

An Evaluation of the Professional Program  
of the Pre-service Primary Teacher  
Education in Ethiopia - Based on  
the Objectives of the Training Program

By

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AN EVALUATION OF THE PROFESSIONAL PROGRAM OF  
THE PRE-SERVICE PRIMARY TEACHER EDUCATION  
IN ETHIOPIA - BASED ON THE OBJECTIVES OF  
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## ACRONYMS USED

- DTE      Department of Teacher Education/ This is responsible for to training of primary teachers as well as the pre-school and teachers for special schools/
- ERGESE      Evaluative Research of the General Education System of Ethiopia
- ESLCE      Ethiopian School Leaving Certificate Examination.
- ICDR      Institute for Curriculum Development and Research
- MOE      Ministry of Education; Ethiopia
- TTI      Teacher Training Institute.

## ABSTRACT

The purpose of this study was to determine the adequacy of the professional training of the pre-service primary teacher education program vis-a-vis the overall objectives and specific outcomes of the program. And a survey was conducted by taking random samples of 410 graduating students and 80 instructors from the TTIs at Dessie, Gonder, Awassa, and Nazareth. With a response rate of 75 percent, the data collected were analysed by utilizing appropriate statistical methods from which the following results were obtained;

- Statements of the overall objectives that focus on the development of prospective teachers' competencies and their ability to promote "community development" were regarded as highly relevant and important to the professional training; and that objective which proposes "ideological training" was considered as least important.

- The professional preparation was rated as "more than adequate", by both groups of respondents, in the skills of "planning", "presentation" and "evaluation" of classroom lessons; and the preparation was rated as "inadequate" in dealing with "classroom management" skills; no significant difference was observed between the two groups, except in the area of "evaluation" skills.

- Some background characteristics of the respondents showed a significant relationship with their rating of the professional training: students with more pre-training work (teaching) "experience," and those with high "tendency" to drop out of teaching are less optimistic in their rating; and teachers with more "years of service" in the TTIs rated the training more positively; the "worth of the feedback" students received in the practice teaching period was also significantly and positively related with their rating.

Based on these results, some recommendations are made: TTIs should formulate trainable objectives that are sensitive to the professional needs of trainees; systematic training in professional skills should be provided; research on teaching and teacher education practices should be encouraged in the TTIs; the teaching practice program should have a definite objective; and closer cooperation between the TTIs and the elementary schools should be maintained.

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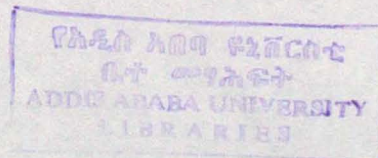


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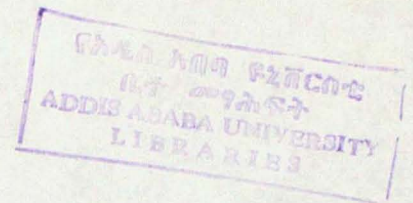
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## CHAPTER I



### BACKGROUND TO THE STUDY

#### 1. Statement of the Problem

Teacher education practices have been at the center of the discussion that concerns the quality of education in the public schools. According to Ballantine, etal (1968), whenever "efficiency" of public schools is questioned, the teacher training programs would come under severe criticism. Friedman, etal, (1980) remarked:

" Rapid changes in society and in technology have led to revolutionary changes in public expectations of schools in general and of teachers in particular. Many teacher training institutes have been accused of preparing teachers for students and schools that no longer exist... thus, the preparation teachers receive has become less and less relevant to actual on-the-job performance requirements." (P:4).

The criticism made on teacher education has particularly been directed at the professional components of the training programs. Morison and McIntyre (1973) stated that the charges against the professional programs is their irrelevance to the realities that teachers face in schools and the classroom. In this connection, N.L. Gage (1984) was quoted as saying:

"The courses [in professional education component] are full of materials about learners and learning, when prospective teachers want to know about teachers and teaching. The courses tell about history, philosophy, sociology, and psychology of education when prospective teachers want to know how they should teach" (P:92).

The problem has also persisted in teacher education practices of some developing countries, with backgrounds similar to that of Ethiopia. The Kenyan Institute of Education, in its report of 1968, indicated that its elementary teacher education program provides courses in all subjects of the elementary school curriculum, different methods in those subjects, and on a wide range of educational theory. As a result, the courses become fragmented and overcrowded that trainees have very little time to develop professional abilities.

Similar problems also prevail in programs and practices of primary teacher education in Ethiopia. The report compiled by Lemma Arity (1987), (who had been head of the DTE), and the evaluation research of the Ministry, ERGESE (1986), indicated some of the problems that need attention and serious investigation.

According to Lemma's report, the quality of Primary teacher education program suffers as too many subjects are attempted to be covered in too short a time. ERGESE (1986) has also disclosed some problems that characterize the program which include the following:

- shortage of teaching materials and reference books on courses in the training program.
- lack of professional abilities on the part of those TTI teachers who handle academic courses

- lack of commitment of the elementary teachers (graduates of the program) to their teaching profession.

In view of these problems, the evaluative study and that report by Lemma indicated the need for a reform, and recommended to "streamline" the curriculum so that it focuses on groups of "related subjects". The aim is to produce "semi-specialist" teachers of some subjects in the elementary school curriculum instead of "generalists" of all subjects as being practiced now. And such a reform, according to these studies, needs further and closer investigation of the training program.

However, as some documents of the Ministry noted, no relevant investigation has been conducted on either the primary teacher training program, or the quality of its graduates (MOE, 1993, 1990, unpublished).

The purpose of this study, therefore, is to determine the adequacy of the professional education component of the primary teacher training program vis-a-vis the overall objectives of the program and the specific outcomes of the professional courses.

## 2. Basic Questions of the Study.

In view of the foregoing discussion some pertinent questions are raised here, in an attempt to attain the purpose identified in this study.

- 2.1. How do students and teachers in the TTIs perceive the relevance of the overall objectives of the primary teacher education vis-a-vis the professional training program ?
- 2.2. How do students and teachers in the TTIs value the adequacy of the professional training in :-
  - a. lesson planning skills ?
  - b. lesson presentation skills?
  - c. classroom management skills ?
  - d. instructional evaluation skills ?
- 2.3. How do students and teachers in the TTIs perceive the contribution of the "practice teaching" experiences to the teacher training program ?
- 2.4. To what extent do the students' age, academic performance, work experience, and attitude towards teaching affect their perceptions of the professional training ?
- 2.5. To what extent do the teachers' level of education, teaching experience, and attitude towards teaching affect their perceptions of the professional training.

To resolve the above basic questions, a comparison will be drawn between what the program claims to offer (ie,

expected outcomes) in the professional training component and the students' and teachers' perceptions of what is taking place (ie, actual outcome).

### 3. Significance of the Study

The findings, discussions and recommendations of the study may be useful for the following reasons:

- The teachers training institutes may be able to identify trainable objectives that are relevant to the professional needs of prospective teachers.
- The teachers in the TTIs, on whom the execution of the training program depends, may use the results of the study as it affects their roles as instructors and advisors of prospective teachers.
- Policy makers for primary teacher education program may get relevant information: in formulating objectives; in keeping the right balance between the "professional" and "academic" component of the training program; and on those factors that are associated with trainees' satisfaction with their training program.
- Those factors raised in the study and found to be associated with the views of students and teachers have regarding the training program, will provide focus for further research.

#### 4. Delimitation of the Study.

This study was conducted in four out of the ten TTIs that were functioning at the time. From the different aspects of the primary teacher training program the study focused on the professional education component and the practice teaching experience in the program.

The study has identified four categories of professional skills and has made an attempt to evaluate as to how these skills are adequately provided in the professional program. These categories cover the areas of skills in lesson planning; lesson presentation; classroom management; and instructional evaluation.

After the data to the study were already collected, changes have been made in the media of instruction and course organizations of the "non-professional" aspect of the program. Therefore, all discussions in the study, concerning this area, would be based on the program that was intact at the time of investigation.

#### 5. Limitations of the study.

The following points are found to be the main limitations of the study:

- The study is confined to investigating the provision of basic teaching skills in the professional component of the teacher education program. Therefore, generalizing the results of the study to all aspects of the program is largely curtailed.

- In appraising the adequacy of the professional training, the study largely depends on opinions of the students and teachers in the TTIs. Perhaps, a concrete evidence about a teacher training program would be obtained from an observation of the performance of the graduates in their classrooms. Such an undertaking requires a much more human and material resources, and can be accomplished at institutional or national level. However, data on levels of students' acquisition of the professional skills in the training program would, to some extent, provide some evidence on the success of the program vis-a-vis its stated objectives.

#### 6. Definition of Terms.

The following are the technical terms employed in this study and operationally defined as used in the study.

Professional Skills: are those teaching skills (classroom performance skills) which every elementary teacher will at a minimum, need in order to carry out classroom instruction. Specifically, in this study these skills cover the areas of teaching skills specified as: lesson planning, lesson presentation, classroom management, and instructional evaluation.

Professional Training: refers to the professional education component of the primary teacher education program. Particularly, in this study it indicates training in the professional skills( in the four areas specified) as provided in the professional courses of the TTIs. These skills are minimum requirements of a teacher, and a professional training which does not, at an average, prepare its graduates to execute these skills will be liable to be charged as inadequate.



