also appreciate good teaching and cooperate with the teacher in the teaching-learning process (Aggarwal, 1996:57-58; Edwards, 2000:194; Eggen and Kauchak, 2006:17).

Selecting the most appropriate instructional models for the objectives being taught is another major indicator of teachers' task-orientation. It is commented that a teaching model is an overall plan, or pattern, for helping students to learn specific kinds of knowledge, attitudes, or skills. A teaching model has a theoretical basis or philosophy behind it, and encompasses a set of specific teaching steps designed to accomplish desired educational outcomes (Toyce and Weil, 1986 cited in Arends, 1991:11). Borich (1988) on his way also stated that, two broad classifications of learning are factors, rules and action sequences (type 1) and concepts, patterns and abstractions (type 2). He further suggested that type 1 outcomes generally represent behaviors at the lower levels of complexity in the cognitive, affective and psychomotor domains; type 2 out comes frequently represent behaviors at the higher levels of complexity in these domains (p.160).

Establishing cycles of review, feedback and testing is the last indicator of teachers' task-orientation. In other words, it is granted that it involves establishing cycles of weekly and monthly review and testing cycles that are built around clearly definable goals (eg. a test at the end of the month or at the end of each chapter, a review session next week, a demonstration or experiment at the end of the unit, etc) (Borich, 1988:308).

In general, it can be said that, task-oriented teachers are goal oriented, and they plan instructional strategies and activities that support these goals. In addition, task-oriented teachers also have a high, but realistic, set of expectations for their students; plan an appropriate amount of time for lecturing, asking questions, and engage the student in activities directly related to the material that is to be learned. This enables the learners to understand the lessons easily and helps them to enhance their learning and achievements (Borich, 2000 cited in Burden, 2003: 178; Anderson, 2004:22, Eggen and Kauchak, 2006:15).

To make teaching effective and to decide the extent of teachers' effectiveness, the appropriate use of task-orientation alone is not enough. Hence, the next key behavior, which is termed as engagement in the learning process, will be considered since it has also a paramount importance in determining teachers' effectiveness.

2.2.2.4 Engagement in the Learning Process

This key behavior refers to the amount of learning time devoted to an academic subject. It is related to a teachers' task-orientation and to content coverage. A teacher's task orientation should provide students the greatest possible opportunity to learn the material. Distinctively different from the amount of time a teacher devotes to teaching a topic is the time his/her students will be actively engaged in learning the materials. This has been called the engagement rate or the on-task behavior of students (Borich, 1988:9-11). Therefore, engagement rate is the percentage of time devoted to learning when the student is actually on task, engaged with the instructional materials and benefiting from the activities being presented. It has been indicated that although a teacher is task oriented and provides maximum content coverage, the students can be disengaged. This means that they are not actively thinking about, working with, or using what is being presented (Savage, 1991, Marx and Walsh, 1988 all cited in Borich, 1996:17).

According to Borich (1988:308), some of the indicators of engaging students effectively in the learning process are the following:

- Eliciting the desired behaviors;
- Providing opportunities for feedback in a non-evaluative atmosphere;
- Using group and individual activities as motivational aids when necessary;
- Using meaningful verbal praise; and
- Monitoring seatwork and checking for progress (Ibid).

As stated by Borich (1988), there are several ingredients to elicit behavior. One ingredient is that the behavior should be elicited in a non-evaluative atmosphere as much as possible. This will help students feel free to risk creating responses of which they may be unsure but from which they can begin to build a correct response. Any response, however crude or incorrect, can be the basis for learning if it is properly followed by feedback and

correctives. The second ingredient for eliciting student behavior is the use of covert responses. This helps ensure a non-threatening environment, but it also encourages student engagement in the learning task with the least amount of expenditure of time and effort on the teacher's part (Ibid, P. 152).

Providing opportunities for feedback in a non-evaluative atmosphere is another indicator of engagement in the learning process. Here, it is emphasized that feedback should be integrally related to the eliciting activity. A short time between performance and feedback has long been thought to be an essential element of learning since the closeness of the correspondence between performance and feedback is resulted in the occurrence of quick learning. Therefore, providing feedback involves allowing the learner to know the accuracy of his/her elicited responses in a non-threatening and non-evaluative atmosphere (Borich, 1988:137 and Arends, 1997:74). Edwards (2000:369) also added that to remain on-task, students need to know how they are doing and need immediate as well as specific feedback about how they are performing so that they can make quick adjustments. Hence, the teacher needs to provide students with the information they need to continue their work successfully (Ibid).

Using group and individual activities as motivational aids is another indicator of engagement in the learning process. According to Borich (1988:139), both group and individual activities are essential in different circumstances. For instance, individual works are recommended to develop the students' sense of independence, to address their individual needs and learning pace, etc. Group activities are also recommended to encourage team learning, collaboration and learning from each other (Ibid). By supporting the above ideas, Farrant (1980:117) also said that what the pupil does in the lesson is more important than what the teacher does. Thus, all human beings learn better through activities and personal involvement.

Using meaningful verbal praise is another indicator of engagement in the learning process. It is noted that the most efficient means for motivating and engaging students in the learning process is the use of praise and encouragement. Surprisingly, the use of praise occupies relatively little class time of most teachers. Research findings also reported that, on the average, only 2 percent of a teacher's days is devoted to any kind of

praise (Borich, 1988:224 and Edwards, 2000:241). Several other research findings have also shown that praise is effective only when it is used under certain conditions and in particular, ways and that too much praise, or praise that is used inappropriately, did not promote student learning (Brophy and Evertson, 1974; Stallings, 1976 all cited in Arends, 1997:74).

The last indicator of engagement in the learning process is monitoring the seatwork. Research findings indicated that effective seatwork is an essential ingredient in keeping student on task. The teacher has to make proper transitions from preceding learning activities and seatwork by helping students to know precisely what to do and make the necessary materials readily available. Then, once students begin their work, it is critical to monitor them (Brophy and Alleman, 1991 cited in ICDR, 1999:87; Edwards, 2000:369).

In general, engagement in the learning process is the behavior that is related to student achievement and it is the amount of learning time devoted to an academic subject. The other key behavior that has its own role in determining teachers' effectiveness is termed as moderate-to-high success rate and it will be emphasized here under.

2.2.2.5 Moderate- to- High Success Rate

According to Borich (1988:11), this key behavior refers to the rate at which students understand and correctly complete exercises. It has been indicated by Ruddell (2002:5) and others that a crucial aspect of the research on task orientation and student engagement has been the level of difficulty of the material presented.

In these studies, level of difficulty was measured by the rate at which students understood and correctly completed exercises. Accordingly, these levels of difficulties are the following.

- **High success**, in which the student understand the task and makes only occasional careless errors;
- **Moderate success**, in which the student has partial understanding but makes some substantive errors; and
- **Low success**, in which the student does not understand the task at all (Borich, 1988:11).

The main indicators of students' success according to Borich (1988:312) are the following:

- Establishes annual and lesson origination that reflects task relevant prior learning;
- Administrators correctives immediately after initial responses;
- Divides lessons in to small, easily digestible pieces;
- Plans transitions to new content in small, easy-to-grasp steps;
- Establishes momentum (eg. Pacing and intensity gradually built toward major milestones).

Establishing unit and lesson organization that reflects task-relevant prior learning is the first indicator of student-success rate in which it is focused on arranging the lessons in a sequence that works for, not against, the teacher. Thus, task-relevant prior knowledge taught earlier should be placed immediately preceding or as close in time as possible, to the lesson or lessons in which hit will be needed. Therefore, effective unit planning (making each lesson work for the teacher by arranging a sequence of instruction that gradually builds in a logical and systematic order to his/her unit outcomes) is necessary to secure moderate-to high success rate during guided and independent practices (Borich, 1988:312-314).

The other indicator of moderate-to-high success rate is administering correctives immediately after initial response. It is stated that, the time between practice and feedback has long been considered by educational psychologists to be one of the most important elements of learning. Accordingly, the longer feedback is delayed, the less likely it is to influence the learners' performance or subsequent attempts to produce the behavior. In order for the learner to link the teacher's feedback to his/her image of the response, the correctives must immediately follow (Borich, 1988:314; Burden, 1995:161 and Aggarwal, 1996:281).

Dividing lessons into small, easily digestible pieces is the other indicator of student success rate. Several research findings revealed that even the dullest students can learn as effectively as the brightest students, if the subject matter is presented to them in suitable small steps. Hence, the teachers should divide the tasks to be learnt in to very small steps and asks students to learn one small step at a time and sequentially learn all steps and this

enables the teacher to maintain moderate-to-high students' success rate (Aggarwal, 1996:280-281).

The next indicator of student-success is planning transitions to new content in small, easy-to-grasp steps. It is reported that establishing moderate-to high success rate involves the necessary transition with in and between lessons content. Therefore, the teacher will need to organize unit and lesson contents in ways that establish some overarching themes that can interconnect different parts of a unit or an extended lesson (Borich, 1988:351). Various scholars also stated that transitions are movements from one activity to another and should be smooth that allow one activity to flow in to another without any breaks in delivery. Accordingly, approximately 15% of the classroom time is said to be devoted to transitions (Arlin, 1979, Doyle, 1984, Smith, 1984 and Rosenshine, 1980 all cited in Burden, 1995:271).

The last indicator of moderate-to-high success rate is establishing momentum, which is also known as the lifeblood of all effective teachers since it, is considered as lifeblood of any conductor. Several studies revealed that momentum is established by varying the pace at which stimuli are presented during the process of reaching a climax or key event. Therefore, momentum can be accomplished in teaching, first by establishing cycles of weekly or monthly review, feedback and testing, and then by gradually increasing pace and intensity as the time for the major event draws near (Borich, 1988:317; Burden, 1995:270 and Burden, 2003:173).

Overall, moderate-to-high success rate is one of those key behaviors that enhance teachers' effectiveness. Moderate-to-high success rate will produce mastery of the lesson content and provide an opportunity for students to apply learned knowledge in some practical ways (eg. Answering questions, problem solving, etc). Thus, if teachers devote sufficient time to this stage of learning, it will be found crucial for students and for those who may be slow learners. Hence, to judge teachers' effectiveness only based on these key behaviors is not sufficient as mentioned earlier. Therefore, paying great attention to helping (catalytic) behaviors and other teachers' qualities is also essential. Accordingly, the five catalytic (helping) behaviors will be discussed briefly here under.

2.2.3 The Catalytic /Helping Behaviors

As has been described by Borich (1988:4-17) of the ten teachers' behaviors that have relationships with teachers' effectiveness, five of them are termed as catalytic (helping) behaviors and can occur in various mixtures to help implement the key behaviors discussed above, these includes:

- Using of students ideas and contributions;
- Structuring;
- Questioning;
- Probing; and
- Enthusiasm

Using of students ideas and contributions is one of the catalytic behaviors that refers to acknowledging, modifying, applying, comparing and summarizing students' statements. Research findings indicated that any one of these activities could be useful in achieving one or more of the key behaviors since the key behaviors are affected by how and when the helping behaviors are applied (Borich, 1988:12 and Flander as cited in Borich, 1988:12). Thus, the use of students' ideas can increase the clarity and variety of a lesson as well as promote student engagement in the learning process (Ibid and Ruddell, 2001:6).

Structuring is also another catalytic behavior that refers to teacher comments made at the start or end of a lesson for the explicit purpose of organizing what is to come or summarizing what has gone before. When used prior to an instructional activity or question, structuring provides an advance organizer for students and aids their understanding as well as retention of activity or question. Structuring reinforces learned contents and places it in its proper relation to other contents. Therefore, structuring is also useful for increasing the applications of the key behaviors (Borich, 1988:13).

Questioning is also another important helping behavior since the art of questioning is one of the most important skills for a teacher. For instance, the variety a teacher conveys to her/his students is determined to large measure, by his/her flexible use of questions. In addition to this, questions are also a means of engaging students in the learning process by

According to Ayalew (2002:71), MOE (2003:35and96, 2007:1) and Eggen and Kauchak (2006:13) the teachers performance in conducting educational research (action research) and using its results (findings) effectively to improve the day-to-day activities of teaching-learning process is also one of the important qualities of an effective teacher. As to them, teachers conduct researches to identify the problems in their work and to find solutions to these problems. Thus, effective teachers critically examine their practice through action research and seek continual professional growth.

The other important quality of an effective teacher according to Eggen and Kauchak (2006:13) and MOE (2003:35and96, 2007:1) is the relationship the teacher has with the community. They described that, effective teachers are members of the learning communities in which they contribute to the effectiveness of the school, and work collaboratively with their colleagues. In addition to this, effective teachers evaluate school progress, use community resources such teachers are also work collaboratively with parents, and they involve parents in school activities (Ibid).

As has been mentioned earlier, teachers' effectiveness can be determined by various ways since it varies with varying context and atmosphere. Nevertheless, for this study all the aforementioned qualities/characteristics are taken it to consideration while examining their effectiveness. Next, the factors that hinder/promote teachers' effectiveness will be discussed briefly.

2.3 Some Factors that Affect (hinder/ promote) Teachers' Effectiveness

In the preceding sections, an attempt has been made to review aspects related to effective teaching and teachers' effectiveness including the equalities/ characteristics of an effective teacher. However, it is worthy to note that teachers' effectiveness is also influenced by several factors. In fact, the factors that affect teachers' effectiveness is varied and complex enough. As stated by UNESCO (1990) for instance, in sub Saharan countries factors such as knowledge of the subject matter, pedagogical skills and motivation are acutely affecting teachers' effectiveness and effective teaching. Therefore, some of the factors that influence teachers' effectiveness which include teachers' attitude

towards the profession, teachers' experiences, availability of instructional materials and support from the school are briefly discussed hereunder.

2.3.1 Teachers' Attitude towards the Profession

Educators and researchers agree that the teachers' negative attitude toward teaching profession has been one of the variables that hinder their effectiveness. In views of this for instance, Pratt (1980:419) expressed that a new educational program can succeed only if teachers accept it. Other researchers like Arends and his colleagues (2001:64) and Anderson (1995:74); Darge (2000:80-85) and MoE (2002:11-12) also explained that teachers' attitude towards teaching profession greatly affects their effectiveness. As to them, effective teachers' have positive attitudes towards their profession and work with their colleagues in the schools and with parents of the students. Hence, having a negative attitude towards the profession has great impact on teachers' effectiveness.

2.3.2 Teachers' Experience

Theoretically, it is assumed that a rich background of teaching experience increases teachers' ability to teach effectively. Results of intensive study in the area indicate the positive correspondence of teachers' teaching experience and their actual performance in the classroom (Eggen and Kauchak, 2006:57). Regarding this, Husen, et al. (1984:2627) has cited many studies, which show the positive influence of experience on classroom performance. They further noted that, all other things being equal, it is generally agreed that a teacher gains skills through experience and that the more experienced teacher is the more effective teacher.

2.3.3 Availability of Instructional Materials

Several literatures and research findings reveal that availability of instructional materials has an adverse effect on the quality of education in general and teachers' effectiveness in particular. For instance, MOE (2002: 113), and Amare (1999:55) described that availability of instructional materials determine the quality of education and teachers' effectiveness. Chapman and Mahlak (1997:6) also mad the significant discovery that inadequacy of instructional materials negatively affects the effectiveness of teachers and

quality of education in developing countries. Hence, availability of instructional materials is also one of the factors that influence teachers' effectiveness.

2.3.4 Support from the School

Another factor, which is equally important for the success of a teacher, is the support provided by the school personnel. In view of this, writers such as Good and Brophy (2000) cited in Burden (2003:105) and Pratt (1980:430-437) stated that the school principals, and other auxiliary school personnel's (eg. School pedagogical center workers and department heads) are the key figures in blocking or promoting teachers' effectiveness. Thus, these school personnel's have direct responsibility to work together with the teacher and this had its own role on teachers' effectiveness.

In general, teachers' effectiveness can be influenced by these and other remaining factors and having an understanding on these factors is crucial in dealing with teachers' effectiveness.

CHAPTER THREE

3. DESIGN AND METHOD OF THE STUDY

As mentioned earlier the main purpose of this study was to examine the effectiveness of preparatory origin secondary school teachers in North Shewa Zone when seen in light of the key and catalytic behaviors, subject matter knowledge and other related variables. Moreover, these behaviors are also incorporated into the teachers' performance evaluation rating scales used in secondary schools (MOE, 2007:7-11). Researchers agreed that the method to be employed in a research is governed by the nature of the problem to be investigated. That is, the type of the information needed determines the methods to be employed. Among the different types of research methods, survey method is more appropriate to collect information on behaviors, social conditions, economic aspects, attitudes and opinions, factual and explanatory issues, etc (Burton, 2001:13, Creswell, 2003:154, Best and Kahn, 2003:294; Cohen and Manion, 1994:83). Therefore, for this particular study that focuses on examining the effectiveness of preparatory origin secondary school teachers, survey method was adopted.

3.1 Sources of Data

The main sources of data for this investigation were students, preparatory origin teachers and their senior colleagues, department heads, vice principals and principals of secondary schools in North Shewa Zone of Oromia Region. In addition, data obtained through classroom observation was also used.

3.2 Sampling Techniques

Of the different types of sampling techniques that can be used in survey method, simple random sampling method was employed to select six secondary schools (listed in table 3.2.1) from 21 secondary schools in the specified zone. Moreover, stratified sampling technique was used to select 300 students from the total population of students found in the selected secondary schools. Sixty (60) senior colleagues (teachers) were selected using stratified sampling techniques from the selected secondary schools. Stratification was needed:

- to include students with different academic performances and sexes.
- to maintain fairness in representation since the numbers of teachers and students varies from school to school.

In addition to this, all the department heads, vice principals and principals in the selected schools were taken. Classroom observation was also conducted in a randomly selected classrooms occupied by these preparatory origin teachers within the selected secondary schools. Accordingly, a total of 30 classrooms (in which five of them were selected from each of the six selected secondary schools) were observed. A short and brief interview was also conducted with teachers whose performances were observed in the classroom after the classroom observation was made.

3.2.1. General Information about the Respondents

This part presents the general information about the respondents in terms of their schools and the instruments they subjected to (with the planned and achieved numbers).

Table 1 General Information about the Respondents in terms of Their School and Types of Instruments They Subjected to (with the planned and achieved numbers)

No	Names of Sampled 2 ^{ndary} schools	Types of Instruments the respondents subjected to					
		Form 01 questionnaires		Form02 questionnaires		Form 03 observation checklist	
		Planned	Achieved	Planned	Achieved	Planned	Achieved
1	Aleltu	11	10	25	25	5	5
2	Chancho Aba Geba	21	18	51	50	5	5
3	Fitche	34	32	63	63	5	5
4	Gerbe Guracha	32	32	62	62	5	5
5	Muke Turi	14	12	45	40	5	5
6	Sendafa	26	26	54	49	5	5
	Total	138	130(94.2%)	300	289(96.3%)	30	30(100%)

As can be seen from table 1 above, the quantitative data (data gathered through close ended questionnaires and observation checklists) were gathered from senior colleagues of the preparatory origin teachers (POTs), department heads, vice principals and principals

through “Form 01” questionnaire, from student through “Form 02” questionnaire and classroom observation through “Form 03” observation check lists. The table also shows what was planned to provide their response to the instruments used and what was actually achieved. Accordingly, out of the 138 sampled respondents administered to “Form 01” questionnaires, 130 (94.2%) of them filled in and returned the questionnaires on time. Of the 300 respondents (students) administered to “Form 02” questionnaires, 289(96.3%) of them filled in and returned the questionnaires on time. Moreover, to substantiate the results from questionnaires, classroom observation was also planned to conduct in 30 randomly selected classrooms occupied by these preparatory origin teachers and 30 (100%) of them were also conducted as planned. In addition to this, interview was also conducted on certain issues with these observed teachers after their actual performance was observed in the class room. Therefore, the analysis of the data will be done based on the achieved respondents (not on planned one) which include:

- 130 (94.2% of the planned) respondents for questionnaire “Form 01”
- 289 (96.3% of the planned) respondents for questionnaires “Form 02”
- 30 (100% of the planned) classroom observations for observation checklists “Form 03”.

3.3 Methods of Data Collection

The main methods of data collection used in this study were questionnaires, interviews and classroom observation and they are discussed hereunder.

3.3.1 Questionnaires

As stated by Best and Kahn (2003:300-301), a questionnaire is used in educational research to obtain information about certain conditions and practices, and to inquire into opinions and attitudes of individuals or groups. In addition to this, a questionnaire requires less time, less expense, and permits the collection of data from a much larger sample as compared to other data gathering instruments.

Based on that, the researcher has made of questionnaires (Forms 01 and 02) having both close-ended and open-ended questions. The first one (Form 01) was used to gather

Tafo Secondary schools). Based on the comments provided by professionals and the results obtained from pilot study, some amendments were made on the questionnaires. “Form 02” questionnaire was translated in to Afan Oromo from “Form 01” questionnaire by me and it was proof read and checked by two professionals who have good proficiency in both languages (Afan Oromo and English). Finally the questionnaires were duplicated and distributed to the respondents after the necessary amendments were made.

3.3.2 Interview

Interview makes possible to measure what a person knows (knowledge), what a person likes or dislikes (values and preferences) and what a person thinks (attitude and opinion) by providing access to what is inside a person’s mind (Cohen and Manion, 1994:271-273; Best and Kahn, 2003:32-33). Accordingly, the researcher used interview to collect additional information from the preparatory origin teachers them selves to substantiate data gathered through questionnaires and classroom observation. Therefore, about five main questions were identified and prepared as interview guide and used by the interviewer while conducting an interview. The developed questions focused on:

- The successfulness/unsuccessfulness of preparatory origin teachers,
- The challenges/problems they face in performing their professional duties,
- The extents to which the pre-service training they attended, helped them in overcoming these challenges,
- Their future career plan, and
- Their suggestions to improve teacher competences in general.

Moreover, as described earlier this instrument (interview guide) was also pilot tested and slight modifications were also made on it. In addition to this, issues focused on ethical aspects (e.g asking permission, right to privacy protecting from harm, e.t.c) were also clearly addressed by the interviewer (researcher) himself before starting interview in each case.

3.3.3 Observation Checklists

Questionnaire and interview methods rely on self-report by the respondents and some times information bias may be created (Gall, Borg and Gall, 1996:328). For these writers, observation of the behavior and the environment being studied may fill this gap of information if used properly. It is on the bases of such facts that the researcher used observation checklists. According to Best and Kahn (2003:297) in recording information gained through observation, a number of devices have been extensively used which include checklists, rating scales, score cards, and scaled specimens. For these writers, these devices provide systematic means of summarizing or quantifying data collected by observation.

Regarding the items included under this observation checklist, all the 37 close-ended items from "Form 01" questionnaires were taken as it is with the alternative levels of effectiveness. This instrument was also judged by professionals and pilot- tested in relation with the questionnaires. After improvements, they were used in actual observation sessions conducted on 30 randomly selected classrooms from the secondary schools identified as samples (five from each school). These observed classes were the ones occupied by the preparatory origin teachers (POTs). For more information please see the appendices.

3.4 Methods of Data Analysis

As stated earlier, data were collected through questionnaires, interviews and observation checklists. Accordingly, quantitative data collected through close-ended questions of the questionnaires and observation checklists were systematically coded, tabulated and organized. The remaining data gathered through open-ended questions of the questionnaires and interview were also categorized by themes based on the research questions and ideas used in theme formation. Then, the tabulated and organized quantitative data were analyzed using frequency counts, percentages and mean scores. These techniques were selected based on the natures of data and basic research questions. Frequency counts and percentages were used to determine the extent of effectiveness of

these teachers in performing the individual indicators of effectiveness (each item). On the other hand, mean scores of the alternative levels of effectiveness was used to justify the aggregate level of effectiveness of these teachers when examined in terms of the behaviors /qualities identified as the whole- sum effect of each of the specific indicator. Thus, mean/average scores were used to judge the effectiveness of these teachers when examined in terms of the key behaviors.

The qualitative data obtained through open-ended questions of the questionnaires and interview were analyzed qualitatively by describing (narrating) the ideas provided based on the themes formed to substantiate the quantitative data and to answer the un answered basic questions.

Conclusions were also drawn from what was analyzed and interpreted to answer the basic questions raised under the statement of the problem. Finally, possible and general as well as pragmatic suggestions were forwarded by integrating the suggestions raised by respondents based on the conclusions.

3.5 Ethical and Validity Issues

As far as ethical issues are concerned, all possible considerations were made to minimize if not possible to eliminate the problems totally. For instance, Denzin and Lincoln (1994) and Creswell (2004:63-67) describe that full attention should be given for ethical issues. Creswell further justified that ethical concerns revolved around the topics of informed consent, right to privacy, protection from harm, etc should get an emphasis by researchers while conducting a research. Accordingly, the researcher formulated a set of ethical principles for the research and informed the participants before each data gathering activity (For further information please visit the issues addressed on each instruments from the Appendices).

Regarding the validity issue, the researcher conducted a pilot study on two secondary schools in the zone under study but not included under sampled schools (namely Sululta and Lege Dadi-Lege Tafo Secondary schools) to check the workability of the instruments. In addition to this the instruments were commented by two curricular professionals in the department. Based on the comments and the results of the pilot study slight amendments or modifications (e.g on the levels of effectiveness and some indicators of subject matter

knowledge) were made on the instruments used for data gathering. In addition the necessary orientations (on how to fill the questionnaires and the meaning of preparatory origin teachers) were given for assistant data collectors by the researcher and frequent follow up was also made by him.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATIONS OF DATA

As stated earlier the main purpose of this study was to examine the effectiveness of preparatory origin secondary school teachers in North Shewa Zone of Oromia Region. Accordingly, data were collected from different sources using two types of questionnaires, classroom observations/observation checklists and interview. Hence, this chapter deals with the analysis and interpretations of these data. The analysis was done based on the research questions raised under the statement of the problem and they serve as a base of theme formation in the analysis. Under each theme results obtained from close ended questionnaires and classroom observation (through observation checklists) were analyzed quantitatively by using frequency counts, percentages and mean scores. Responses from open-ended questionnaires and interviews were analyzed qualitatively to answer the unanswered basic questions and substantiate the results from quantitative analysis.

4.1 The Effectiveness of Preparatory Origin Teachers (POTs) in terms of Their Subject Matter Knowledge

Researches conducted by various scholars, for instance, Ryan (cited in Fontana, 1995:385), Mathews (1995:205); Darge (2000:80-86) and Rao and Reddy (2005:16) revealed that teachers' knowledge of the subject matter determines to a great extent his/her effectiveness. According to these scholars, subject matter knowledge plays a prominent role in determining teachers' effectiveness. Hence, subject matter knowledge was taken as one of the major characteristics/ qualities used in examining the effectiveness of the preparatory origin teachers (POTs). Accordingly, this part discusses about the effectiveness of these teachers when seen in light of their subject matter knowledge by portraying the data obtained from different sources.

Table 2. Responses of Senior Colleagues, Department Heads, Vice Principals and Principals Regarding the Effectiveness POTs in terms of Their Subject Matter Knowledge

Key b/rs	Indicators of Teachers' Effectiveness	Levels of Effectiveness Ratings					Σ	\bar{X}	
		4	3	2	1	Total			
Subject Matter Knowledge	1. Maintaining the logical sequences of the subject mater	f	40	60	30	-	130	400	3.08
		%	30.77	46.15	23.08	-	100		
	2. Relating his/her subject(s) to other related subjects	f	37	55	37	1	130	388	2.99
		%	28.46	42.31	28.46	0.77	100		
	3. Maintaining the proper depth of the subject(s) in accordance with the grade level	f	35	57	38	-	130	387	2.98
		%	26.92	43.85	29.23	-	100		
	4. Maintaining the proper breadth in accordance with the grade level	f	31	61	38	-	130	383	2.95
		%	23.85	46.92	29.23	-	100		
	5. Teaching his/her subject(s) in an easily understandable manner	f	31	56	43	-	130	378	2.91
		%	23.85	43.07	33.08	-	100		
Average of Mean Scores								2.98	

Note that: through out all the tables' f-stands for frequency given in No, 4- indicates "competent enough", 3- indicate "partially competent", 2- indicates "incompetent", 1-indicates "undecided"

As can be seen from table 2, the effectiveness of the POTs in their subject matter knowledge (as measured through the indicators listed on items 1-5 above) was reported to be partial by a relatively larger proportions of the respondents (i.e. 46.15%, 42.31%, 43.85%, 46.92% and 43.07% respectively). Moreover, of the remaining respondents, large percentages of them indicated that these teachers are incompetent in their subject matter knowledge (i.e. 23.08%, 28.46%, 29.23%, 29.23% and 33.08% respectively). On the contrary, the rest of the respondents replied that these teachers are competent enough in their subject matter knowledge (i.e. 30.77%, 28.47%, 26.92%, 23.85% and 23.85% respectively).