## CHAPTER II

### REVIEW OF RELATED LITERATURE.

#### 1. Objectives of Teacher Education.

In his discussion of the practices of teacher education in Africa and some European countries, Thompson (1972) noted that, educators have been very much concerned in "quality" teacher preparation programs. According to Thompson, this concern has raised the need to specify objectives of teacher education so that there can be an agreement on what constitutes that quality and the criteria upon which its extent may be measured. The importance of setting clear objectives of teacher education has also been justified by Mayor, et al, (1965), who pointed out that the main benefit that directly accrue from a clear set of objectives is that it provides all members of the academic community with an unambiguous description of what the teacher education curriculum is attempting to accomplish. This then, they explained further, would provide candidates (prospective teachers) with specific purposes toward which they work, and the teaching staff with available instructional as well as measurement mechanisms.

However, the objectives of teacher education emanate from the value-system of members of a given institution in which they are being undertaken, (Zeichner, 1983). This can be more clearly seen in the different approaches made by educators on how teachers should be prepared.

In the 1950s and early 1960s, some leading educators (commonly referred to as "Scholars"), proposed that the primary objective of teacher education is the development of intellect, based on the liberal disciplines of science, mathematics, history, literature, and language. They maintained that "the teacher is expected to possess an extensive knowledge in the liberal arts and a command of certain intellectual processes". (cited in K.Legesse, 1978, P:78)

Unlike the "Scholars", other educators contended that the main function of the teacher in the classroom is based on the concern he has to the unique individual needs of the child (learner). Sarason, etal, (1986) argued that the primary task of the teacher is to "engender in children an interest in the world of ideas" (P:6). They further noted that the teacher is expected to arouse the child's intellectual curiosity and cultivate his intuitive thinking. To accomplish such a task they suggested that the teacher should have, in addition to a thorough grasp of principles of child development, an ability to observe differences and how such differences affect the teaching-learning process.

There are other educators and researchers who look at the teacher differently, ( Gurey, 1963; Combs, 1972;). These people maintained that the focus of teacher education is mainly the development of the teacher as a person.

As reported in the review made by Legesse (1978), the development of the teacher as a person is the development of his 'self'; and such a focus, "goes beyond producing competent instructor or efficient imparter of information.... it is the making of a person" (P:79).

Mwendwa, K. (1969), an educator from Kenya, considering the teachers' role in the national development, proposed that teachers should be prepared to assume leadership in the community and participate in nation - building activity. In this regard, the 1966 UNESCO - Sponsored Intergovernmental Conference on the "Status of Teachers", made the following statement:-

" The purpose of a teacher education program should be to develop in each student his general education and personal culture; his ability to teach and educate others; an awareness of the principles which underlie good human relations within and across national boundaries; and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress" [UNESCO, 1966 (as cited in the revised edition of 1984, P:14)]

In its revised edition, (1984), this document confirmed that this "profile" of the teacher remains valid and applicable to teachers at all levels of education in schools. It also recommended that these competencies might be formulated in terms of knowledge, abilities, and attitudes of the teacher.



The document further noted that the development of the "professionalization" of teaching brought about new approaches in teacher education, which attempted to provide systematic training in the competencies and skills of teaching that are pre-specified. This is true as reviews on the reforms of teacher education in the 1960s and the 1970s showed (Bush, 1987; Barr 1987). Bush (1987) reported that during this time research in teacher education tried to identify those skills of teaching on which teacher preparation programs could focus.

In this approach the focus of teacher education is on the development of techniques and skills of "effective" classroom instruction, and provide systematic training in them. McDonald (1978), argued that it is what the teacher does in the classroom that directly affects how much children learn and develop. Thus, the prospective teacher is expected to master, through specific practices, those knowledge and skills about teaching which research has identified.

On the other hand there are those who contend that those "techniques" of teaching are necessary but not sufficient conditions for producing an "effective" teacher. This orientation to teacher education advocates the development of "inquiry" about teaching, and about the contexts in which teaching is carried out (Zeichner 1983). According to Zeichner, the focus in this orientation is to develop in the new teacher a "habit of inquiry". The technical skills and experiences of teaching gained from the field are considered here as a means, not an end in

themselves. However, Zerchner explained that the technical skills are highly valued as a means to bring about the desired ends.

The assumption underlying this view, as noted by Howey and Strom (1984), is that it is very difficult (or nearly impossible) to prepare teachers for every skill they need and every situation they encounter during their career. But they can be trained to reflect on, and make inquiry into their experiences as a means of directing their own growth in the teaching profession.

As the foregoing discussion indicated, therefore, an objective of teacher education depends on the diverse views and assumptions people have about the nature and purpose of schooling, school children, teaching, and the tasks teachers are expected to accomplish. And those objectives of teacher education programs discussed so far may be summarized as follows:-

1. acquisition of general (liberal) knowledge based on the liberal arts and sciences.
2. development of knowledge that are oriented toward social and economic development of a nation.
3. development of the personal values and beliefs of the teacher, emphasizing the discovery of "self".

4. mastery of those skills, knowledge and attitudes (competencies) that are essential to teaching.
5. development of inquiry-oriented knowledge and techniques about teaching and teaching contexts.

## 2. Contents of a Primary Teacher Education Program

As reported in the reviews of some researchers, conventional teacher education programs (both elementary and secondary) are composed of three components. These include; the general (liberal) education; subject-matter (specialization); and the professional training together with the "practice-teaching" program. (Armstrong, 1957; Harap 1967; Legesse, 1978). However, these researchers also noted that some training institutions/ colleges consider the teaching practice program as a separate (fourth) component of teacher education program.

This section reviews briefly the literature on each of these components. However, the professional training and the teaching practice components are given here more emphases, as they are the two main aspects upon which this study is based in evaluating the program under investigation.

### 2.1 General Education.

The general (liberal) education of teachers, according to Armstrong (1957), is that part of the content

which enrich the personal life of the individual and help him meet his responsibility to society. He also noted that, "the teacher should have a deep acquaintance with the aspirations and achievements of man as reflected, for example, in literature, the fine arts, the sciences, and history". (P:236)

Woodring (1965), [as cited in harap (1967)], argued that the "liberally educated" person must possess, "a vast amount of information about his world, his culture, and himself... must have knowledge of political, social and economic history... and knowledge of the sciences, the languages, and the literature." (P:9)

Thus, the general education component of teacher education program, according to some of the reviews made, should encompass basic education in all the social and physical sciences, the arts, and the skills in communication.

## 2.2 Subject-mater (Specialization) Education:

A number of studies reviewed by harap (1967), and Legesse (1978) seem to suggest that all students preparing to teach (at all levels) should be required to specialize in some field.

However, according to Armstrong (1957), the purpose of specialized training for the elementary teacher is

different from that for the secondary teacher. Armstrong stated that "..... the elementary teacher is called upon to help children develop insight in a variety of fields, and he cannot have depth in all of them. But, if he has depth in one, he can work together with his colleagues who have depth in another" (P:237). This, he explained further, is not to train specialist teachers, but to promote team work and help the prospective teacher gain personal satisfaction through achieving some solid content.

Harap (1967), based on his reviews of studies, suggested several forms of specialization which include: a full major in one academic discipline; a broad field of concentration such as the social sciences; a composite specialization in the elementary school teaching fields.

### 2.3 Professional Education

According to the reviews made by Harap (1967), the professional education component of a teacher education program is "the essential theoretical foundation upon which a teacher develops his skills and his professional attitudes in teaching" (P:9). Researchers in this field noted that in conventional programs this component covers areas such as: methods and materials of instruction, child growth and development, theories of learning, principles of teaching, etc. (Armstrong, 1957; Harap, 1967). These areas are ordinarily presented in professional courses like: the history and philosophy of education, educational

psychology, educational sociology, concepts and principles of pedagogy, etc.

Educators believed that the professional courses are areas of teacher education in which the prospective teacher receives a training that distinguishes him as a professional person. However, these professional courses have been criticized for their being less related to the realities that teachers would face in the classroom. Sorenson (1966) stated that;: "Teacher candidates are taught to talk about education but not how to instruct" (P:325). N.L.Gage (1984), in relating as to how these courses have been less relevant and less adequate to the realities of classroom instruction, remarked:

" Thus, generations of teacher education students have been given inadequate grounding in how to teach. They have not been taught how to organize a course, plan a lesson, manage a classroom, give explanations, arouse interest and motivation, ask various kinds of questions, react to students' responses, give corrections and feedback, in short, how to teach" (P:92)

Gage further explained that one reason for the neglect of such teaching skills in professional courses has been the relative shortage of research-based knowledge about them. But, he added, in the late 1960s and the 1970s research studies on these matters did begin to converge, and the findings have now been accumulated into bodies of "well confirmed" knowledge about "effective" teaching, (ie,

certain skills of teaching that have been found to be associated with a relatively higher pupil achievement).

According to Smith, B.O (1969), it is now possible to design programs of elementary teacher education that contain a component of systematic training in those skills. Similarly, other educators concluded that the professional preparation of teachers is being stated in terms of observable and trainable teaching behaviors and performance skills, and this is gaining a wider application in teacher education practices, (Friedman (etal), 1980; Berliner, 1985).