Furthermore, the mean scores computed for each indicator also shows that these teachers are partially effective (i.e. 2.98 which is in the interval of or closer to 3 point along the scale).

In addition to this, the respondents were also asked to mention some of the factors that affect (hinder/promote) the effectiveness of these teachers on the open-ended parts of the questionnaire and they indicated subject matter knowledge as one of the hindering factors. Regarding this one of the respondent senior teacher stated the following.

When seen in general, the preparatory origin teachers are not competent enough (either they are partially competent or incompetent) in their subject matter knowledge. They do not have deep understanding of the subjects they teach. Some times they face problems in answering questions raised from their students regarding the subjects they teach. Since the current teacher training program gives emphasis to the practical (practicum) courses, courses focusing on the subject matter got less emphasis which in turn resulted in less effectiveness of these teachers in their subject matter Knowledge.

From such facts, it is possible to deduce about the effectiveness of these teachers as either partially effective or less effective in their subject matter knowledge. However, this partial effectiveness could be related to various factors. Regarding this, the respondents stipulated that the recruitment criteria used for selection of candidates in to teacher education programs, shortage in the pre-service training years, and negative attitudes towards teaching profession negatively affects the effectiveness of these teachers in their subject matter knowledge. The study, made by the taskforces from College of Education, AAU and other higher education institutions in 2008 also support this idea (AAU, 2008:47). Regarding this same issue, the views of students is presented as in Table 4.1.2

Table 3. Responses of Students Regarding the Effectiveness of POTs in terms of Subject Matter Knowledge

Key b/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Subject matter knowledge	1. Maintaining the logical sequences of the subject mater	f	96	131	62	-	289	901	3.12
		%	33.22	45.33	21.45	-	100		
	2. Relating his/her subject(s) to other related subjects	f	82	129	78	-	289	871	3.01
		%	28.37	44.64	26.99	-	100		
	3. Maintaining the proper depth of the subject(s) in accordance with the grade level	f	72	141	76	-	289	863	2.98
		%	24.91	48.37	26.30	-	100		
	4. Maintaining the proper breadth in accordance with the grade level	f	82	130	77	-	289	872	3.02
		%	28.37	44.98	26.65	-	100		
	5. Teaching his/her subject(s) in an easily understandable manner	f	81	125	82	1	289	864	2.99
		%	28.03	43.25	28.37	0.35	100		
	Average of Mean Scores								3.02

Table 3 shows that about 45.33%, 44.64%, 48.37%, 44.98% and 43.25% of the respondents for each indicator of the subject matter knowledge pointed out that the POTs are partially competent. Of the remaining respondents on the other hand, relatively large proportions of them replied that these teachers are competent enough in their subject matter knowledge as assessed through the same indicators (i.e. 33.22%, 28.37%, 24.91%, 28.37% and 28.03%). However, the ideas raised by almost all of these respondents on the open-ended question part of the questionnaire contradict with the ideas of the second groups of respondents (i.e. the group that replied the “effective enough” of the POTs). This is to say that, even though they rate the POTs as effective enough in their subject matter knowledge, they wrote so many limitations these teachers have in relation to their subject matter knowledge on the open-ended question (see question No. 38 of “Form 02” questionnaire). For instance, most of the student respondents raised that the preparatory origin teachers in general lack deep subject matter knowledge, do not know the subjects

they teach much better than whom they taught, can not teach their subjects in an easily understandable manner, can not relate their subjects to other related subjects, etc.

In addition, the mean scores of each of the indicators of subject matter knowledge imply that these teachers are partially effective (3.02) which is found in the interval of 3 point along the scale.

From these, it is possible to summarize that the preparatory origin teachers are partially effective in terms of their subject matter knowledge.

As stated earlier in the above sub-topics the partial/less effectiveness of these teachers in their subject matter knowledge can be associated with various factors. With this regards, the student respondents also pointed out that shortage in the duration of the training years, recruitment criteria, negative attitude towards teaching profession and others are some of the reasons for their partial effectiveness in their subject matter knowledge. To examine the issue further, the results obtained from classroom observation are discussed as follows.

Table 4. Results from Classroom Observation on the Effectiveness of POTs in terms of Subject Matter Knowledge

Key b/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Subject matter knowledge	1. Maintaining the logical sequences of the subject mater	f	5	14	11	-	30	84	2.80
		%	16.67	46.67	36.67	-	100		
	2. Relating his/her subject(s) to other related subjects	f	1	16	13	-	30	75	2.50
		%	3.33	53.33	43.33	-	100		
	3. Maintaining the proper depth of the subject(s) in accordance with the grade level	f	4	13	13	-	30	81	2.70
		%	13.33	43.33	43.33	-	100		
	4. Maintaining the proper breadth in accordance with the grade level	f	4	12	14	-	30	80	2.67
		%	13.33	40.00	46.67	-	100		
	5. Teaching his/her subject(s) in an easily understandable manner	f	3	14	13	-	30	80	2.67
		%	10.00	46.67	43.33	-	100		
Average of Mean Scores								2.67	

It is clearly observable from Table 4 that, of the observed teachers, larger proportions (except for the 4th item) of them were rated as partially effective in their subject matter knowledge (i.e. 46.67, 53.33%, 43.34%, 40.00% and 46.67%). Of the rest again, high percentages of these teachers were rated as ineffective in their subject matter knowledge (i.e. 36.67%, 43.33%, 43.33%, 46.67% and 43.33% respectively). On the other hand, only the remaining few in number were rated as effective enough. The computed mean scores of each of the indicators (i.e. 2.80, 2.50, 2.70, 2.67 and 2.67) as well as the average mean (i.e. 2.67) also show the partial effectiveness of these teachers since they are closer to 3 point along the scale.

Thus, results from classroom observation also revealed generally that these teachers are partially effective in their subject matter knowledge. In addition to this, the responses from the interview conducted with the observed teachers also support the above point in which some of these ideas are quoted as follows.

One teacher said that:

Pedagogically we are better than the former teachers (old curriculum teachers) but in subject area we need extra training to equip our selves with the necessary content area knowledge in addition to reading intensively other reference materials. (20/03/2008)

Another teacher also added that:

Most of the teachers who teach with the help of plasma are reluctant to read even the subjects they teach since their class was dominated by plasma. Rather they teach their students based on what was transmitted through plasma only and this hinders their deep understanding of the subject matter knowledge. (19/03/2008)

In general, from the points discussed above, one can understand that as assessed in terms of subject matter knowledge the POTs are partially effective. This partial effectiveness in the subject matter implies that the teachers under study have limitations or weaknesses in maintaining the logical sequences, proper depth and breadth of the subject(s) they teach; in relating their subjects in an easily understandable manner. This means that these teachers lack strong general background and deep understanding in the subject matter they teach which enable them to make the subjects relevant, accessible and interesting for students. This could be due to several reasons that extends from recruitment of the candidates, via the pre-service training they attended and the condition in which they are expected to work. Irrespective of this, several research findings and the literature reviewed in chapter two indicated that subject matter knowledge is among the essential qualities in having effective teachers.

4.2 The Effectiveness of Preparatory Origin Teachers in terms of Lesson Clarity

As stated by Borich (1988: 7-8); Darge (2000:80); Stevens and Rosenshine (1986) as cited in Arends, Winitzky and Tannenbaum (2001:54), lesson clarity is also one of the most important qualities used in assessing teachers' effectiveness. According to these writers, there is a significant relationship between teacher's lesson clarity and students' achievement. They further illustrated that teachers who are verbally fluent or who can present their ideas clearly to students are more effective than teachers who are vague.

Thus, the effectiveness of these teachers as examined in terms of lesson clarity through its seven indicators will be discussed hereunder based on the data obtained from different sources.

Table 5. Responses of Senior Colleagues, Department Heads, Vice Principals and Principals on the Effectiveness of POTs in terms of Lesson Clarity

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Clarity	6. Informing the learners about the lesson objectives	f	31	60	39	-	130	382	2.94
		%	23.83	46.15	30.00	-	100		
	7. Providing learners with an advanced organizer	f	30	56	43	1	130	375	2.88
		%	23.08	43.07	33.08	0.77	100		
	8. Checking for task relevant prior learning at the beginning of the lesson	f	31	48	51	-	130	370	2.85
		%	23.85	36.92	39.23	-	100		
	9. Giving directives slowly and distinctly	f	28	55	44	3	130	368	2.83
		%	21.54	42.31	33.84	2.31	100		
	10. Knowing the ability levels of learners and teaching slightly above learners' current level of functioning	f	24	63	43	-	130	371	2.86
		%	18.46	48.46	33.08	-	100		
	11. Using examples, illustrations or demonstrations to explain and clarify contents in text	f	31	60	39	-	130	382	2.94
		%	23.85	46.55	30.00	-	100		
12. Providing review or summary at the end of each lesson	f	37	57	36	-	130	391	3.01	
	%	28.46	43.85	27.69	-	100			
Averages of Mean Scores								2.90	

As can be seen from Table 5 above, relatively larger proportions (i.e. 46.15%, 43.07%, 36.92%, 42.31%, 48.46%, 46.55% and 43.85% respectively for items No 6-12) of the respondents replied that the preparatory origin teachers in the specified zone are partially competent as examined in terms of clarity through the seven indicators listed above. Besides this, of the rest respondents again, great numbers of them pointed out the ineffectiveness of these teachers in terms of clarity (i.e. 30.00%, 33.08%, 39.23%, 33.84%, 33.08%, 30.00% and 27.69%). The remaining respondents on the other hand, indicated that these teachers are competent enough as assessed in terms of clarity.

Moreover, ideas raised by these respondents on the open-ended questions (e.g. Q.No.38) envisaged the ineffectiveness of these teachers. One of the respondents wrote the following.

These teachers have problems in using the medium of instruction (i.e. English language) in a proper manner and they face difficulty in presenting the lessons to their students.

In addition to this, the mean scores of each of the indicators of clarity and its grand mean also show that these teachers are partially effective (i.e. all the mean scores are in the interval of or closer to 3 point along the scales of effectiveness).

Thus, the above discussed evidences indicated that the preparatory origin teachers in North Shewa Zone are partially effective in their clarity. As reported by these respondents this could be due to the hindering factors that include lack of experiences, limitations in language proficiency from the very beginning and lack of interest that emerged from the developed negative attitudes towards this profession. Regarding this issue, the recent study conducted by taskforces from AAU and other HEIs (2008:47) indicated that the students' entry behavior (low achievers and disinterested) are among the factors that negatively affect the implementation of the current integrated model of teachers education programs which aimed at producing qualified and competent teachers. Next, data gathered from students regarding the same issue will be discussed.

Table 6. Responses of Students Regarding the Effectiveness of the POTs in terms of Lesson Clarity

Key B/rs	Indicators of Teachers' Effectiveness	Levels of Effectiveness					Σ	\bar{X}	
		4	3	2	1	Total			
Clarity	6. Informing the learners about the lesson objectives	f	68	115	106	-	289	829	2.87
		%	23.5	39.79	36.68	-	100		
	7. Providing learners with an advanced organizer	f	76	131	82	-	289	861	2.98
		%	26.30	45.33	28.37	-	100		
	8. Checking for task relevant prior learning at the beginning of the lesson	f	63	125	101	-	289	829	2.87
		%	21.80	43.25	34.95	-	100		
	9. Giving directives slowly and distinctly	f	83	122	83	1	289	865	2.99
		%	28.72	42.21	28.72	0.35	100		
	10. Knowing the ability levels of learners and teaching slightly above learners' current level of functioning	f	69	122	98	-	289	838	2.90
		%	23.88	42.21	33.91	-	100		
	11. Using examples, illustrations or demonstrations to explain and clarify contents in text	f	81	128	80	-	289	868	3.00
		%	28.03	44.29	27.68	-	100		
12. Providing review or summary at the end of each lesson	f	93	118	78	-	289	882	3.10	
	%	32.16	40.83	26.99	-	100			
Averages of Mean Scores								2.96	

As shown in table 6 relatively higher amounts of the respondents in each item case (i.e. 39.79%, 45.33%, 43.25%, 42.21%, 42.21%, 44.29% and 40.83% respectively) reported that the POTs are less competent or partially competent. Moreover, about 36.68%, 28.37%, 34.95%, 28.72%, 33.91%, 27.68% and 26.99% respectively replied that these teachers are ineffective as examined in terms of clarity through its seven indicators listed in the table. The remaining others on the contrary, reported that these teachers are competent enough eventhough their numbers are insignificant as compared to the above mentioned respondents.

The results from the mean scores also imply that these teachers are partially effective (i.e. closer to 3 point along the scale which indicates the partial effectiveness)

Furthermore, these student respondents also tried to depict the problems these teachers encountered in relation to the medium of instructions. For instance, the idea raised by one student was quoted as follows:

Most of the preparatory origin teachers use some local languages (either Afan Oromo or Amharic) while teaching their subjects eventhrough the syllabus and the policy suggests to use English as a medium of instruction at that stage. This may be due to the problems they have in using English as a medium of instruction.

This point clearly implies that these teachers have limitations in presenting or fluently expressing their ideas to students. Therefore, the data discussed above generally envisaged that the preparatory origin teachers in the specified area are partially effective as assessed in terms of clarity.

In addition, these respondents were also mentioned some of the factors that, they assumed, have negative impacts on the effectiveness of these teachers with regard to clarity which include lack of experience, insufficiency in the pre-service training they attended, weak evaluation mechanisms during the pre-service training, poor background knowledge of the trainees regarding English language, etc. However, literatures reviewed in chapter 2 indicate that clarity is among the essential qualities in which these teachers seem deficient of it.

Table 7. Results Obtained from Classroom Observation Regarding Clarity

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Clarity	6. Informing the learners about the lesson objectives	f	3	15	12	-	30	81	2.70
		%	10.00	50.00	40.00	-	100		
	7. Providing learners with an advanced organizer	f	8	13	9	-	30	89	2.97
		%	26.67	43.33	30.00	-	100		
	8. Checking for task relevant prior learning at the beginning of the lesson	f	8	16	6	-	30	92	3.10
		%	26.67	53.33	20.00	-	100		
	9. Giving directives slowly and distinctly	f	6	17	7	-	30	89	2.97
		%	20.00	56.67	23.33	-	100		
	10. Knowing the ability levels of learners and teaching slightly above learners' current level of functioning	f	5	18	7	-	30	88	2.93
		%	16.67	60.00	23.33	-	100		
	11. Using examples, illustrations or demonstrations to explain and clarify contents in text	f	6	18	6	-	30	90	3.00
		%	20.00	60.00	20.00	-	100		
12. Providing review or summary at the end of each lesson	f	8	15	7	-	30	91	3.03	
	%	26.67	50.00	23.33	-	100			
Averages of Mean Scores								2.96	

As can be seen from Table 7, nearly more than half of the observed teachers (except for item No 7) were rated as partially competent as examined in terms of clarity through its indicators (i.e. 50% 43.33%. 53.33%, 56.67%, 60.00%, 60.00% and 50.00%). Of the rest again, relatively high percentages of these teachers were categorized as in effective in terms of clarity (i.e. 40.00%, 30.00%, 23.33%, 23.33%, 20.00% and 23.33%). On the contrary, the remaining teachers were rated as effective enough even though their percentages are slightly lower than the others (i.e. 10.00%, 26.67%, 20.00%, 16.67%, 20.00% and 26.67%). In addition to this, the researcher also observed some of the limitations associated with these teachers during the classroom observation. These include problems in using the medium of instruction properly, in informing the learners with lesson objectives, in providing learners with advanced organizer, in checking for task relevant prior learning, etc. The results from the interview conducted with these teachers

also indicated some insights about the existence of such problems even though the issues were accompanied by the impacts of plasma. Furthermore, the computed mean scores also indicate that they are partially effective (i.e. on the average 2.96 which is closer to 3 point along the scale that indicates partial effectiveness).

Therefore, as revealed by the results from classroom observation, responses from students, senior colleagues, department heads, vice principals and principals, the POTs in North Shewa Zone are partially effective in terms of clarity. Regarding this, the literature reviewed in chapter two (page 18) stated that being clear means being understood by the learners and it depends much on the teachers' verbal fluency and clear presentations of their ideas to students. Hence, the POTs in the area under study seem deficient of such qualities in which the issue was further exacerbated by problems in using English as a medium of instruction. In addition, the factors raised by these respondents also have their own impacts.

4.3 The Effectiveness of Preparatory Origin Teachers (POTs) in terms of Instructional Variety

Several literatures stipulated that instructional variety is also an important quality used in determining teachers' effectiveness. Strengthening this, Aggarwal (2001:72), Sadker and Sadker (2003:102) and MOE (2007:8) justified that instructional variety that can be addressed through varying modes of presentations, using different instructional aids, displaying of different reading materials, using of different evaluation mechanisms, using various attention gaining devices, using a mix of rewards and reinforces, e.t.c is one of the important qualities of effective teachers. Thus, data obtained from different sources regarding the effectiveness of these teachers will be discussed hereunder.

Table 8. Responses of Senior Colleagues, Department Heads, Vice Principals and Principals Regarding the Effectiveness of POTs in terms of Variety

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Variety	13. Using attention gaining devices	f	25	58	47	-	130	368	2.83
		%	19.23	44.62	36.15	-	100		
	14 Showing enthusiasm and animation through variation in eye contact, voice and gestures	f	32	47	51	-	130	371	2.85
		%	24.61	36.15	39.23	-	100		
	15 Varying the modes of presentations	f	31	61	38	-	130	383	2.95
		%	23.85	46.92	29.23	-	100		
	16 Using a mix of rewards and reinforcers	f	25	54	50	1	130	363	2.79
		%	19.23	41.54	38.46	0.77	100		
	17 Incorporating student ideas or participation in some aspects of the instruction	f	31	51	48	-	130	373	2.87
		%	23.85	39.23	36.92	-	100		
	18 Varying the types of questions	f	26	54	48	2	130	362	2.79
		%	20.00	41.54	36.92	1.54	100		
	19 Using different types of evaluation mechanisms	f	34	54	42	-	130	382	2.94
		%	26.15	41.54	32.31	-	100		
	Averages of Mean Scores								2.86

As depicted in table 8 above, relatively higher percentages of the respondents in each item case reported that the preparatory origin teachers are partially competent as examined in terms of variety (i.e. 44.62%, 36.15, 46.92%, 41.54%, 39.23, 41.54% and 41.54% respectively). In addition to this, these teachers were also rated as ineffective by relatively high proportions of the respondents (i.e. 36.15%, 39.23%, 29.23%, 38.46%, 36.92%, 36.92%, and 32.31%). The rest, but relatively small percentages of the respondents on the contrary replied that these teachers are effective enough in terms of variety as judged

getting them to act on, work through, or think about the material presented (Ruddell, 2002:6,112-115).

Another helping behavior is probing and it refers to various statements a teacher makes to encourage students to elaborate upon and answer either their own or another's. Probing may take different forms of questioning (expressions) which include eliciting, soliciting or redirecting and it is often used to shift a discussion to some higher thought levels. For example, a lesson may begin with a simple fact question, and then, by electing clarification of students responses, soliciting new information, or redirecting an answer, move to a higher level involving generalizations, abstractions and the drawing of inferences (Borich, 1988:16).

The last but not least catalytic behavior is enthusiasm and it refers to the teacher's vigor, power, involvement, excitement and interest during a classroom presentation. It can be conveyed to students in many ways: the most common include vocal inflection, gesturing, eye contact and animation (Borich, 1988:51).

In general, the aforementioned catalytic (helping) behavior have also great importance in determining teachers' effectiveness since they help implement the key behaviors. Therefore, due attention should be given to these and other remaining behaviors to get a clear picture about the effectiveness of teachers. Hence, the following sub-topic will discuss some other related characteristics that help to determine teachers' effectiveness in addition to the above-mentioned qualities.

2.2.4 Other Related Characteristics of an Effective Teacher

Up to now, it is clear that, the teachers' subject matter knowledge, the key behaviors and the catalytic behaviors that have promising relationships with teachers' effectiveness and high students' achievement rate are discussed. However, several other researchers, for instance (Ayalew, 2002:21; Eggen and Kauchak, 2006:13) described other qualities that can indicate teachers' effectiveness. These include teachers' performance in conducting action research and using its result for educational improvement, collaboratively working with the community and commitment to student and their learning.

through its seven indicators (i.e. 19.23%, 24.61, 23.85%, 19.23%, 23.85%, 20.00% and 26.15%). The values of the mean scores also depicts that these teachers are partially effective as assessed in terms of variety (i.e. All the mean scores are within the interval of 3 point along the scale that show partial effectiveness).

Furthermore, these respondents were tried to indicate some of the limitations with regard to the effectiveness of these teachers in terms of variety. Accordingly, one respondent stated the following points on the open-ended question No.38 (see Appendix A of the questionnaire):

Even though they were trained in a new curriculum that need varying the approaches of teaching in every direction the POTs seem to be not on the right track. (Ideas of the respondents).

Such evidences clearly envisaged that the POTs in a Zone under study are partially effective as assessed in terms of variety. As indicated by these respondents the partial effectiveness of these teachers is due to the impacts of plasma, lack of experience, lack of interest from teachers and students, heavy work load and large class size.

Table 9. Responses from Students about the Effectiveness of POTs in terms of Variety

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Variety	13. Using attention gaining devices	f	58	118	113	-	289	812	2.81
		%	20.07	40.83	39.10	-	100		
	14 Showing enthusiasm and animation through variation in eye contact, voice and gestures	f	66	119	103	1	289	828	2.87
		%	22.84	41.18	35.65	0.35	100		
	15 Varying the modes of presentations	f	58	123	108	-	289	817	2.83
		%	20.07	42.56	37.37	-	100		
	16 Using a mix of rewards and reinforcers	f	69	114	104	2	289	828	2.87
		%	23.88	39.45	36.65	0.70	100		
	17 Incorporating student ideas or participation in some aspects of the instruction	f	90	116	83	-	289	874	3.02
		%	31.14	40.14	28.72	-	100		
	18 Varying the types of questions	f	74	133	82	-	289	859	2.97
		%	25.61	46.02	28.37	-	100		
	19 Using different types of evaluation mechanisms	f	95	110	84	-	289	878	3.04
		%	32.87	38.07	29.06	-	100		
Averages of Mean Scores								2.92	

It is easily observed from table 9 that, as judged by relatively larger proportions of student respondents (i.e. 40.83%, 41.18%, 42.56%, 39.45% 40.14%, 46.02% and 38.07% respectively), the POTs are partially competent when seen in terms of variety through its seven indicators. On the other hand, about 39.10%, 35.65, 37.37%, 36.67%, 28.72%, 28.37% and 29.06% of the respondents (with respect to the seven items/indicators) replied that these teachers are ineffective in terms of variety. Contrary to this, the rest of the respondents (i.e. 20.07%, 22.84%, 20.07%, 23.88%, 31.15%, 25.61% and 32.87% respectively)) revealed that these teachers are effective enough as evaluated in terms of variety. In addition, results from mean scores also show that these teachers are partially effective (i.e. all mean scores are closer to 3 point along the scale).

Moreover, ideas raised by these respondents on the open-ended questions (e.g. not using different evaluation techniques/mechanisms, not using varied teaching aids, not using different methods of teaching,. etc) clearly pointed out the ineffectiveness of these teachers. Thus, it is reasonable and logical to deduce the effectiveness of these teachers as partially effective as examined in terms of variety. Hence, to reach at the sound decision, it is more palatable if results obtained through classroom observation and discussed hereunder are taken in to consideration

Table 10. Results from Classroom Observation Regarding the Effectiveness of POTs in terms of Variety

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Variety	13. Using attention gaining devices	f	8	15	7	-	30	91	3.03
		%	26.67	50.00	23.33	-	100		
	14 Showing enthusiasm and animation through variation in eye contact, voice and gestures	f	2	21	7	-	30	85	2.83
		%	6.67	70.00	23.33	-	100		
	15 Varying the modes of presentations	f	6	15	9	-	30	87	2.90
		%	20.00	50.00	30.00	-	100		
	16 Using a mix of rewards and reinforcers	f	2	20	8	-	30	84	2.80
		%	6.67	66.67	26.67	-	100		
	17 Incorporating student ideas or participation in some aspects of the instruction	f	5	16	9	-	30	86	2.87
		%	16.67	53.33	30.00	-	100		
	18 Varying the types of questions	f	7	15	8	-	30	89	2.97
		%	23.33	50.00	26.67	-	100		
	19 Using different types of evaluation mechanisms	f	4	20	6	-	30	88	2.93
		%	13.33	66.67	20.00	-	100		
Averages of Mean Scores								2.90	

As observed easily from Table 10, on the average more than half (i.e. 50.00%, 70.00%, 50.00%, 66.66%, 53.33%, 50.00% and 66.66% respectively) of the observed teachers were rated as partially competent in terms of variety. On the other hand again, relatively large percentages of the remaining observed teachers were categorized as ineffective in terms of variety. The rest relatively smaller percentages, on the contrary, were identified as effective enough as evaluated in terms of variety.

Regarding this issue, Borich (1988:302), Burden (2003:106), Edwards (2000:368) and Eggen and Kauchak (2006:13) justified that instructional variety serves as a great tonic in enhancing students' learning which these teachers seemed incompetent in having it. Furthermore, the researcher himself observed that none of the observed teachers used teaching aids while teaching their students. This clearly shows that, these teachers did not vary their approaches in teaching which in turn indicate their ineffectiveness in terms of variety. The computed mean scores for each indicator of variety and its grand mean also indicate that the partial effectiveness of these teachers in this case..

As pointed out by these teachers during the interview, lack of instructional materials, shortage of time due to plasma transmission, heavy work load, large class sizes, etc were some of the major reasons for not varying their approaches in all dimensions. In a similar manner, several literatures reviewed in chapter two (page, 34-36) also asserted that these factors affect negatively the effectiveness of teachers.

In general, as can be easily deduced from the above discussions, the POTs in North Shewa Zone are less effective as judged in terms of variety through its seven indicators. This implies that these teachers are deficient of such qualities that serve as a great tonic in enhancing students' learning. It seems due to the impacts of the factors mentioned earlier and the remaining others that these teachers become partially effective.

36.92% and 29.23%) of them pointed out that these teachers are ineffective in task-orientations. The rest of them on the contrary, reported that these teachers are effective enough as assessed in terms of task-orientation (i.e. 36.55%, 22.31%, 23.85%, 21.54% and 24.62% respectively). Furthermore, responses provided by these respondents on the open-ended part (Q.38) of the questionnaire also indicate about the ineffectiveness of these teachers. Some of the ideas that imply the non-task-oriented characteristics of these teachers and written by one principal were quoted as follows.

Even though the POTs are energetic and young enough as compared to the former teachers (relatively old and tired) their task-oriented characteristics are not as such significant and most of them are disinterested with what they are assigned to do.

In addition to this, all the computed mean scores are also with in the range of (closer to) 3 point along the scale that indicates the partial effectiveness of these teachers.