However, there are other educators who expressed doubt concerning this issue. Dunkin and Biddle (1974), though they recognized the growing store of knowledge (in terms of teacher behaviors and skills), doubted the effects of such knowledge in improving the practices of teacher preparation programs. Others even questioned what the research on teaching has produced so far. Harrison (1968) claimed that "after many decades of research very little is known about the relation between teacher behaviors and teaching effectiveness" (P:357).

Nevertheless, those prominent educators and researchers in the field of teacher education have continued to argue that adequate knowledge about teaching has been accumulated and could improve the practices of teaching and inform teacher education. N.L. Gage (1984)

stated: " Research has shown repeatedly that it is possible to change teaching practices-not for all teachers and for all practices,... but enough to make an educationally important difference" (P:89). Berliner (1985) supported this contention when he reported that there now exists a body of knowledge and a fresh set of conceptions about teaching on which to base professional preparation of teachers.

A significant breakthrough in the study of teaching, according to Smith B.O.(1985), is the identification of "generic teaching skills that correlated positively with student achievement" (P:687). Smith elaborated that with the use of process-product approach, researchers have identified, described, and tested the "effectiveness" of a large number of these "generic elements" (ie, skills, knowledge, and attitudes) of teaching. Some of the often cited areas in which these elements are expressed include skills such as: planning of classroom lessons; presentation of the content of instruction; managing and organizing the classroom for better learning; and evaluating the instructional activities and learners' progress.

In a number of reports these teaching skills are claimed to be: " minimum (basic) requirements" (McDonald, 1987); " foundations for professional studies" (Haigh and Katterns, 1984); or " tasks underpinning effective teaching" (Kyriacou, 1992).



This study has assumed that the skills (mentioned above) are the basic elements that make up (at a minimum) the contents of an adequate professional training component of a primary teacher education program. And some specific aspects of these skills, relevant to the present study, are discussed here briefly.

### **2.3.1. Skills in planning classroom Instruction:**

According to kyriacou (1992), the difficulties faced by beginning teachers concerning planning, involve the following three main elements: "(1) formulation of general aims and specific objectives of instruction that the lesson is intended to achieve; (2) selection of what will be the most effective learning activities, and organizing them; and (3) formulation of mechanisms to monitor and evaluate pupils' educational progress," (P:113).

Trieber (1984) reported that flexibility in planning lessons for either long or short term is related to more pupil participation and more gains in pupil achievement. Most successful teachers she interviewed stated: "lesson plans are guidelines, and there should be no doubt about changing plans if something interesting or stimulating comes up" (P:46)

Berliner (1985), in his discussion on how teachers allocate time and how content areas are selected in a subject matter, noted that enormous variability in these

aspects across different classrooms, even in the same school, is the rule. That is, uniform allocation of time and content choice are found to be ineffective.

Some other examples of teaching skills in "planning classroom instructions", which research identified include the following: base plans on curricular objectives of the school; plan and organize classwork and homework exercises so that they support each other; specify learning activities in relation to the objectives to provide continuity in learning; write behavioral objectives in measurable terms; modify plans on the basis of results; adapt plans to match the different needs of learners... (Kyriacou, 1992; Berliner, 1985; Friedman, etal, 1980)

### 2.3.2 Skills in Lessons Presentation:

Developing and delivering classroom lessons, according to Smith B.O. (1985) is an important area of the "generic" teaching skills. This area, he went on to say, is "the heart of a teacher's work, for learning is partly a function of the quality of classroom instruction" (P:687).

Rosenshine and Furst (1971) reported that the area of "cognitive clarity" has been one of the frequently studied teaching behaviors, and found to be strongly related with student achievement. They further stated that "in studies about clarity, investigators found that effective teachers phrased questions so that they were answered at first

instance without additional information or questions interspersed before the student responded; used fewer vague words such as, "some", "many", "of course" etc, " (P:45).

Variability in instruction is another focus of process-product research. According to Rosenshine and Furst (1971), pupils' achievement is positively related to classrooms, in which a variety of instructional procedures and materials are provided, especially, in lower grades.

Another important finding in classroom teaching is the "teacher use of students' ideas" which, according to Rpsenshine and Furst (1971), may be expressed in different forms such as: "(1) repeating what the student proposed, (2) rephrasing the student's ideas in the teacher's own words; (3) using the idea to reach an inference or to take the next step in a logical analysis of a problem, (4) drawing a relationship between the idea and others expressed by the student or the teacher, (5) summarizing what was said by a student or group of students" (PF:49-50).

Other examples of specific skills and techniques of classroom "lesson presentation" that are reported to be attributable to more pupil learning include the following: adjust instruction to the level of the students; use more than one instructional activity simultaneously; relate content to current and future needs of students; develop or

unfold contents in a gradual and logical order; motivate students to set up their own goals; employ question of different cognitive level (simple memory, analysis, synthesis, evaluation, etc.); demonstrate appropriate flexibility; be open to students input; work with individual students....[Friedman, etal, 1980; Rosenshine and Furst (1971), Dunkin and Biddle, 1974; Kyriacou 1992; Smith, 1985].

### 2.3.3 Skills in classroom Management

It has been observed in some studies that students in classrooms that are well managed do perform better on achievement tests. Stallings (1987), argued that those teachers who succeed in managing their class can maximize the time their students spend in academic activities and this results in the students' having more opportunities to learn, which shows up in their superior performance. Moreover, classroom management has become an area in which teachers, particularly beginners, face much difficulty (Berliner 1985; Frye, 1988).

Dunkin and Biddle (1974) and Kyriacou (1992) have discussed the work of Kounin (1970) which identified some management skills that were found to be effective in managing classrooms and controlling students' mis-behavior. These skills include: (1) With-itness: this concerns communicating to pupils that the teacher knows what is going on (or has "eyes-in-the-back of his head").

(2) Overlapping-ness: this is being able to deal with two matters simultaneously, particularly that of dealing with a student's misbehavior while other students remain "task-engaged" with the teacher. (3) Smoothness: is maintaining the flow of academic activities. For example, lack of smoothness is expressed by "jerkiness" (ie, sudden interjection while students are busy). (5) Momentum: this is to maintain an appropriate pace of the lesson, or not staying on a point too long (either on an issue in the lesson or on a misbehavior of a pupil).

As discussed by Dunkin and Biddle (1974), these managerial techniques for classroom teaching are positively related to pupils' "work involvement" (ie, time spent in assigned work), and are also negatively related to "deviancy" (ie, time engaged in misbehavior). Smith B.O. (1985), reviewed a number of studies in the use of "class rules" for managing pupil behavior, particularly at the elementary grades. He reported that if classroom rules are to be followed, teachers must explain, illustrate, and provide practices in their implementation.

Those other examples of skills that are concerned with "classroom management" include the following: Use eye contact, body movement, or voice modulation in curtailing some misbehavior; give criticism privately; deal with misbehavior directly in a relaxed and self-assured manner; recognize individual differences; encourage pupils to set rules; keep open line of communication with individuals

and groups of pupils; use class discussions as a disciplinary technique; provide all pupils with some opportunity of success experiences; recognize and honor pupils' ideas....(Dunkin and Biddle, 1974; Friedman, etal, 1980; Smith, B.O.1985; Kyriacou, 1992).

#### 2.3.4 Skills in instructional evaluation:

Another important aspect of classroom instruction that influences the effects a teacher has over his/her students' learning is the evaluation of their progress in the lesson. And skills in instructional evaluation have become an important element in the teachers' repertoire of knowledge. Farrant (1980) stated: "No period of practical teaching is complete without some form of evaluation, which can only be carried out if clear objectives have been set". (P:286)

In this connection, Stones and Moris (1972) reported results of their observation on how "effective" teachers assess pupils' progress during instruction. They reported that such teachers were using a variety of procedures, both formal and informal, that focus on all the lesson objectives they set. Stones and Moris also noted that "evaluation results are carefully reviewed by teachers to diagnose problems of students, provide feedback, modify lesson plans, and improve instruction" (P:252).

Some other examples of skills involved in "evaluating pupil progress", which research identified include: assess the readiness level of the pupils; use both informal and formal evaluation techniques; provide follow-up assessment to pupils; analyze pupils' progress regularly; use evaluation results to determine whether objectives are achieved; assist pupils to interpret evaluation results; use evaluation to develop feedback mechanisms in a way pupils can learn from them...(Farrant, 1980; Friedman, et al, 1980; Stones and Moris, 1972; Smith B.O. 1969.)

Thus far we have seen some of the teacher behaviors and specific teaching skills that are attributable to "effective teaching" or those that are found through research on teaching. But, identifying these skills is not enough, for it does not improve teacher education by itself. Educators are very much concerned as to where one learns these skills. Berliner (1985) argued that, the most obvious use of these teaching skills is as contents of the professional training component of the teacher education program. Berliner contended that these skills cannot be adequately provided through student "practice teaching" as commonly experienced in many preservice programs.