From such evidences, it is possible to understand that the POTs in the specified area are partially effective as far as the responses of senior colleagues, department heads, vice principals and principal concerned. As identified by these respondents, the hindering factors in this case are lack of interest, heavy work load, negative attitude towards the profession, the impact of plasma, etc. Research findings reviewed in chapter two (page, 34-36) also stipulated that the aforementioned factors and related others affect negatively the effectiveness of teachers in general. Next, data obtained from students on the same issue will be discussed

Table 12. Responses from Students about the Effectiveness of POTs in Their Task-Orientations

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Task Orientation	20. Developing annual and lesson plans and teaching in accordance with text and curriculum guide	f	82	109	98	-	289	851	2.95
		%	28.37	37.72	33.91	-	100		
	21 Handling administrative and clerical interruptions efficiently	f	67	128	94	-	289	840	2.91
		%	23.18	44.29	32.53	-	100		
	22. Stopping misbehaviors with a minimum disruptions of the class	f	90	105	94	-	289	863	2.99
		%	31.14	36.33	32.53	-	100		
	23. Selecting the most appropriate instructional methods for the objectives being taught.	f	76	130	83	-	289	860	2.98
		%	26.30	44.98	28.72	-	100		
	24. Establishing schedule in which major classroom activities begin and end with visible events	f	71	134	84	-	289	854	2.96
		%	24.57	46.37	29.06	-	100		
Averages of Mean Scores								2.96	

Table 12 above depicts that the POTs in the specified zone were rated as partially effective in terms of their task-orientation by relatively larger percentages of student respondents in each of the indicators used under this behavior (i.e. 37.72%, 44.29%, 36.32%, 44.98% and 46.37% respectively). Besides this, of the remaining respondents, relatively high amounts of them replied that these teachers are ineffective as examined in terms of task-orientations (i.e. 33.91%, 32.53%, 28.72% and 29.06% respectively). The rest of the respondents on the other hand, pointed out that these teachers are effective enough in their task orientations (i.e. 28.37%, 23.18%, 31.15%, 26.30% and 24.57%). However, the mean scores of each indicator and grand mean show that these teachers are partially effective (i.e. all the mean values are found around the ranges of 3 point along the scale which shows partial effectiveness).

Furthermore, these respondents (students) revealed the non-task oriented characteristics of these teachers by writing some points on the open-ended part of the questionnaire (Q, No 38). For instance one was quoted as follows:

When the POTs are assessed in general regarding their task orientations, they did not prepare themselves for their work. The problem is too critical on teachers who teach subjects supported by plasma transmission. For instance; these teachers can not teach properly when the plasma transmission is stopped due to lack of electric power and other technical problems.

Thus, such evidences clearly shows that these teachers are not task oriented as needed even if there are some impacts from different angles. Some of these impacts as stated by student respondents include lack of interests from both the teachers themselves and students, heavy work load and the influence of plasma.

From the issues discussed above in general, one can summarize that even though there are some hindering factors, the POTs in north Shewa Zone are characterized as partially effective in their task orientation as far as the ideas of students concerned. It has a paramount importance in reaching at the general conclusion, if the results from classroom observation are considered. Hence, it is discussed as follows.

Table 13. Results from Classroom Observation about the Effectiveness of POTs in Their Task-Orientation

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Task Orientation	20. Developing annual and lesson plans and teaching in accordance with text and curriculum guide	f	6	15	9	-	30	87	2.90
		%	20.00	50.00	30.00	-	100		
	21 Handling administrative and clerical interruptions efficiently	f	7	17	6	-	30	91	3.03
		%	23.33	56.67	20.00	-	100		
	22. Stopping misbehaviors with a minimum disruptions of the class	f	4	19	7	-	30	87	2.90
		%	13.33	63.34	23.33	-	100		
	23. Selecting the most appropriate instructional methods for the objectives being taught.	f	5	18	7	-	30	88	2.93
		%	16.67	60.00	23.33	-	100		
	24. Establishing schedule in which major classroom activities begin and end with visible events	f	8	15	7	-	30	91	3.03
		%	26.67	50.00	23.33	-	100		
	Averages of Mean Scores								2.96

As shown in table 13 above, half or more than half (i.e. 50.00%-63.33%) of the observed preparatory origin teachers were categorized as partially competent in terms of their task-orientations as judged through the five indicators identified. Of the rest, on the other hand, large percentages of them were rated as in effective except for items No 21 and 24(i.e. 30.00%, 23.33% and 23.33%). The remaining others on the contrary, were identified as effective enough eventhough their percentage is small as compared to the other categories. As shown also in table 13 above the mean scores calculated for each indicator falls with in the range of (closer to) 3 point along the scale that implies the partial effectiveness of these teachers.

Hence, the aforementioned presentation generally indicates that most of the observed preparatory origin teachers were rated in most cases as partially effective. In addition to

this, while conducting the classroom observation; the researcher identified that more than three-fourth of the observed teachers did not have plans and sufficient preparation on what they are going to do in the class. Most of these teachers who teach in the plasma assisted classes seem dependent on the plasma teaching and they lack enough preparation. The result obtained from the interview conducted with these teachers also support this idea in which most of them replied that due to lack of time, the impact of plasma, lack of interest from students, lack of interest in the teaching profession, et.c they do not as such prepare themselves to the activities they perform in the teaching-learning process. In their preparation, teachers who teach in the non-plasma classes were better than those in the plasma classes.

In general, one can summarize the discussions in that most of the POTs in the specified zone are generally partially effective as examined in terms of task-orientation. However, the literature reviewed in chapter two (page 24-25) revealed that task orientation is the time the teacher devotes to the tasks of teaching the subject that encompasses several activities ranging from developing annual and lesson plans that reflect the curriculum to establishing cycles of reviews, feedbacks and testing. Nevertheless, the study revealed that the POTs in North Shewa Zone are not task- oriented as needed even if some hindering factors are associated to it.

4.5 The Effectiveness of Preparatory Origin Teachers in Engaging Their Students in the Learning Process

In the previous four sub-sections, the effectiveness of these teachers was discussed by emphasizing on their subject matter knowledge, lesson clarity, and instructional variety and task orientations. Here, points related to engagement will get due attentions since it is also used as one of the qualities of an effective teacher. Accordingly, data obtained from different sources are presented and discussed as follows.

Table 14. Responses of Senior Colleagues, Department Heads, Vice Principals and Principals Concerning the Effectiveness of POTs in engaging the Students in the Learning Process

Key b/rs	Indicators of Teachers Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Engagement	25. Providing guided practices	f	27	56	46	1	130	357	2.75
		%	20.30	43.07	35.36	0.77	100		
	26. Using group and individual activities as motivational aids when necessary	f	40	52	38	-	130	392	3.02
		%	30.77	40.00	29.23	-	100		
	27. Providing correctives for guided practices in a non-evaluative atmosphere	f	35	44	50	1	130	373	2.87
		%	26.92	33.85	38.46	0.77	100		
	28. Using meaning full verbal praise	f	32	58	39	1	130	381	2.93
		%	24.61	44.62	30.00	0.77	100		
	29. Monitoring seatwork by circulating and frequently checking progress	f	25	48	56	1	130	357	2.75
		%	19.23	36.93	43.07	0.77	100		
	30. Helping students seeking special needs to engage them in learning	f	25	43	62	-	130	353	2.72
		%	19.23	33.08	47.69	-	100		
Averages of Mean Scores								2.84	

As shown in table 14 relatively larger proportions of the respondents in each indicator of effectiveness (i.e. 43.07%, 40.00%, 33.85%, 44.62%, 36.93% and 33.08% respectively) reported that the POTs are partially competent in engaging student in the learning process. On the other hand, about 29.23%, 38.46%, 30.00%, 43.07% and 47.69% of the respondents respectively pointed out that these teachers are incompetent as assessed through the six indicators of engagement. On the contrary, about 20.30%, 30.77%, 26.92%, 24.61%, 19.23% and 19.23% of the respondents respectively revealed that these teachers are competent enough in engaging students in the learning process. In addition to this, all the mean scores calculated for each indicators of engagement also fall with in the

range of (interval of) 3 point along the scale which indicates the partial effectiveness of these teachers. Furthermore, the average of these mean scores was also 2.84 which show the partial effectiveness of these teachers.

Thus, such evidence clearly envisaged that the POTs in the specified zone are partially effective in engaging their students in the learning process. As suggested by several scholar (e.g Borich, 1988:9-11; Arends, 1997:74 and Edwards, 2-000:369) engaging the learners in the learning process is the most crucial element to be addressed by teachers to enhance the students' problem solving and thinking capacities. However, the POTs in NSZ seemed lack such qualities which greatly affect the students' learning. Next, the views of students regarding this issue will be discussed.

Table 15. Responses of Students about the Effectiveness of POTs in term of Engagement

Key b/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Engagement	25. Providing guided practices	f	72	126	90	1	289	847	2.93
		%	24.91	43.60	31.14	0.35	100		
	26. Using group and individual activities as motivational aids when necessary	f	84	119	86	-	289	865	2.99
		%	29.06	41.18	29.76	-	100		
	27. Providing correctives for guided practices in a non-evaluative atmosphere	f	60	128	100	1	289	825	2.86
		%	20.76	44.29	34.60	0.35	100		
	28. Using meaning full verbal praise	f	82	121	86	-	289	863	2.98
		%	28.37	41.87	29.76	-	100		
	29. Monitoring seatwork by circulating and frequently checking progress	f	86	115	88	-	289	865	2.99
		%	29.76	39.79	30.45	-	100		
	30. Helping students seeking special needs to engage them in learning	f	77	107	105	-	289	839	2.90
		%	26.65	37.03	36.32	-	100		
Averages of Mean Scores								2.94	

As revealed in Table 15, relatively higher percentages (i.e. 43.60%, 41.18%, 44.29%, 41.87%, 39.79% and 37.03%) of the respondents pointed out that the POTs are partially competent in engaging students in the learning process. Besides this, of the remaining respondents again, large proportions (i.e. 31.14%, 29.76%, 34.60%, 29.76%, 30.45% and 36.32%) of them replied that these teachers are incompetent. The rest of them on the others hand, justified that these teachers are competent enough in engaging students in the learning process (i.e. 24.91%, 29.06%, 20.76%, 28.37%, 29.76% and 26.65%) Moreover, the mean scores of each of the indicators of engagement also revealed that these teachers are partially effective in engaging students in the learning process (i.e. all mean scores are within the range of 3 point along the scale that represents partial effectiveness).

Based on the data presented above, it seems possible to conclude that the POTs are partially effective in engaging students in the leaning process. However, it is described in the review of related literature (page, 27-29) that, engagement is among the crucial qualities that deserve the central place in teachers' effectiveness. To reach at the more dependable findings, it was also found imperative to present data from classroom observation and table 16 devoted to this.

Table 16. Results from Classroom Observation on the Effectiveness of POTs in terms of Engagement

Key b/rs	Indicators of Teachers' Effectiveness	Levels of Effectiveness					Σ	\bar{X}	
		4	3	2	1	Total			
Engagement	25. Providing guided practices	f	8	14	8	-	30	90	3.00
		%	26.67	46.66	26.67	-	100		
	26. Using group and individual activities as motivational aids when necessary	f	10	12	8	-	30	92	3.07
		%	33.33	40.00	26.67	-	100		
	27. Providing correctives for guided practices in a non-evaluative atmosphere	f	8	13	9	-	30	89	2.97
		%	26.67	43.33	30.00	-	100		
	28. Using meaning full verbal praise	f	11	10	9	-	30	92	3.07
		%	36.67	33.33	30.00	-	100		
	29. Monitoring seatwork by circulating and frequently checking progress	f	6	15	9	-	30	87	2.90
		%	20.00	50.00	30.00	-	100		
	30. Helping students seeking special needs to engage them in learning	f	6	16	8	-	30	88	2.93
		%	20.00	53.33	26.67	-	100		
Averages of Mean Scores								2.99	

As depicted in table 16, about 46.66%, 40.00%, 43.33%, 33.33%, 50.00% and 53.33% of the observed teachers were rated as partially competent in engaging students in the learning process. Irrespective of this, about 26.67%, 33.33%, 26.67%, 36.67%, 20.00%, and 20.00%, of the remaining observed teachers were respectively categorized as competent enough as assessed in terms of the six indicators of engagement. The rest percentages (i.e. 26.67%, 26.67%, 30.00%, 30.00%, 30.00%, and 26.67%) on the other hand, were identified as incompetent in each case. In addition, the mean scores of each of the indicators also revealed that most of these teachers are with in the range of partial effectiveness (i.e. closer to 3 point along the scale). This in turn shows that these teachers

are partially effective in engaging students in the learning process. However, research finding reviewed in chapter two clearly show the importance of engaging students in the learning process. But, the POTs seemed to be deficient of this quality.

In sum, the data presented in Tables 14, 15 and 16 clearly indicated that the POTs seem to be less effective in engaging their students in the learning process. Nevertheless, as reviewed in chapter two (page, 27-29) several literatures indicated that engagement is the percentage of time devoted to learning when the student is actually on task, engaged with the instructional materials and benefited from the activities being presented. However, the findings of the study revealed that the POTs in the specified area lack such qualities as needed to engage their students in the learning process. As stated by the respondents the partial effectiveness of these teachers seems due to the impacts of factors that include lack of experiences, shortage of time, impact of plasma, lack of interest from students, shortage of instructional materials, etc.

4.6 The Effectiveness of Preparatory Origin Teachers in terms of Moderate-to-High Success Rate

The other behavior or characteristics used in determining the effectiveness of these teachers was moderate-to-high success rate and data obtained from different sources concerning this issue are discussed as follows.

Table 17. Responses of Senior Colleagues, Department Heads, Vice Principals and Principals about the Effectiveness of POTs in terms of Moderate- to-High Success Rate

Key B/rs	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Moderate-to-High Success Rate	31. Establishing unit and lesson organization that reflects task relevant prior learning	f	32	58	40	-	130	382	2.94
		%	24.61	44.62	30.77	-	100		
	32. Administering correctives immediately after initial response	f	31	59	40	-	130	381	2.93
		%	23.85	45.38	30.77	-	100		
	33. Dividing the lessons in to small and easily digestible picas	f	32	52	45	1	130	375	2.89
		%	24.61	40.00	34.61	0.77	100		
	34. Planning transitions to new contents in small, easy to grasp steps	f	32	57	40	1	130	380	2.92
		%	24.61	43.85	30.77	0.77	100		
	35. Establishing momentum	f	28	53	49	-	130	369	2.84
		%	21.54	40.77	37.69	-	100		
Averages of Mean Scores								2.90	

As revealed in table 17, relatively larger percentages (i.e. 44.62%, 45.38%, 40.00%, 43.85% and 40.77%) of the respondents indicate that the POTs are partially competent when examined in terms of moderate-to-high success rate through its five indicators. Of the remaining again, about 30.77%, 30.77%, 34.61% 30.77% and 37.69% of them respectively replied that these teachers are incompetent. Contrary to this, only 24.61%, 23.85%, 24.61%, 24.65%, and 21.54% of the respondents reported that these teacher are competent enough. One can also depict from this table that the computed mean scores for each indicator is with in the range of (3 point along the scale) which implies the partial effectiveness. As a result, it could be said that the POTs seem to be partially effective as assessed in terms of moderate-to-high success rate. Irrespective of this, the review of related literature (page, 29-32) indicated that this is among the essential qualities of effective teachers

Table 18. Responses of Students Regarding the Effectiveness of POTs in terms of Moderate-to-High Success Rate

Key	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Moderate-to-High Success Rate	31. Establishing unit and lesson organization that reflects task relevant prior learning	f	76	129	85	-	289	861	2.98
		%	26.30	44.29	29.41	-	100		
	32. Administering correctives immediately after initial response	f	77	116	96	-	289	848	2.93
		%	26.65	40.13	33.22	-	100		
	33. Dividing the lessons in to small and easily digestible picas	f	87	123	79	-	289	875	3.03
		%	30.10	42.56	27.34	-	100		
	34. Planning transitions to new contents in small, easy to grasp steps	f	73	126	90	-	289	850	2.94
		%	25.26	43.60	31.14	-	100		
	35. Establishing momentum	f	74	131	84	-	289	857	2.97
		%	25.61	45.33	29.06	-	100		
Averages of Mean Scores								2.97	

Table 18 shows that about 44.29%, 40.13%, 42.56%, 43.60% and 45.33% with respect to the five indicators reported that the POTs are partially competent. Moreover, about 29.41%, 33.22%, 27.34%, 31.14% and 29.06% of the respondents on their way justified that these teachers are incompetent in terms of moderate-to-high success rate. The rest of the respondents (i.e. 26.30%, 26.65% 30.10%, 25.26% and 25.61%) on the contrary revealed that these teachers are competent enough as examined in terms of moderate-to-high success rate. Furthermore, the table also indicates the mean scores that envisaged the partial effectiveness of these teachers. This is because, all the mean scores computed for all the indicators are found with in the range of (3 point along the scale) which implies the partial effectiveness.

Nevertheless, as stated earlier in this sub-section, the literatures reviewed indicate that moderate-to-high success rate is among the essential qualities that should be addressed by teachers to be effective.

Table 19. Results Obtained through Classroom Observation on Moderate-to-High Success Rate.

Key	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Moderate-to-High Success Rate	31. Establishing unit and lesson organization that reflects task relevant prior learning	f	6	17	7	-	30	89	2.97
		%	20.00	56.67	23.33	-	100		
	32. Administering correctives immediately after initial response	f	6	18	6	-	30	90	3.00
		%	20.00	60.00	20.00	-	100		
	33. Dividing the lessons in to small and easily digestible picas	f	8	15	7	-	30	91	3.03
		%	26.67	50.00	23.33	-	100		
	34. Planning transitions to new contents in small, easy to grasp steps	f	5	19	6	-	30	89	2.97
		%	16.67	63.33	20.00	-	100		
	35. Establishing momentum	f	5	18	7	-	30	88	2.93
		%	16.67	60.00	23.33	-	100		
Averages of Mean Scores								2.98	

It is depicted in table 19 that half or more than half (56.67%, 60.00%, 50.00%, 63.33% and 60.00%) of the observed POTs were rated as partially competent in terms of moderate-to-high success rate. Beside this, about 23.33%, 20.00%, 23.33%, 20.00% and 23.33% of the remaining observed teachers were identified as incompetent respectively in each indicators of the behavior under discussion. The rest relatively small percentages (i.e. 20.00%, 20.00%, 26.67%, 16.67%, and 16.67) of them were categorized as competent enough.

In addition, the mean scores of each of the indicators of this behavior also show that these teachers are partially effective (i.e. all mean scores are closer to 3 point along the scale). With this regard, some relevant points were raised during the interview conducted with some of these teachers. For instance; one teacher noted the following.

Becoming an effective teacher in maintaining students' success is a complex issue since it is resulted from the combined effects of all activities performed with in and out of the school. Thus, moderate-to-high success rate needs success in all dimensions. Therefore, it is difficult to say that I am effective in maintaining moderate-to-high students' success rate. (18/03/2008).

From such evidences, it is possible to understand that moderate-to-high success rate needs the overall adequate performances from both the teachers and students in addition to other supportive issues. Lack of such supportive and main performances further exacerbates the problems.

In general, evidences obtain from different sources and discussed above revealed that the POTs in North Shewa Zone are partially effective as evaluated in terms of moderate-to-high success rate This is to mean that, the POTs are not as expected in maintaining moderate-to-high students' success rate that can be expressed in terms of the rate at which students understand and correctly complete exercises. Regarding this, the reviewed literature (page 30) revealed that by performing the activities listed as indicators of this key behavior, teachers can become effective in maintaining moderate-to-high success rate.

4.7 The Effectiveness of Preparatory Origin Teachers (POTs) in Conducting Action Research and Collaboratively Working with the Community

With the intention to strengthen the findings obtained up to now, this part discusses about two other additional behaviors used in examining teachers' effectiveness. Thus, data obtained through the three instruments will be presented as follows.

Table 20 Responses of Senior Colleagues, Department Heads, Vice Principals and Principals on the Effectiveness of POTs in terms of Other Two Behaviors

Key b/s	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Other Two Behaviors	36. Conducting action research to (facilitate learning, identify problems, find solutions to problems, e.t.c)	f	18	37	75	-	130	333	2.56
		%	13.85	28.46	57.69	-	100		
	37. Collaboratively working with the communities (school community, parents, PTAs etc)	f	31	47	52	-	130	369	2.84
		%	23.85	36.15	40.00	-	100		
Averages of Mean Scores								2.70	

As shown in Table 20 relatively larger proportions (i.e. 57.69% and 40.00%) of the respondents pointed out that these teachers are ineffective in conducting action research and collaboratively working with the community. Of rest again, huge amounts of the respondents on the other hand, reported that these teachers are partially effective as assessed in terms of the two behaviors (i.e. 24.46% and 36.15% respectively). The remaining relatively few percentages (i.e. 13.85% and 23.85%) on the contrary, replied that these teachers are effective enough in conducting action research and collaboratively working with the community. However, the mean scores of the two behaviors (i.e. 2.56 and 2.84 respectively) indicate that these teachers are with in the category of partially effective (i.e. closer to 3 point along the scale). In addition to this, the average of the two mean scores is also with in the same range (i.e. 2.70) which shows their partial

effectiveness. Furthermore, points raised by the respondents on the open-ended question (Q. No. 38) also strengthened this idea on which one of the respondent senior teachers wrote the following.

Most of the preparatory origin teachers have great problems in working collaboratively with the communities since they are not matured enough. Moreover, they are not as such knowledgeable and experienced enough to conduct action research.

Hence, such evidences clearly show that these teachers have limitations in conducting action research and working collaboratively with the communities. On the other hand, literatures reviewed in chapter two (page, 33-34) indicate that these are among the essential qualities teachers to be equipped with and perform them efficiently. To add more, the ideas from students are discussed on the same issue as follows.

Table 21 Responses of Students Regarding the Effectiveness of POTs in terms of the Two Behaviors

Key b/s	Indicators of Teachers' Effectiveness		Levels of Effectiveness					Σ	\bar{X}
			4	3	2	1	Total		
Other Two Behaviors	36. Conducting action research to (facilitate learning, identify problems, find solutions to problems, e.t.c)	f	45	107	137	-	289	775	2.68
		%	15.57	37.03	47.40	-	100		
	37. Collaboratively working with the communities (school community, parents, PTAs etc)	f	55	109	125	-	289	797	2.76
		%	19.03	37.72	43.25	-	100		
Averages of Mean Scores								2.72	

As can be seen from Table 21, the POTs were rated as incompetent in conducting action research and working collaboratively with the communities respectively by 47.40% and 43.25% of the respondents. These teachers were also rated as partially competent by relatively high percentages of the remaining respondents (i.e. 37.03% and 37.72% respectively) as evaluated in terms of the two behaviors. The rest few (i.e. 15.57% and

19.03%) of the respondents on the other hand reported that these teachers are competent enough in conducting action research and working collaboratively with the communities.

The mean scores calculated for each behavior also indicate the partial effectiveness of these teachers (i.e. 2.68 and 2.76 which is closer to 3 point along the scale). In addition to this, since the performances of these teachers cannot be observed only within the classroom situation, the researcher conducted an interview with the observed teachers by integrating these issues in the focal points of the interview. Accordingly, these teachers were asked whether they conduct action research or not and replied that except the one they dealt in the campus for academic requirement, they did not conduct researches. Moreover, they were also interviewed about their effectiveness in working collaboratively with the communities and they replied it as not as such effective. As reported by them, there are factors that negatively affect their effectiveness in this case. Some of them are *lack of cooperation, lack of experiences* and *lack of conducive environment* for such activities. Thus, because of these and other related factors the POTs were identified as partially effective in conducting action research and working collaboratively with the communities.

In sum, the data presented in tables 20 and 21 indicated that the POTs in North Shewa Zone seem to be partially effective as examined in terms of the two behaviors listed above. When this is assessed against the points raised in the review of related literatures (page, 33-34), it seems that these teachers are poor in these qualities even though such qualities play a paramount role in maintaining qualities of education in general.

Apart from assessing the effectiveness of teachers and factors that affect their effectiveness, it was found essential to see some of the solutions suggested by the respondents that may help in overcoming the problems. Accordingly, most the respondents suggest the following points as possible solutions for enhancing the effectiveness of these teachers in particular and of all teachers in general. These include:

- Giving short and long term in-service trainings;
- Facilitating conditions in the schools for collaborative works (e.g Programs like Mentoring services);

- Effectively implementing the CPD (Continuous Professional Development) programs;
- Increasing the years of training secondary school teachers to give due emphasis to subject matter knowledge as done on the practical aspects;
- Assigning high achiever and interested students to this profession;
- Improving the lives of teachers through scaling up their salary;
- Managing the disturbances of students efficiently; and
- Creating good relationships between the school communities

Through such improvements, it is possible to get effective and interested teachers in the high schools. The research conducted by the taskforces from College of Education, AAU and other HEIs also more or less support the suggestions mentioned above.

The respondents were also asked at the end (Q. No. 40) to provide their over all comments regarding the current secondary school teacher education in the country. Accordingly, one respondent wrote the following points:

The current teacher education program is more focused on methodological (pedagogical) aspects and issues related to subject matter and medium of instruction seems undermined. In this regard, the programme has accompanied it self with a lot of weaknesses that need a revision from this angle. Thus, the responsible body should take this as a concern and make frequent as well as all rounded follow up study on this issue.

This point also clearly envisaged that the TESO (Teachers Education System Overhaul) integrated approach of teachers' education program also still did not fill the gap in having qualified teachers in secondary schools. The respondents further elaborated that though some improvements were observed in the pedagogical knowledge of these teachers, it is still bellow what is to be at that level.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was generally aimed at examining the effectiveness of the preparatory origin teachers (POTs) in North Shewa Zone of Oromia Region (NSZOR) when seen in light of subject matter knowledge, the key and catalytic behaviors described by Borich (1988) and other related behaviors. Specifically, the study was aimed to:

1. Assess the extent of effectiveness of these teachers in terms of the aforementioned variables; and
2. Identify factors that hinder/promote their effectiveness.

To this effect, the study was guided by the following seven basic research questions:

1. To what extent are the preparatory origin teachers effective in their subject matter knowledge?
2. What is the extent of effectiveness of these teachers when examined in terms of clarity?
3. What is the extent of effectiveness of these teachers in terms of variety?
4. To what extent are these teachers effective when assessed in terms of task-orientation?
5. To what extent are these teachers effective in engaging their students in the learning process?
6. What is the level of effectiveness of these teachers when seen in light of moderate-to-high success rate?
7. What are the factors that hinder/promote their effectiveness?

In dealing with the research questions, related literatures were reviewed. As information sources, senior colleagues/teachers of the POTs, department heads, vice principals as well as principals (through ‘Form 01’ questionnaires), students (through ‘Form 02’

questionnaires) & the preparatory origin teachers (POTs) themselves (through classroom observation and interview) were used

Based on the data obtained from these sources analysis and interpretation was made and from what was analyzed and interpreted the following findings/summaries were drawn.

5.1 Summary of the Findings

The summary of the findings is presented hereunder by categorizing them in to eight themes.

➤ The Effectiveness of Preparatory Origin Teachers in Their Subject Matter Knowledge

To know the levels of effectiveness of these teachers in terms of their subject matter knowledge, data obtained through three main instruments (Forms 01, 02 and 03) were separately analyzed and interpreted by adding some relevant and appropriate ideas raised on open-ended questions and during the interview. Accordingly, the following findings were drawn as a summary.

- Relatively larger percentages of the respondents (senior colleagues, department heads, vice principals, principals and students) revealed that the POTs are partially competent in their subject matter knowledge.
- The results from classroom observation and interview also stipulated the partial effectiveness of these teachers in terms of subject matter knowledge.
- Furthermore, all the values of the mean scores computed in this case imply that these teachers are partially effective (i.e. All the mean scores are between the range of 3 point along the scale which shows the “partial effectiveness” in this study.).

➤ **The Effectiveness of Preparatory Origin Teachers in terms of Lesson Clarity**

With regard to the extent of effectiveness of these teachers in terms of lesson clarity:

- Higher proportions of senior colleagues, department heads, vice principals, principals and student respondents justified that they are partially competent.
- Similarly, the data from classroom observation and interview also envisaged that these teachers are partially competent.
- In the same vein, the values of the mean scores also show the partial effectiveness of these teachers as examined in terms of lesson clarity. Moreover, problems in using English as medium of instruction was found to be the most influential factor for the ineffectiveness of these teachers in this case.

➤ **The Effectiveness of Preparatory Origin Teachers in terms of Variety.**

As has been revealed by the analyzed data;

- Larger percentages of senior colleagues, department heads, vice principals, principals and student respondents indicate that the POTs are partially competent when examined in terms of instructional variety.
- The result from classroom observation and interview also show that the majority of POTs are partially competent.
- The computed mean scores for each indicator of variety also falls with in the range of (closer to) 3 point along the scale which implies the partial effectiveness of these teachers.