#### 2.4 "Practice Teaching" in Teacher Education Programs.

A number of researchers reported that prospective teachers and school teachers often identify the "practice teaching" experience as the most valuable and helpful

component of the teacher preparation program (Watts, 1987; Beyer, 1984; Berliner, 1985.) These educators stated that most reform efforts in teacher education show more reliance on practice teaching, and a tendency to increase the amount of time required in this component. However, many of them have questioned whether practice teaching achieved such an exalted position in teacher education through tradition or real merit, (Watts, 1987).

Berliner (1985) pointed out that there is reason to distrust student teaching practice, despite the reverence in which it is held by experienced or beginning teachers. He went on to state, "student teaching, as it is generally practiced, is of little value and there is little evidence to believe that it is a very effective way to train teachers" (P:3). Beyer (1984) and Watts (1987), also indicated that there has been a scarcity of empirical studies regarding student teaching; and hence, no adequate information that can provide guidance for professional decisions concerning this aspect of teacher education programs.

However, some important findings have been reported from the few experimental studies made on student teaching practice. McIntyre (1984), reported that the school teacher has a major influence on the trainee, while the college supervisor has little or no effect. He also noted that the attitudes of trainees incline more and more toward those of the school teachers as the practice period progressed.

In some studies, that are reviewed by Watts (1987), it is revealed that trainees become more willing to use harsher methods of discipline as their practice program proceeded, and justify those measures to be fair and effective. He further pointed out that trainees associated these negative changes with some factors such as: problems in motivating pupils; difficulty in pupil control and discipline; and inadequate supervision and feedback provided by the school teachers and college instructors.

As noted earlier, there is a general tendency, in reform efforts, to increase the amount of time of practice teaching. But, many researchers in the field of teacher education claimed that there is no evidence to support the notion that more time in school settings is equated to better prepared teachers (Howey and Strom, 1987; Watts, 1987). Howey and Strom (1987) also noted that "simply expanding field experiences in schools is no panacea for problems in teacher education" (P:8).

Studies indicating positive changes are very few. Some investigations discovered that trainees have significantly improved in professional abilities and attitudes when assigned to school teachers who received special orientation on "observation" and "supervision", (Peck and Tucker, 1973; Watts 1987).

The research reports reviewed so far do not indicate that practice teaching facilitates the development of

desirable professional attitudes in teacher trainees. In this connection, Watts (1987) concluded that "... the contributions that practice teaching experiences make to the acquisition and development of professional abilities is unclear", (P:159).

Therefore, as the research results imply, the professional preparation of teachers cannot completely rely on practice teaching experiences. And this calls for a greater emphasis on the professional courses, at the colleges/institutions, for training and development of trainees in professional abilities, so that the inadequacies prevalent in the practice teaching experiences would be compensated.

### 3. Primary Teacher Education in Ethiopia

#### 3.1 Summary of the development of the preservice program

According to some documents of the Ministry, the practice of teacher preparation in Ethiopia was started in 1944 in a single room that was housed in Menelik II school, (MOE 1972). This humble beginning went through many changes until 1964. Prior to this period the training was conducted at special schools or by means of teacher training " streams" in certain secondary schools. Students were admitted for training at various academic levels from any one of the grades 6 upto 10 and for various periods of 1 or 2 or 3 or 4 years depending on the grades they were taken from, (MOE 1971).

These documents and a report of the Department of Teacher Education (DTE) of the Ministry (1982), indicated that during this time there was no policy of teacher training that was consistent, nor were there any well-defined objectives that could guide the work of training teachers.

In 1964 a major move was taken when training institutes were established with a minimum entrance standard of Grade 10 and a regular training period of two years. At this time an effort was made to design a

national curriculum tailored to suit the special features of primary teacher training, (MOE 1971; 1982).

Accordingly, in 1965 the Ministry appointed a curriculum committee for drafting a program of teacher training. This was later revised through workshops organized by the DTE in 1967 and 1968, (MOE/DTE 1982). This document further noted that the revised curricula were still too academically oriented and were not accompanied with teaching materials for the actualization of the training courses.

These curricula were later replaced by a program of training proposed in the " Education Sector Review" in 1972/73 which was only functional for one year; that is, until the time of the eruption of the 1974 Ethiopian Revolution, (MOE/DTE, 1982).

From 1974 upto 1980, stated the DTE report (1982), there was no regular training program for primary teachers, but some seasonal courses of "political orientation" for in-service teachers. And in 1980 a workshop was organized by the DTE, in which TTI instructors and the Ministry's curriculum experts participated, with the aim of drafting a tentative program and teaching materials for training primary school teachers. This program was revised after a year (in 1981), and made to serve in training prospective teachers who were recruited from Grade 12 of Ethiopian high

schools. This program is still functioning, with some modifications, to the present day (MOE/DTE, 1982).

### 3.2 Objectives and content of the training program:

According to the documents of the DTE, cited above, and other reports (Lemma Arity, 1987), the program of training is composed of sixteen subjects (after the Political Education was dropped some years ago). Two of these courses are concerned with the "professional aspect" of the training program, while the rest deal with the "non-professional" aspects which are related to the curriculum of the elementary schools. And students under training are expected to attend to all these courses in order to be able to teach all subjects that are being offered in the elementary grades. Ten of these courses are offered in the training program as semester courses to minimize the load per-semester (Lemma 1987). For a complete list of the courses and their respective credits in the two semesters, see Appendix 1.

The purpose of the training program, according to Lemma's report (1987), "is to prepare "generalists" who could handle the full range of the primary school curriculum, if assigned " (P:3). Lemma further stated that the pre-service training is a ten-month program conducted over one academic year, from which one month is allotted to observation and teaching practice.



Detailed statements of objectives has not been available in many of the documents of either the Ministry or the DTE, (other than some implicit expressions of intent). However, in 1989 the DTE has issued, in a report, explicit statements of objectives of the training program of primary teachers. According to the explanation given by the then head of the DTE, these statements were sifted out of the curriculum that was designed in 1980 and which has been later modified through a number of workshops. And these overall objectives of the pre-service training program are summarized as follows:

1. Producing quality teachers required at all levels of primary education.
2. Equipping teachers with the necessary skills, knowledge and commitment that the profession demands.
3. Developing awareness that enable teachers promote community development.
4. Providing professional competence that enable teachers instill the "national ethos" in children.
5. Producing competent citizens with sound ideological world out-look. (MOE/DTE,1989, P:19).

As has been discussed earlier, the professional training is conducted through the two education courses

(pedagogics and psychology), and the teaching practice program which is being undertaken in neighboring elementary schools, for a month.

In some of the "academic" subjects (like, Mathematics, Languages, the Sciences, or Geography) there are sections that deal with specific subject methodologies. Other than this, there is no professionally-oriented area in any of these subjects or in the other courses (like Agriculture, Handicraft, Art, etc.). Thus, the proportion of professional training to that of non-professional is nearly 1:3. This calculation is based on the number of periods allotted in a week, (ie, 8 periods for the two professional courses, and 25 periods for the others), see also Appendix 1.

The specific objectives of the professional courses show that what contents are included and also show how much is expected of the students in view of the limited time the courses are allotted. The following statements summarize the objectives of the two professional courses:

3.1.1. Pedagogics: the training in this area will enable the students under training to:-

- recognize the meaning of education and its role in social development.

- describe the main features of traditional and modern education in Ethiopia.
- identify basic concepts and principles of methods and techniques of teaching in the elementary schools.
- acquire skills in planning, organizing and managing classroom instruction.
- describe the basic components of curriculum materials (such as syllabus, textbooks, teachers' guide, etc).
- identify objectives, content, and methods of instruction in the teaching-learning process.
- use instructional media (such as Radio, T.V.) to aid classroom teaching.
- recognize the concepts of "effective teaching" and "teaching as a profession". (DTE, the 1990 Syllabus for Pedagogics, PP: 1-12)

3.1.2. Psychology the training provided in this course will enable the students to :-

- acquire knowledge of basic terms, facts and concepts in psychology, and their implications to the work of the elementary school teacher.

- distinguish the major features of child development at the different stages and their implications to the process of instruction.
  
- be familiar with the different theories of personality and of learning and their implication to classroom situations.
  
- acquire knowledge of basic principles and purposes of measurement and evaluation and their application to the instructional process. (DTE, the 1990 Psychology Syllabus, PP: 1-16)

The overall objectives of the training program and the specific outcomes of the professional courses outlined in the foregoing list are expected to provide a proper frame of reference for this study in evaluating the professional training program. The examination and evaluation of this program, which is to be discussed in the subsequent sections, will therefore be based on the program objectives presented so far.

## CHAPTER III

### METHODOLOGY AND PROCEDURE

This study has employed a survey methodology of research. It is concerned with describing the problem under study and finding relationships as well. This is possible as Travers (1964) explained, that " in many surveys, much more than describing (frequency counts), is done in which an attempt is made to find the interrelationship among different factors" (P,284). This is in line with the need of this study. It describes factors [characteristics of the respondents] like age, work experience, academic achievement, etc. and relate them to those dependent variables identified for this study.

Some of the weaknesses of survey methodology in studying such an interaction of variables was compensated for by the use of appropriate statistical tools of some degree of sophistication, as suggested by Ogunbi (1978). In addition, care was also taken in developing better data gathering instruments and procedures to maximize the reliability of responses.

#### 3.1. Source of Data

The data for this study were gathered from graduating students and their teachers (instructors) in four selected TTIs in the country. These

institutes are those found in Dessie, Gonder, Awassa, and Nazaret. As indicated in the MOE documents cited in chapter II, the training program of the institutes in the country is centrally designed. Thus, the four TTIs surveyed, which are more than a third of the total, are expected to represent the ten institutes functioning at the time. In addition to the students and teachers, personnel from the DTE and ICDR (Institute for curriculum Development and Research) were consulted in developing the instruments of the study. The head of the DTE and the pannel head for teacher education program in the ICDR were also consulted concerning the formulation of objectives and selection of contents of the training program.

### 3.2 Samples and Sampling Procedure

As indicated above the population of this study are TTI students who were graduating in 1992 and their instructors. The TTIs were selected from the different areas of the country to get a fair representation of those students of the different regions of the country. This is because that the TTIs select their candidates from the "awrajas" around which they are located. (MOE, 1992, unpublished)

Thus, taking TTIs from different areas will also help to incorporate those students in the sample population with different academic exppsure and schooling, as this is

one factor which is taken into account in this study. In the selected four TTIs the total population of students enrolled were about 1145, of which 410 (35.8 percent) participated in the study. As to the teacher population, the number engaged in each institute, according to the Department of Teacher education (1982), is relatively fixed. At the time of this study the number of teachers in each of the TTIs surveyed was ranging from 24-30. From this teacher population equal number [from each TTI] participated in the study, which is 74 percent of the population. The rate of return recorded was about 72 and 84 percents out of the sample students and teachers respectively.

Thus, about one-third of the student population and more than this amount of the teachers of the indicated TTIs have participated in this study. This representation, therefore, would satisfy the 30 percent level of participation that was suggested by Kerlinger (1973) for social science research.

To facilitate the generalizations of the survey results a definite sampling technique has also been employed. For this study a stratified random sampling has been employed in taking sample students and teachers from the respective population.

The student samples were selected from the already set strata of the TTI classrooms which are relatively fixed

(11-12 groups) at any time. And from this strata relatively equal number of students were selected at random. As to the teachers, since they were limited in number by the number of courses being offered in the training program, an equal proportion of teachers were taken from each course.

### 3.3. Instruments of Data Collection

In measuring the adequacy of the training program based on the opinions and perceptions of the participants, the difficulty inherent is formidable. Ogunbi (1978), in an effort to measure the "relevance of a program of training" at Michigan State University as perceived by the graduate students, has indicated the extent of the difficulty in handling such abstract concepts as "perceptions" and "relevance". And he further noted that surveys that measure the opinions of respondents should have a validated instrument. This study, therefore, made an effort to have the instruments validated in which concerned individuals from the DTE and ICDR were consulted, (whose names, present position and services are listed in Appendix 7).

In developing the "rating list", which is the main instrument of this study, a number of steps have been taken to validate and screen the items. Starting from the literature and the specific objectives of the professional courses of the training program, all related materials were

reviewed in outlining the list. At first those objectives from the two professional courses were selected, (twenty from "pedagogics" and eighteen from "psychology"). And this original list was administered to selected Debre Birhan TTI students asking them as "to what extent the courses helped them to achieve" the objectives specified, (see Appendix 2 ). After this initial stage, those objectives which were rated "three" or above, (in a five-point Lickert scale) were retained to prepare the list of professional skills (35 items).

This list of professional skills was submitted to those people in the DTE to rate its relevance (on a five-point scale) to the objectives of the professional courses. These people gave their rating reducing the number of items to twenty nine (Appendix 6). This refined list of professional skills (rated above three) was used as the main instrument of this study which was administered to both the student and teacher samples in the selected TTIs.

The final list of items comprises performance skills in : Lesson planning (7 items); Lesson presentation (8 items); Classroom management (8 items ); and Evaluation of instruction (6 items). The variation in items in the categories is due to the effect of the screening the rating list has passed through. The items in the list and those in other instruments (the questionnaires) were presented in Amharic because of the apparent difficulties in English on

the part of the student respondents, which the "try out" test revealed.

The other instruments used in the study are two sets of questionnaires for the sample students and teachers, (Appendix 4 and 5). The questionnaires were designed to elicit information on areas such as, respondents' age, sex, work experience, educational background, attitude they have towards the teaching profession, and experiences gained in the "practice teaching" program.

The questionnaires were also used to elicit information about the "general objectives" of the training of primary teachers. The objectives were obtained from related documents of the DTE which were provided to this investigator by the then head of the department. The statements were presented in the questionnaire to be rank-ordered in accordance with their relevance and importance to the professional needs of prospective teachers.

In such studies the use of "questionnaires", together with a "rating list of teacher competencies" has been established in some research in the field of program evaluation. Raths (1987), after assessing evaluative studies conducted by teacher training institutions, noted that "the evaluative data were collected through questionnaires given to students and supervisors during or after student-teaching practice," (P:206). Adams (1987)

also reviewed models of teacher education program evaluation, in which he described the utilization of questionnaires and rating list of "competency statements" to collect evaluative data. Adams also noted that "to obtain data on how a teacher preparation program help students.... questionnaires based on program objectives are given to them at exit from the program," (P:189).

In this study too, the instruments (questionnaires and the rating list) are developed and refined in light of the models discussed above. That is, the development of the instruments and all process of screening of items were based on the objectives of the program under investigation.

#### 3.4. Procedures of Data Gathering and Analysis.

The central issue in this study is the examination of the adequacy<sup>of</sup> the professional training of primary teachers vis-a-vis the objectives of the teacher education program and those objectives of the professional courses. The rationale for this approach is found in the nature of the program model followed by the teacher education program under study.

According to the documents of the MOE mentioned in chapter II, (TTI Syllabi, 1990), and the DTE personnel interviewed, it can be inferred that the design of the training program is based on pre-specification of program

purposes. Such a design (model), according to researchers in curriculum development, is known as a "rational" or "ends-means" model, (Cronbach, 1963; McNeil, 1990). These researchers also noted that such a model calls for the use of objectives of educational programs as one evaluative criteria against which the success of these programs is measured. McNeil (1990), further elaborated that "... in the ends-means model evaluation is undertaken to see how the learning experiences (as developed and organized) produce the desired results" (P:117).

This approach has also been established in studies in teacher education program evaluation. In an earlier development of this field, Edminton (1944) attempted to evaluate the "professional curriculum" at Milwaukee State Teachers' college. In this effort, he first identified the objectives of the program and then defined them operationally in terms of what a teacher is expected to do in certain situations; and used this as a frame of reference for program appraisal. This was also asserted by Friedman, et al (1980), in their effort of developing a system of evaluation for teacher education programs which are based on "ends-means" model. They remarked that:

"ultimate [overall] objectives that indicate the kind of teacher to be produced, and those terminal objectives (course goals)... are valuable as evaluative criteria against which the actual characteristics of program graduates can be compared" (P:120).

This study, therefore, has considered the overall objectives of the program in the TTIs and those specific outcomes of the professional courses as a criteria in determining the adequacy of the training program.

The instruments of the study were administered at the end of the "teaching practice" period of the training program. Such a time was considered appropriate since it was assumed that the respondents would be in a better position to appraise the professional training in light of the experiences gained in the field.

The students and teachers in the TTIs surveyed were asked to rate the professional training of the program, (ie, to what extent it addressed the "performance skills" identified in the rating list). These skills of the professional training, therefore, comprised the dependent variables considered in this study. The independent variables analysed in the study include characteristics of the respondents such as: differences in age, sex, academic performance, pre-training work experience, and interest towards the teaching career on the part of the student respondents; as to the teachers, years of service in the TTIs, levels of their education, and their attitude towards their work were considered in this study.

These independent variables are among some of the important factors affecting the responses of subjects involved in studies on program evaluations. Piper (1960),

evaluated the elementary teacher education program (based on the opinions of graduates) at the University of Oregon. He found that students' "academic achievement" and "teaching experience prior to training" as having an effect on their opinions of the adequacy of their training program. Similarly, Hummel and Strom (1987), in a follow-up study, found that "graduates' teaching experience" affected positively their perceptions of the preparation they had. In 1978, Ogunbi conducted an exhaustive study in this field and noted that, "... trainees characteristics like age, exposure to the world of work, academic performance, and anticipated future roles are positively related to their perceptions of the program relevance," (P:33). According to Ogunbi, his analysis depended on the interaction effects of these variables (characteristics) on the dependent variables (ie, those performance skills that were dealt with in the program and presented to the trainees in a form of a rating list). These studies, particularly that of Ogunbi (1978), provide a model of analysis for the present investigation.

### 3.5. Statistical Methods Used

For a detailed analysis of the data from the survey, appropriate statistical tools were used. The basic data on the respondents' background characteristics were summarized using frequency and percentage distribution, while a chi-square was used to indicate the trend in the frequency distribution. The trend in the ratings made by both sample

groups was shown through the distributions of the mean and standard deviation. And the differences between the two sample groups, differences within groups, and interaction effects of the selected independent variables with the dependent variables were tested with analysis of variance (ANOVA) at .05 level of significance.