➤ **The Effectiveness of POTs in Their Task-Orientations.**

The effectiveness of these teachers in terms of this behavior was summarized as follows.

- Relatively higher proportions of the respondents (senior colleagues, department heads, vice principals, principals and students) indicated that the POTs are partially competent in their task orientation characteristics.

- Moreover, of the observed and interviewed POTs, most of them were identified as partially competent as examined in terms of task-orientation.
- Furthermore, the mean scores calculated for this quality or behavior also show that these teachers are less effective (i.e. All the mean scores fall with in the range of 3 point along the scale which implies the partial effectiveness in this study).

➤ **The Effectiveness of Preparatory Origin Teachers in Engaging Their Students in the Learning Process.**

Another indicator used in determining teachers' effectiveness was engaging the learners in the learning process. Hence, findings obtained regarding the effectiveness of these teachers in engaging their learners in the learning process were summarized as follows.

- Most of the POTs were rated as partially competent in engaging students in the learning process by relatively larger percentages of the respondents (senior colleagues, department heads, vice principals, principals and students).
- Similarly, the result from classroom observation and interview also envisaged that most of these teachers were categorized as partially competent in engaging students in the learning process.
- The mean values of each of the indicators of engagement also show that these teachers are partially effective in engaging learners in the learning process.

➤ **The Effectiveness of POTs in terms of Moderate-to-High Success Rate.**

Moderate-to-high success rate was also another behavior used to determine teachers' effectiveness in this study. Hence, the findings obtained regarding this issue were summarized as follows.

- Higher proportions of the respondents (senior colleagues, department heads, vice principals, principals and students) revealed that the POTs are partially competent as assessed in terms of moderate -to- high success rate.

- Most of the observed POTs were also identified as partially competent as evaluated in terms of moderate-to- high success rate
- All the computed mean scores for the indicators of this variable also show that these teachers are partially effective in terms of moderate -to- high success rate.

➤ **The Effectiveness of POTs in terms of Two Other Behaviors.**

The two other behaviors used in determining teachers' effectiveness in this case were conducting action research and collaboratively working with the communities. Therefore, the effectiveness of these teachers' was also examined in terms of these two behaviors in addition to the behaviors summarized here above. Hence, their effectiveness in conducting action research and collaboratively working with the communities was summarized as follows.

- Greater percentages of senior colleagues, department heads, vice principals, principals and student respondents reported that the POTs are incompetent in conducting action research and working collaboratively with the communities.
- The interview and observations conducted on the same issue also revealed that these teachers are incompetent as examined in terms of these two behaviors.
- The computed mean scores for the two behaviors on the other hand, show that these teachers are partially effective in terms of these behaviors even though these mean scores are the smaller as compared the values of other qualities discussed above.

➤ **Factors Affecting the Effectiveness of These Teachers**

As major hindrances of the effectiveness of these teachers, there are several factors identified by the respondents. Some of them are summarized as follows.

- Factors such as negative attitude towards the profession, the impact of plasma, insufficiency in the pre-service trainings, problems associated to recruitment

criteria, lack of experiences, lack of sufficient instructional materials including reference materials, lack of cooperation between the staff, heavy work load, low salary scales, lack of interest, lack of frequent follow up from the schools' administrators, e.t.c were identified as hindrances to teachers' effectiveness.

5.2. Conclusions

The effectiveness of POTs in North Shewa Zone was examined (assessed) by using the subject matter knowledge, the key behaviors and other related factors. Accordingly, from the findings, it can be concluded that the majority of POTs in the specified zone are partially effective when assessed in terms of subject matter knowledge, clarity, variety, task orientation, engagement, moderate-to-high success rate and other two behaviors. This partial effectiveness of these teachers can be further interpreted as follows.

The partial effectiveness in the subject matter implies that the teachers under study have limitations or weaknesses in maintaining the logical sequences, proper depth and breadth of the subject(s) they teach; in relating their subjects in an easily understandable manner. This means that these teachers lack strong general background and deep understanding in the subject matter they teach which enable them to make the subjects relevant, accessible and interesting for students.

With regards to clarity, the literature reviewed in chapter two (page 18) stated that being clear means being understood by the learners and it depends much on the teachers' verbal fluency and clear presentations of their ideas to students. Hence, the POTs in the area under study seem deficient of such qualities in which the issue was further exacerbated by problems in using English as a medium of instruction.

As dealt in the literature reviewed in chapter two (page 34-36) varieties in teaching-learning process includes using of different (varied):

- Types of teaching methods;
- Instructional aids;
- Mix of rewards and reinforcers;
- Types of questions and activities, e.t.c

However, the POTs seem deficient of such qualities even though these qualities serve as a great tonic in enhancing students' learning and this indicate the partial effectiveness of these teachers in this case.

Regarding task- orientation, the reviewed literature (page 24-25) revealed that task orientation is the time the teacher devotes to the tasks of teaching the subject that encompasses several activities ranging from developing annual and lesson plans that reflect the curriculum to establishing cycles of reviews, feedbacks and testing. Nevertheless, the study revealed that the POTs in North Shewa Zone are not task-oriented as needed (partially effective) even if some hindering factors are associated to it.

As reviewed in chapter two (page, 27-29) several literature indicated that engagement is the percentage of time devoted to learning when the student is actually on task, engaged with the instructional materials and benefited from the activities being presented. However, the findings of the study revealed that the POTs in the specified area lack such qualities as needed to engage their students in the learning process which implies their partial effectiveness in this case.

The POTs are partially effective in maintaining moderate-to-high students' success rate meant that, they are not as expected in maintaining moderate-to-high students' success rate that can be expressed in terms of the rate at which students understand and correctly complete exercises. Therefore, it seems that these teachers are poor in these qualities even though such qualities play a paramount role in maintaining qualities in of education in general. Moreover, the findings of this study partly approve the rumors heard from the public regarding the teaching ineffectiveness (incompetence in the subject matter knowledge) of these teachers. However, it contradicts with (falsify) the claim that preparatory origin teachers are superior in terms of pedagogical competences. In this regard, the study revealed that though some improvements were observed in the pedagogical knowledge of these teachers, it is still bellow what is to be at that level.

The existence of hindering factors such as negative attitudes towards the profession, impacts of the plasma, insufficiency in the pre-service training, lack of experiences, lack of enough instructional materials, lack of cooperation between the staff and other factors related to school communities, problems related to students (lack of interest and

misbehaviors), heavy work load, lack of follow up from school administrators, low income, etc aggravated the ineffectiveness of these teachers in one way or another.

5.3. Recommendations

In light of the major findings and conclusions of the study, it appears reasonable to suggest the recommendations mentioned hereunder, with the hope that they could be helpful to improve the effectiveness of these teachers in general.

1. It has been found out that most of the preparatory origin teachers in a specified zone are partially effective when examine in terms of subject matter knowledge, clarity, variety, task orientation, engagement and moderate-to-high success rate. Thus, it would be very crucial in improving teachers' effectiveness, if short and long term in-service trainings are facilitated to these teachers by focusing especially on subject matter knowledge and medium of instruction (English language). In addition to this, effectively implementing the mentoring services and continuous professional development (CPD) programs in schools has also its own paramount roles in improving the effectiveness of these teachers.
2. The study also revealed that these teachers are partially effective in conducting action research and collaboratively working with the communities. Hence, it would engage these teachers in such research activities if the reward provision approaches that create the sense of competition between teachers are available in addition to fulfilling the necessary materials. Strengthening the cooperative works between teachers and other school communities can enhance the effectiveness of these teachers in working collaboratively with other school communities. Such cooperative works could be strengthened by efficiently implementing the mentoring services, encouraging the participation of these teachers and others in clubs and committees in and out of schools.
3. In the study hindering factors such as insufficiency in the pre-service training, negative attitude towards the profession and other were raised. Therefore, the pre-service trainings provided at higher institutions (the integrated "TESO" model of teachers education program) should able to give due attentions to subject matter knowledge and medium of instruction (English language) as done in the practical

(practicum) aspects to fill the gap created in this area. Moreover, the recruiting criteria used in assigning students to this profession would have been better if it is done on the bases of interest and good GPA. This could also be possible through improving the working environments of these teachers, scaling up their salary, securing their professional rights, e.t.c that aimed at improving the attitudes most have towards teaching profession in general.

4. Finally, as stated by many educators, areas of teachers' effectiveness need intensive and extensive studies. Thus, interested bodies can conduct large scale studies on the same issue to get more general pictures about the effectiveness of the POTs all over the country.

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Addis Ababa University**College of Education****Department of Curriculum and Teachers' Professional
Development Studies**

Questionnaire to be filled by **principals, Vice Principals, Department Heads** and **other teachers** (senior colleagues of preparatory origin teachers)

Dear respondents, this questionnaire is one of the research tools developed to gather information on "***The Effectiveness of Preparatory Origin Secondary School Teachers in North Shewa Zone of Oromia Region***". The information to be secured through these means will be used to examine the effectiveness of these preparatory origin teachers, to identify factors that hinder/promote their effectiveness and to provide possible and pragmatic suggestions based on the findings. All your responses will be kept in absolute confidentiality and you will not be held responsible for the research outcomes. Therefore, you are kindly requested to give your authentic and genuine responses, because your cooperation is indispensable for the success of this study. **The researcher would like to thank you in advance for your cooperation.**

Please note that: **preparatory origin teachers** are those teachers who attended the three-years undergraduate (first degree) teacher education program after completing from preparatory schools.

Part I. Personal Information

1. Name of School _____
2. Sex: Male Female
3. Age _____
4. Level of education _____
5. Your job title and experience _____

Part II. About the effectiveness of these preparatory origin teachers

Please indicate your judgment regarding the effectiveness of preparatory origin teachers in terms of the following indicators of effectiveness. Put a mark of "✓" under the level of effectiveness that corresponds to indicators of effectiveness based on your judgment.

Key behaviors	No	Indicators of teachers' effectiveness	Level of effectiveness			
			Competent enough (4)	partially competent (3)	Incompetent (2)	Undecided (1)
Subject matter knowledge	1	Maintaining the logical sequences of the subject matter				
	2	Relating his/her subject(s) to other related subjects				
	3	Maintaining the proper depth of the subject(s) in accordance with the grade level				
	4	Maintaining the proper breadth in accordance with the grade level				
	5	Teaching his/her subject(s) in an easily understandable manner				
Clarity	6	Informing the learners about the lesson objective (eg. Describing what behaviors will be stated or required on future assignments as a result of the lesson)				
	7	Providing learners with an advanced organizer (eg. Placing lesson in perspective of past and/or future lessons)				
	8	Checking for task-relevant prior learning at the beginning of the lesson (eg. Determining the level of understanding of prerequisite facts or concepts and re-teaching, if necessary)				
	9	Giving directives slowly and distinctly (eg. Repeating directives when needed or dividing them in to smaller pieces)				
	10	Knowing the ability levels of learners and teaching slightly above learners' current level of functioning (eg. Knowing learners' attention spans)				
	11	Using examples, illustrations, or demonstrations to explain and clarify contents in text (eg. Using visuals to help interpret and reinforce main points)				
	12	Providing review or summary at the end of each lesson				

Variety	13	Using attention gaining devices (eg. Beginning with a challenging questions, visual, or examples)				
	14	Showing enthusiasm and animation through variation in eye contact, voice and gestures (eg. Changing pitch and volume, moving about during transitions to new activity)				
	15	Varying mode of presentation (eg. Lecturing, asking questions then providing for independent practices) as needed				
	16	Using a mix of rewards and reinforces (eg. Extra credit, verbal praise, independent study, etc) as much as possible				
	17	Incorporating student ideas or participation in some aspects of the instruction (eg. Using indirect instruction or divergent questioning)				
	18	Varying the types of questions (eg. Divergent and convergent questioning and probing (eg. To clarify, to solicit, to redirect)				
	19	Using different types of evaluation mechanism (continuous assessment techniques).				
Task orientation	20	Developing annual and lesson plans and teaching in accordance with text and curriculum guide.				
	21	Handling administrative and clerical interruptions efficiently				
	22	Stopping misbehaviors with a minimum of disruptions to the class				
	23	Selecting the most appropriate instructional methods for the objectives being taught (eg. Primarily using direct instruction and then using indirect instruction)				
	24	Establishing schedule in which major classroom activities begin and end with clearly visible events. (eg. Reviewing minor and major tests and feedback sessions to students)				
Engagement	25	Providing guided practices				
	26	Using group and individual activities as motivational aids when necessary				
	27	Providing correctives for guided practices in a non-evaluative atmosphere (eg. Providing correctives for the practices without giving marks)				
	28	Using meaningful verbal praise				
	29	Monitoring seatwork by circulating and frequently checking progress				
	30	Helping students seeking special needs (disabled and fast learners) to engage them in learning.				

Moderate-high success rate	31	Establishing unit and lesson organization that reflects task relevant prior learning				
	32	Administering correctives immediately after initial response				
	33	Dividing the lessons in to small and easily digestible pieces				
	34	Planning transitions to new content in small, easy-to-grasp steps				
	35	Establishing momentum (eg. Pacing and intensity gradually build toward major milestones).				
Other Behaviors	36	Conducting action research (to facilitate learning, to identify problems, to find solutions to the problems etc)				
	37	Collaboratively working with the communities (school communities, parents, PTA's, etc)				

Please Note that: If there are items on which you cannot decide mention their No and your reason for not able to decide.

Part III Open-ended Questions

38. In your view if there are factors that hinder/promote the effectiveness of preparatory origin teachers, please briefly mention them.

39. If there are problems regarding the effectiveness of these groups of teachers, would you please describe the possible solutions?