The appropriateness of such a statistical tool, as a one-way analysis of variance, in this kind of study has been established in many research works. Hummel and Strom (1987) employed such a technique in their study of "the relationship between teaching experience and satisfaction with programs of teacher preparation" (P.28). Ogunbi, (1978) specifically noted that "... the ANOVA will make possible a simultaneous comparison of sample means of selected variables to give us an idea whether statistical difference exists in the data gathered" (p:106). He further discussed that ANOVA is also capable of handling data from unequal group sizes.

Following the suggestions of these researchers, this study also tried a graphic representation of the mean values obtained from the rating. This has been used to explain those factors that were expected to affect the respondents' rating on the adequacy of the professional training.

The level of significance of all statistical tests (used in this study) is .05 level as suggested and applied in other educational research, (Popham and Sirotnick,1973). And the "average" value determined in all the rating made in this study is 3.00, following the point set for rejecting items in validating the "rating list".

## CHAPTER IV

### RESULT, ANALYSES AND INTERPRETATIONS OF THE STUDY

The findings of the survey, that are presented in the subsequent tables and figures, are explained in terms of the four teacher training institutes surveyed. These institutes are represented by the symbols listed below, and are used as basic categories in reporting the findings in this chapter, unless a different category is specified.

A = Dessie Teachers' Training Institute

B = Gonder " " "

C = Awassa " " "

D = Nazaret " " "

#### Data on Respondents' Characteristics.

The study considered those demographic and background characteristics of the respondents that were assumed to affect their responses. These characteristics, which were also considered important in some of the studies cited earlier, are presented here before going into the details of the analyses of the objectives and professional training of the program under study.

Table 1 :Distribution of the respondents in the TTIs by Sex

TTIs	Teachers		Students	
	M	F	M	F
A	15	4	57	22
B	15	1	47	29
C	14	1	57	29
D	16	1	43	18
Total	60	7	204	98
Percent	89.6	10.4	67.5	32.5

The first table shows that nine out of ten of the teachers and more than 67 percent of the students in the sample are male. The female teachers in Dessie TTI are more than those in the other three put together. As to the distribution in the sample students it seems to be even for both genders other than those from Nazaret TTI.

Table 2: Distribution of students by age

TTIs	Age			Total
	1	2	3	
A	41	38	-	39
B	27	46	3	76
C	20	62	3	85
D	18	37	6	61
Total	106	183	12	301
Percent	35.2	60.8	4.0	100

## Key

1. under 20 years  
 2. 20 - 25 "  
 3. 26 - 30 "

Table 2 shows that more than half (61 percent) of the students surveyed seem to be between their early and mid-twenties. Considering all categories, 96 percent

are under twenty five years. A chi-square test at .05 level revealed a statistically significant difference beyond one percent for the age distribution of students in the four institutes.

The other characteristics of the students considered are their academic background (measured by the ESLCE and their performance in the training program).

Table 3: Academic achievement of students in ESLCE

TTIs	ESLCE-			Total
	GPA	1	2	
A	1	50	28	79
B	1	44	31	75
C	3	74	9	86
D	2	45	14	61
Total	7	213	62	302
Percent	2.3	70.5	27.2	100

Key

- (1) up to 1.8
- (2) 1.81 - 2.8
- (3) above 2.8

As table 3 shows, students' ESLCE grade range from "below 1.8" to "above 2.8". The majority (70 percent) have GPA between 1.81 and 2.8; and less than a third of the sample (27 percent) are in the higher range. The distribution of ESLCE achievement of the students in the institutes revealed a significant difference beyond the one percent level.

Table 4: Students' performance in the Teacher training program.

TTIs	GPA in TTI			Total
	1	2	3	
A	11	39	29	79
B	6	43	27	76
C	11	47	28	86
D	9	43	9	61
<b>Total</b>	<b>37</b>	<b>172</b>	<b>93</b>	<b>302</b>
<b>Percent</b>	<b>12.2</b>	<b>56.9</b>	<b>30.8</b>	<b>100</b>

Key

- (1) up to 1.5
- (2) 1.51 - 2.5
- (3) above 2.5

Table 4 shows that TTI performance of the sample students follows a similar trend as in the case of the ESLCE results. More than half (57 percent) of the participants of this survey achieved grades between 1.51 upto 2.5, (medium achievement by TTI standards). Those in the high grades (2.51 and above) are about 31 percent. The distribution by the institutes is found to be significant at .05 level, for the different grade categories of the students.

The background of students was also assessed in terms of the work experience, particularly, teaching experience (if any) they had prior to their enrollment into the teacher training program.

Table 5: Students' pre-training work experience.

TTIs	Experience			Total
	1	2	3	
A	3	22	53	78
B	7	20	48	75
C	23	5	57	85
D	18	6	36	60
Total	51	53	194	298
Percent	17.1	17.8	65.1	100

Key  
 1. teaching experience.  
 2. other works.  
 3. no experience, (direct from school)

Table 5 indicates that about 17 percent of the students in the sample surveyed had a "teaching experience" before they were enrolled. However, about two-third (65 percent) of the total respondents came directly from school. As shown in this table, it is found that more than a third of the students had a work experience of some kind. That is, those who were teaching and those who were employed in other fields together make up about 35 percent. The distribution of students in the sample revealed a significant difference at .01 level.

An indirect assessment was also made about the students' attitude towards the teaching profession they were about to join upon graduation. They were asked as to what they would decide on "getting another job opportunity after graduation, with equal or less pay." Their reaction is presented in Table 6.

Table 6: Students "tendency" to withdraw from their assigned post upon graduation.

TTIs	Tendency			Total
	1	2	3	
A	13	12	54	79
B	29	9	38	76
C	31	23	32	86
D	26	14	21	61
Total	99	58	145	302
Percent	32.8	19.2	48.0	100

Key

1. no idea of leaving

2. unsure.

3. will leave at any opportunity.

This table indicated that around half (48 percent) of the respondents are "very much inclined" to leave their teaching posts at first opportunity. On the other hand, those who want to retain their post (ie, who have no idea of leaving) are about 33 percent, while more than 19 percent of them are undecided about the matter. The difference in the distribution of the students in the institutes is found to be statistically significant.

The factors considered in the teachers' background include: levels of education, years of service, and their attitude towards their work since assigned in the TTIs.

Table 7: Teachers' level of education

TTIs	Leaves			Total
	1	2	3	
A	1	4	14	19
B	3	2	11	16
C	-	3	12	15
D	1	4	12	17
Total	5	13	49	67
Percent	7.5	19.4	73.1	100

Key

1. 12+1 (certificate)

2. 12+2 (diploma)

3. Degree level

The first table on teacher's background, Table 7, deals with levels of education. The table shows that the majority (73 percent) are graduates at "first degree" level. The data do not include "second degree" graduates as their number, from all TTIs surveyed, is too small to be considered. The table indicates that 19 percent are "diploma" (12+2) teachers, and around 8 percent are at certificate level (12+1 graduates). No significant difference is observed in the distribution by the chi-square test applied over the data.

Table 8: Teachers' years of service in the training program.

TTIs	Years			Total
	1	2	3	
A	5	8	6	19
B	9	6	1	16
C	4	9	2	15
D	3	3	11	17
Total	21	26	20	67
Percent	31.2	38.8	30.0	100

Key  
 1.1-3 years  
 2.4-6 years  
 3.7 or more years

Table 8 shows the distribution of teachers by their years of teaching experience in the teacher training program in the TTIs. The data do not indicate those years of services of teachers in other levels, like the High school (if any). As can be seen in table 8, there seems to be nearly equal number of teachers with services in the two extremes, (ie., less than 3 and more

than 7 years). The middle category of "4-6 years of experience" accounts for about 39 percent. A Chi-square test revealed a significant difference for the distribution of the sample teachers in the institutes.

Table 9: Teachers' "attitude" towards their work in the training program.

TTIs	Attitude			Total
	1	2	3	
A	5	8	6	19
B	8	4	4	16
C	6	4	5	15
D	7	3	7	17
Total	26	19	22	67
percent	38.8	28.4	32.8	100

Key:  
 1. low  
 2. moderate  
 3. high.

Table 9 presents information on how the sample teachers came to like (dislike) their task (work) of preparing teachers since they were assigned in the training program. More than a third, (about 39 percent) of the teachers in the sample reported a "low" attitude towards working in the training program, while about 33 percent of them are "positive" in this regard. Those who reported a "moderate" stand are about 28 percent. The difference among the responses of teachers in the institutes surveyed is not found to be significant at .05 level.

Table 10 : Frequency and percentage distribution of rank orders of objectives of the training program.

Statements of objectives	Respondents	Rank - Order of objectives									
		1st		2nd		3rd		4th		5th	
		f	%	f	%	f	%	f	%	f	%
I	T	10	15.0	15	22.4	6	9.0	17	25.3	19	28.3
	S	112	37.0	43	14.3	33	11.0	55	18.2	59	19.5
II	T	31	46.3	24	35.8	9	13.4	3	4.5	-	0
	S	78	25.8	105	37.8	59	19.5	37	12.3	23	7.0
III	T	20	29.9	15	22.4	24	35.8	5	7.5	3	4.5
	S	44	14.6	72	23.8	98	32.5	49	16.2	39	12.9
IV	T	3	4.5	9	13.4	26	38.8	18	26.9	11	16.4
	S	54	17.9	44	14.6	76	25.2	77	25.5	51	16.9
V	T	3	4.5	4	5.9	2	3.1	24	35.8	34	50.7
	S	14	4.6	39	12.9	50	16.6	69	22.8	130	43.1

Key : T = Teachers

S = Students

I - V statements of objectives:

- I. Produce quality teachers required at all level of primary education.
- II. Equip teachers with the necessary skills, knowledge, and commitment.
- III. Develop teachers' awareness that enable them promote "Community development".
- IV. Provide professional competence to enable teachers instill "national ethos" in children.
- V. Produce competent citizens with sound ideological world-outlook.

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The Overall Objectives of the Training Program.

All subjects in the two sample groups have assigned ranks to the five "general objectives" of the teachers' training program for elementary schools.

Table 10 presents the statements of these objectives and the frequency and percentage distribution of the assigned ranks. According to this table the first objective which deals with "producing teachers who qualify for the requirements of primary education" was ranked as the "most important" to the professional training by more than 37 percent of the sample students. But, the teachers' ranking reversed this order, in which 28 percent of them gave it a 5th rank. A relatively large number of teachers also ranked this statement as second and fourth in importance, (22 and 25 percent respectively).

The second statement that deals with the provision of "necessary skills, knowledge and commitment" as demanded by the profession is ranked "high" among the teachers. More than 46 percent of the teachers placed this statement as the first priority in training elementary teachers. On the other hand a relatively large number of the students (about 38 percent) gave it a second place.

Regarding statement three: making teachers aware "to promote the development of the community", both groups seem to agree in placing it as third in importance. The majority from both groups, 36 percent teachers and 32 percent students, are recorded in giving it the indicated rank.

According to teachers' ranking, the fourth statement which deals with "instilling national ethos in children and youth", is also placed as third in rank by 39 percent. As to the students, equal number (25 percent) are recorded as giving it a third as well as a fourth place of importance.

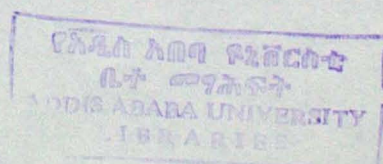
Statement five deals with making teachers "competent citizens with sound ideological world-outlook". This statement is ranked as least in importance by 51 percent of the teachers and 43 percent of the students. But, a recognizable number, 36 percent teachers and 23 percent of the students, also ranked it as fourth in importance.

As can be observed in the table there are some tied ranks, (as in the case of teachers' ranking to 3rd and 4th statements); and identical rank for one statement, (as in the ranks of the 4th statement given by students). Because of this and a need to get a single rank for the statements, the given ranks are transformed into values. Following Ogunbi's (1978) system, a rank of one is changed to a value of 5, rank of two is given a value of 4 and so on.

This operation yields a total value for each statement and a corresponding mean value.

Based on the mean values obtained from the operation described, a single value is assigned to each statement and the results are illustrated in Figure 1. According to this figure, both groups regarded the second statement as a top priority in the training program. As to the other statements of objectives there is no much significant shift of position in the ranks, from that revealed by the percentage distribution in Table 10.

As Figure 1 shows, the first three statements are perceived more favourably by both groups of respondents. However, they differ much in assigning specific values, particularly in statements I and III. Students put these statements as second and third respectively, while the teachers reversed this order. As the ratings (values of the rank order) made by the two groups are combined, it is found that objectives II, III and I are placed in the order of first to third respectively. The last two statements of the objectives do not change their position in the combined values and remain as fourth and fifth in importance.



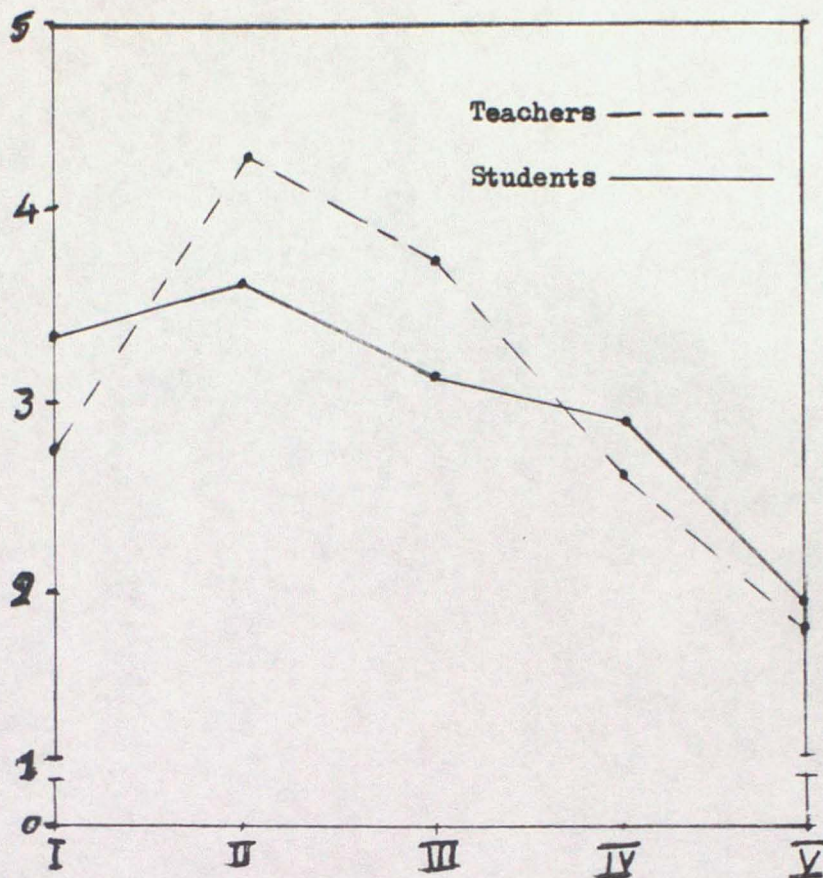


Figure 1: General objectives of the " primary Teacher's Education" programm as percieved by participant Teachers and Students

Key:(Vertical)

- 5 = the most important.....
- 4 = next most important.....
- 3 = third most important.....
- 2 = less important.....
- 1 = least important.....

Key: (Horizontal): statements of Objectives:-

- I. produce quality teachers required at all levels of primary education
- II. equip teachers with necessary skills, knowledge, and committment the profession demands
- III. develop teachers' awareness that enable them promote " Community development".
- IV. provide professional competence to enable teachers instill the " national ethos " in children .....
- V. produce competent citizens with sound idedogical world - out look.

### Evaluation of the Professional Training

An assessment has been conducted to get an information as to how the training program under investigation is adequate in preparing primary teachers in some of the important professional skills. These skills, as discussed in the preceding chapters, focus on the areas such as: Lesson planning, Lesson presentation, Classroom management, and Instructional evaluation. The students and teachers in the TTIs surveyed rated the adequacy of the professional training in terms of these professional (teaching) skills. Tables 11 and 12 summarize the results of the evaluation of the training in these skills.

Table 11 shows that the training provided in much of the aspects of the professional skills is regarded as little more than "average", and even "less" in some important skills as "class room management". Particularly, those trainees from Nazareth TTI perceived their training as "less adequate" in most of the skill categories. As indicated in the right corner of the table, the overall mean values for "management" is "below average" among all the sample students in all TTIs surveyed.

The basic data on the rating given by the sample teachers on the adequacy of the training in professional skills, as shown in Table 12, is relatively similar with

Table 11 : Distribution of means and standard deviations of students' evaluation of the training in professional skills.

Categories of professional skills	T T I s								Overall Mean
	A (N=79)		B (N=76)		C (N=86)		D (N=61)		
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
Planning skills	3.56	.99	3.42	.99	3.43	1.11	2.97	1.13	3.37
Presentation skills	3.24	.96	3.05	1.06	3.11	1.17	2.66	1.14	3.04
Classroom management	3.04	1.07	2.64	1.15	2.85	1.16	2.48	1.09	2.77
Instructional Evaluation	3.37	.95	3.23	.90	3.20	1.10	3.08	1.06	3.23

Key : N = Number of subjects in the sample from each TTI.

$\bar{X}$  = Mean value.

SD = Standard deviation.

**Table 12:** Distribution of means and standard deviation of teachers' evaluation of the training in professional skills.

Catagories of professional skills	T T I s								Overall Mean
	A (N=19)		B (N=16)		C (N=15)		D (N=17)		
	X	SD	X	SD	X	SD	X	SD	
Planning skills	3.41	1.1	3.36	1.1	3.19	1.06	3.22	1.05	3.36
Presentation skills	3.20	1.1	2.94	1.1	3.09	1.09	2.95	1.07	3.05
Classroom management	2.99	1.2	2.88	1.11	2.69	1.11	2.96	1.03	2.88
Instructional Evaluation	3.18	.96	3.07	.98	2.50	.83	3.10	.98	3.00

**Key :** N = Number of subjects in the sample from each TTI.

X = Mean values.