40. Please provide your over all comment on the current secondary school teacher education of the country.

**Yuunivarsiitii Finfinneetti Koollejji Barnootaa Muummee Qorannoo
Sirna Barnootaa fi Dagaagina Ogummaa Barsiisotaa
Gaafannoo Barattoota Sadarkaa 2^{ffaa} tif Dhiyaate**

Gaafannoon kun kan qophaa'e gahumsa barsiisota maddi isaanii qophaa'insa (preparatory) ta'e irratti qorannoo gaggeessufi. Deebin isin kennitan gonkumaa walitti dhufeenya isin barsiisota keessan wajjin qabdan kan hin miinee fi adeemsa barachuu keessan irrattis dhiibbaa tokkollee kan hin qabne ta'uun isiniif ibsa. Kanafuu, milkaa'insa (fiixaan bahiinsa) qorannoo kanaatif deebin isin kennitan murteessaa waan ta'eef, of-qusannoo fi sodaa tokko malee deebii haqa-qabeessa akka kennitan gaafatamtu.

Hubachiisa: *Barsiisota maddi isaanii qophaa'insa ta'e kanneen jedhaman barsiisota akka imaammata haara'aatti, erga barnoota qophaa'insaa (preparatory education) xumuranii booda dhaabbilee barnootaa olaano keessatti ogummaa barsiisummaan waggaa sadiif leenji'uun sadarkaa 2^{ffaa} tti barsiisummaadhan kan ramadaman jechuudha.*

Deeggarsa Keessaniif galatoomaa!

Qajeelfama

I. Odeeffannoo dhuunfaa

1. Maqaa m/barumsaa _____
2. Saala: Dhiira ----- Dhalaa----- (Mallattoo "X" iddoo duwwaarra kaa'i)
3. Umurii _____
4. Sadarkaa barumsaa (kutaa barachaa jirtu) _____

II. Gaaffilee Gahumsa Barsiisotaa Irratti xiyyeeffatan

Gahumsa barsiisonni maddi isaanii qophaa'insa ta'e kuuneen dhimmoota armaan gaditti chaartii keessatti tarreeffaman kanneen raawwachuu irratti qaban, ulaagaalee

asii gaditti tarreeffaman bu'uureffachuun akka tilmaama keetitti kan ni ta'a jettu jalatti mallattoo "✓" kaa'i.

Ulaagaaleen (filannoowwan) jiran:

Lakk. 4 - Gahumsa haala gahaa ta'een qabaachuu mul'isa

Lakk. 3 - Gahumsa haala giddu- galeessan qabaachuu mul'isa

Laakk. 2 - Gahumsa dhabuu mul'isa

Lakk. 1- Murteessuu dadhabuu mul'isa

Amaloot a joo gahuma	Mul'istooa Amaloota kanneenii	Sadarkaalee gahumsaa			
		4	3	2	1
Beekuumsa Gosa Barnootaa (Subject Matter Knowledge)	1. Duubaa fi fuuldura gosa barnootaa barsisuu/tu sirriitti eeguu				
	2. Walitti dhufeenya gosa barnootaa ofii barsiisuu/tuu fi kanneen biroo gidduu jiru eeguu (Fkn. Fiiziksii Herreegan walqabsiisuu, kkf).				
	3. Wayta barsiisu/tu gadi fageenyan baratamuu qabiyyee kan sadarkaa isaa eegate mul'isuu				
	4. Baldhina qabiyyee baratamuus sirritti eeguu				
	5. Barumsa bifa salphatti hubatamuu danda'uun barsiisuu				
Ifummaa (Clarity)	6. Osoo baruu barsiisuu hin eegalin yeroo hundaa kaayyoo barnootichaa barattootaf ibsuu				
	7. Muuxannoo qaban irraa ka'uun yaada isaanii akka babal'ifatan (dagaagfatan) barattoota gargaaruu				
	8. Qabiyyee harra'a osoo hin eegaliniin dura hubaunoo barattoonni duursaan qaban addaan baafachuu				
	9. Qajeelfamoota ifaa fi hubatamuu danda'an suuta kennuu;yoo barbaachisaa ta'e ammoo irraa deebi'uufii				
	10. Sadarkaa dandeettii barattoo taa beekun bifa xiqqoo sadarkaa raawwii isaanii kan ammaa caalun barsiisuu (Fkn. Fedhii barattootaa beekuu).				
	11. Qabiyyee baratamu ifa gochuuf jecha fakkeenyawwan, ibsitoota ykn ammoo mul'istoota adda addaatti fayyadamuu.				
	12. Yaada waliigalaa (guduunfaa) kennu				

Jijjiiramummaa (Variety)	13. Wantoota yaada barattootaa harkisuu danda'anitti fayyadamuu (Fkn, gaaffii baayyee yaachisaa ta'e, meeshaalee deegarsa barnootaa hawwato ta'an, kkf).				
	14. Tooftaalee baruu-barsiisuu adda addaa jiji jjiirun fedhii barattootaa gara barumsaatti debisuu (Fkn, haala lagalee, mallattoolee, sochii qaamaa, meeshaalee adda addaa).				
	15. Malleen baruu-barsiisuu adda addaatti fayyadamuun fedhii barattootaa qutuf yaalii taasisuu (Fkn, mala marii, gaaffii fi deebii, od-ibsa, doo'ii dirree, hojii dhuunfaa kkf).				
	16. Badhaasaa fi hamile-jajjabeessoo wal-makootti fayyadamuu (Fkn afaanin jajjabeessauu, qabxii dabalataa, onnachiiftuwwan adda addaa fi kan biroo)				
	17. Yaada barattootaa fudhachuun hirmaannaa isaan barnoota keessatti taasisuu qaba olkaasuu				
	18. Gaaffilee gosa adda addaatti fayyadamuu (Fkn kanneen deebii gabaabaa fi dheeraa barbaadan walkeesa fayyadamuu).				
	19. Gosoota/tooflaalee madaallii adda addaa fayyadamuu (Fkn. Tooftaalee madaalii walitti fufaa adda addaa)				
Hojiirratti Xiyyeeffannaa (Task Orientations)	20. Karoora waggaa fi kan guyyaa (torbee) sirna barnootaa bu'uureffate qopheessun hojiirra oolchuu				
	21. Rakkooolee bulchiinsaa fi caasaa isaan walqabachuun baruuf barsiisuu keessatti uumaman bifa gahumsaa fi bilchima qabuua hiikuu				
	22. Rakkooolee naamusaa mul'atan osoo hinbabal'atin too'achuu				
	23. Malleen baruu-barsiisuu kaayyoo barm ootichaa wajjin deemanii fi mijatoo ta'an filachuu				
	24. Haalawwan hojiin baruu-barsiisuu keessatti sirriitti raawwachuu danda'an uumuu.				
Hojitti galchuu (Engagement)	25. Shaakala qajeelfamaan deeggaramu kennuu				
	26. Hojiilee garees ta'ee kan dhunnfaa akka onnachiiftuu/dammaqsituutti itti fayyadamuu.				
	27. Dug-deebii (feedback) qabxii itti kennuu of-keessa hin gabne shaakala qajeelfamaan deeggaramuuf kennuu				
	28. Dinqisiifannan (jajjabeessa) hiika (ergaa) qabeessatti fayyadamuu				
	29. Hojiilee daree keessaa irra deemun hordofuu (ilaaluu).				
	30. Barattoota fedhii addaa qaban gargaarun barnoota keessatti hirmaachisuu				

Mikaa'ina giddu-giddu-galeessa-olaanaa moderate, high success rate	31. Barnoota inni darbe isa itti aanuf bifa faayida-qabeessa ta'een qindeessuu				
	32. Sirreessa (correctives) ariitin deebii jalqabaatti aane kennuu				
	33. Bifa hubannoof toluun qabiyyee baratamu mata-dureewwan xixiqqaatti hiruun dhiyeesuu				
	34. Haala salphaatti hubatammu danda'uun akkaataa qabiyyee haara'atti ce'uun danda'amu karoorsuu				
	35. Adeemsa salphaa fi suutaa irraa gara cimaa fi ariititti deemu uumuu				
Amaloota Biroo(Othe	36. Qorannoo fi qo'annoo hojiirraa/gochaa gaggeessuu				
	37. Hawaasa naannoo wjjin walii galuun hojjechuu				

Hubachiisa: Gaaffilee armaan olii keessatti dhimmi ati murteessuu dadhabde yoo jiraate lakkoofsa gaafichaa fi sababa isaa ibsi.

38. Akka yaada keetitti wantoonni (sababoonni) gahumsa barsiisota kanneenii irratti dhiibbaa qaban yoo jiraataan jbsi

39. Gahumsa barsiisota kanneenii irratti hanqinaalen yoo jiraataan yaada furmaata nita'u kan jettu tarreessi

40. Walumaagalatti, sagantaa leenjii ogummaa barsiisummaa yeroo ammaa kana irratti yaada qabdu ibsi

**Observation Checklist for Appraising Preparatory Origin
Secondary School Teachers' practices**

Preliminary information

Observer's name _____ Name of school _____
 Teacher observed _____ Section and grade _____
 Subject observed _____ Topic _____
 Observation date _____
 Time begin _____ time ended _____

Direction: The purpose of this observation scale is to secure information on the effectiveness of preparatory origin teachers (those teachers who attended the three years undergraduate (first degree) teacher education program after completing from preparatory schools).

This observation scale consists of the five key behaviors, the teacher's subject matter knowledge and some related behaviors. In front of each, possible indicators of effectiveness are listed. Hence, observe the preparatory origin teacher during presentation for 45 minutes. Think about how effectively you feel the preparatory origin teacher incorporated the indicators of the five key behaviors, subject matter knowledge and some related behaviors into his/her presentation. Then put a mark (✓) under the level of effectiveness that corresponds to the indicators of effectiveness you observed during a session.

ey behaviors	No	Indicators of teachers' effectiveness	Levels of effectiveness			
			Competent enough (4)	partially competent(3)	Incompetent (2)	Undecided (1)
Subject matter knowledge	1	Maintaining the logical sequences of the subject matter				
	2	Relating his/her subject(s) to other related subjects				
	3	Maintaining the proper depth of the subject(s) in accordance with the grade level				
	4	Maintaining the proper breadth in accordance with the grade level				
	5	Teaching his/her subject(s) in an easily understandable manner				
Clarity	6	Informing the learners about the lesson objective (eg. Describing what behaviors will be stated or required on future assignments as a result of the lesson)				
	7	Providing learners with an advanced organizer (eg. Placing lesson in perspective of past and/or future lessons)				
	8	Checking for task-relevant prior learning at the beginning of the lesson (eg. Determining the level of understanding of prerequisite facts or concepts and re-teaching, if necessary)				
	9	Giving directives slowly and distinctly (eg. Repeating directives when needed or dividing them in to smaller pieces)				
	10	Knowing the ability levels of learners and teaching slightly above learners' current level of functioning (eg. Knowing learners' attention spans)				
	11	Using examples, illustrations, or demonstrations to explain and clarify contents in text (eg. Using visuals to help interpret and reinforce main points)				
	12	Providing review or summary at the end of each lesson				
Variety	13	Using attention gaining devices (eg. Beginning with a challenging questions, visual, or examples)				
	14	Showing enthusiasm and animation through variation in eye contact, voice and gestures (eg. Changing pitch and volume, moving about during transitions to new activity)				
	15	Varying mode of presentation (eg. Lecturing, asking questions then providing for independent practices) as needed				
	16	Using a mix of rewards and reinforces (eg. Extra credit, verbal praise, independent study, etc) as much as possible				
	17	Incorporating student ideas or participation in some aspects of the instruction (eg. Using indirect instruction or divergent				

		questioning)				
	18	Varying the types of questions (eg. Divergent and convergent questioning and probing (eg. To clarify, to solicit, to redirect)				
	19	Using different types of evaluation mechanism (continuous assessment techniques).				
Task orientation	20	Developing annual and lesson plans and teaching in accordance with text and curriculum guide.				
	21	Handling administrative and clerical interruptions efficiently				
	22	Stopping misbehaviors with a minimum of disruptions to the class				
	23	Selecting the most appropriate instructional methods for the objectives being taught (eg. Primarily using direct instruction and then using indirect instruction)				
	24	Establishing schedule in which major classroom activities begin and end with clearly visible events. (eg. Reviewing minor and major tests and feedback sessions to students)				
Engagement	25	Providing guided practices				
	26	Using group and individual activities as motivational aids when necessary				
	27	Providing correctives for guided practices in a non-evaluative atmosphere (eg. Providing correctives for the practices without giving marks)				
	28	Using meaningful verbal praise				
	29	Monitoring seatwork by circulating and frequently checking progress				
	30	Helping students seeking special needs (disabled and fast learners) to engage them in learning.				
Moderate-high success rate	31	Establishing unit and lesson organization that reflects task relevant prior learning				
	32	Administering correctives immediately after initial response				
	33	Dividing the lessons in to small and easily digestible pieces				
	34	Planning transitions to new content in small, easy-to-grasp steps				
	35	Establishing momentum (eg. Pacing and intensity gradually build toward major milestones).				
other behaviors	36	Conducting action research (to facilitate learning, to identify problems, to find solutions to the problems etc)				
	37	Collaboratively working with the communities (school communities, parents, PTA's, etc)				

❖ If you have additional comments, please specify them

APPENDIX D
Addis Ababa University
College of Education
Department of Curriculum and Teachers' Professional
Development Studies

Main Interview Questions for Preparatory Origin
Secondary School Teachers

The purpose of this interview is to collect information that supplement data gathered through questionnaire to conduct a research on ***“The Effectiveness of Preparatory Origin Secondary School Teachers in North Shewa Zone of Oromia Region”***. Therefore, your honesty and genuine response is crucial for the success of this study. Thus, please give your response honestly and responsibly.

Thank you for your cooperation.


1. How do you express your effectiveness in performing your professional duties?
2. How successful are you as a teacher?
3. What are the greatest challenges/problems you face in your teaching?
4. To what extent has the pre-service training you completed at university prepared you for this challenge?
5. What is your future career plan as a teacher?
6. What are your suggestions to improve teacher competences in general?

DECLARATION

I hereby declare that this thesis is my original work done under the guidance of Dr. Ambissa Kenea. All relevant sources used in this study have been duly acknowledged.

Place: Addis Ababa University, College of Education

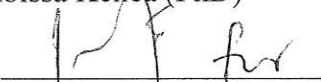
Name: Abbi Lemma

Signature: 

Date: 26/06/2008

This thesis has been submitted to the College of Education, Addis Ababa University, with my approval as university advisor.

Name: Ambissa Kenea (PhD)

Signature: 

Date: 26/06/2008