SD = Standard deviations.

that given by the students in the last table. All the aspects which were indicated in the students' evaluation as "less adequate" are also given relatively the same values by teachers. Moreover, the sample teachers in Gonder and Nazaret TTIs perceived the training in "presentation" skills as "below average". The overall mean values calculated for all categories shows relatively the same values as in students rating: a "below average" rating for the "classroom management" skills and an "average" (or little more) for the other categories.

The values obtained from both ratings (the sample students and teachers) revealed a large variability as indicated by the relatively large standard deviation in both tables. This large variation of values leads to further test for differences in the ratings given by the different groups of respondents in the TTIs.

A one-way analysis of variance (ANOVA) has been employed to test for differences among the respondents in the TTIs. The results revealed a significant difference for the sample students in the TTIs, where the value ( $F=6.19$ ) obtained from the computation is significant beyond one percent. But the difference observed among the teachers in the different training institutes, in which ( $F=0.76$ ), is not found to be significant at .05 level. The same is true for differences between teachers and students.

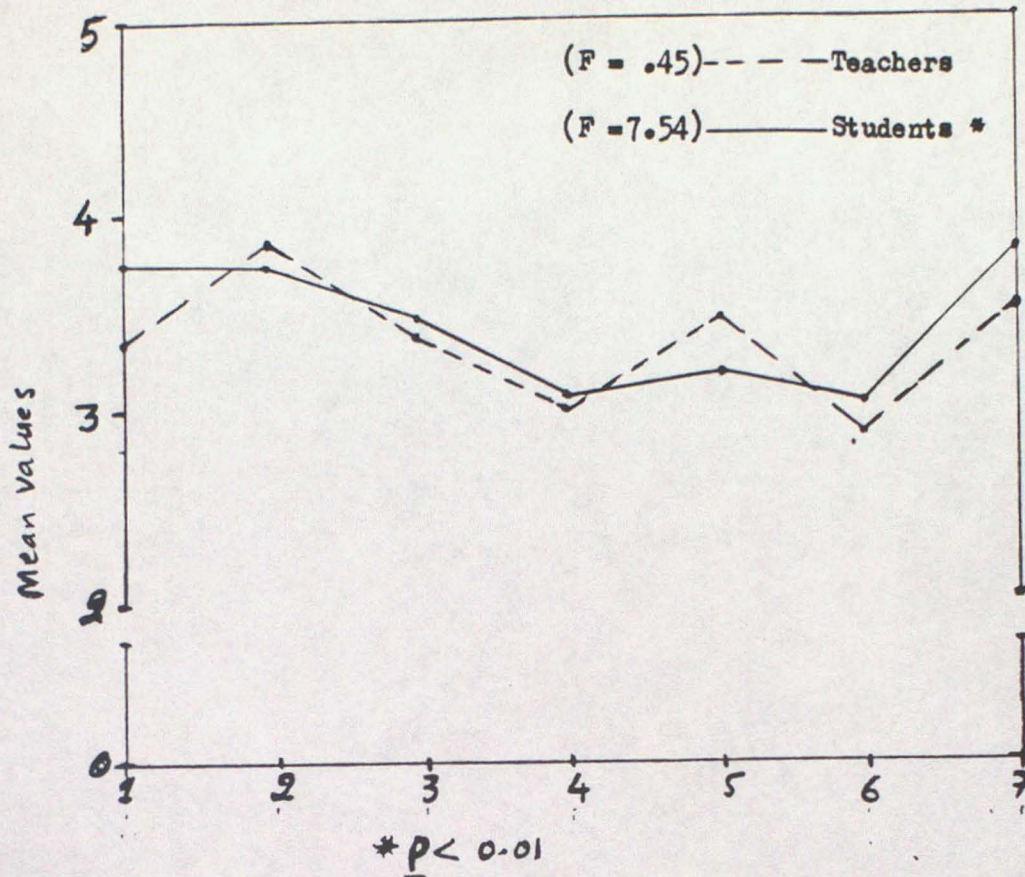
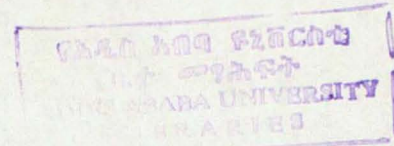


Figure 2: Evaluation of the professional training in  
" Lesson planning skills ".

Key; (Horizontal): planning skills

1. Using Curriculum materials ( syllabus, textbooks, teachers' guide etc.) in planning lessons
2. Preparing instructional plans at different levels/annual, unit, daily lessons)
3. Designing a variety of learning experiences and activities according to the level of the learners (pupils)
4. Selecting instructional methods according to pupils' needs and ability levels.
5. Preparing appropriate instructional aids from local materials.
6. Preparing questions that stimulate thinking and directed at different cognitive levels, (recall, comprehension, application etc.).
7. Organizing elements of the instructional plan, (objectives, contents, methods,etc.) in a logical order.



The significant difference that exists between and within the groups of respondents is further demonstrated in the subsequent figures. These figures (2-5) illustrate the ratings given by the two groups (teachers and students) to each of the items in each of the categories of the professional skills.

Figure 2 illustrates how the specific professional skills in "Lesson Planning" are addressed in the training program as viewed by the respondents, and the differences that exist between or within each group. According to this figure the first two items in the planning of lessons: "using curriculum materials in planning a lesson" and "preparing plans at different levels" (items 1 and 2) are rated "high" among students. Both groups of respondents, on the other hand, regarded the training in the skills: "preparing stimulating questions at different cognitive levels of children" (item 6), and "selection of methods appropriate to pupils' needs and level" (Item 4) as slightly lower than "average".

The statistical test on the rating made by the two groups (all students and all teachers) revealed no significant difference. The calculated  $F$  ratio is 0.79, and is not significant at .05 level. However, the test yielded a significant difference (beyond .01 level) among the sample students. Whereas, no significant difference has been observed among groups of teachers.

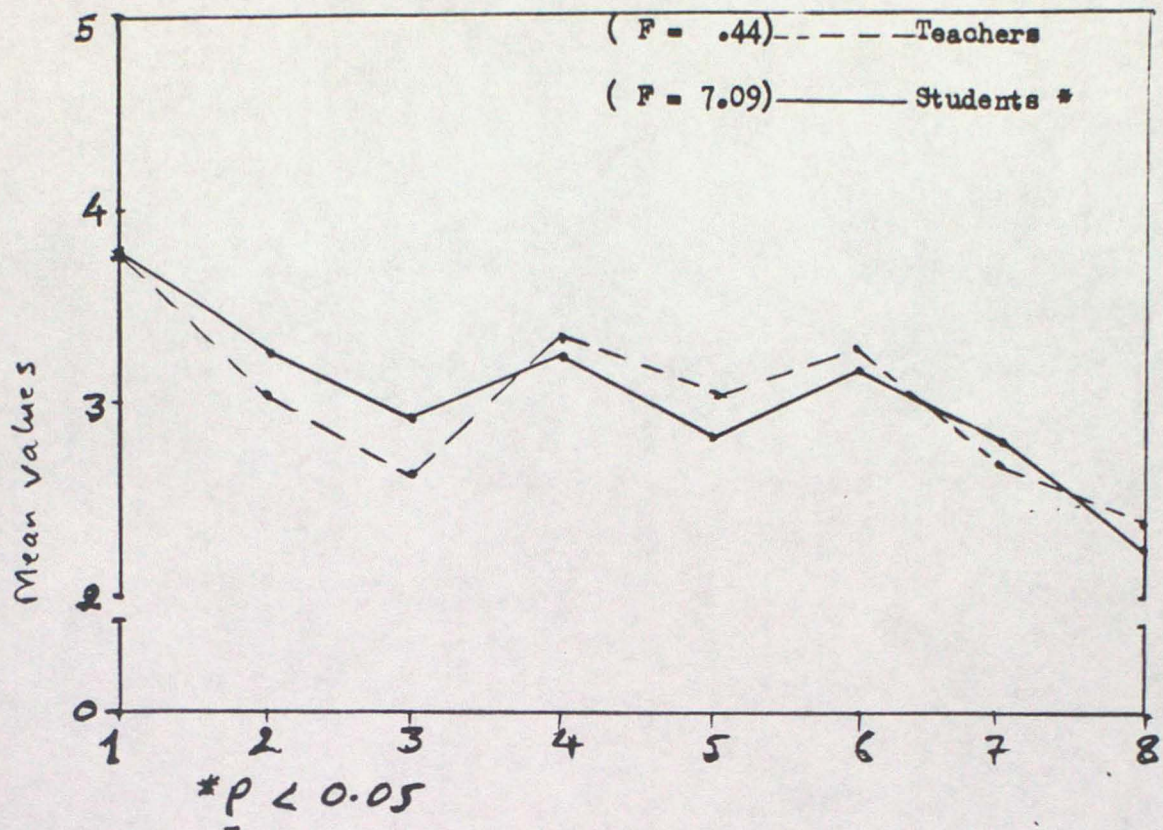


Figure 3: Evaluation of the professional training in  
" Lesson presentation " skills.

Key (Horizontal) : presentation skills

1. developing the classroom lesson with the proper structure, (ie. introduction, presentation, stabilization, and summary)
2. Adjusting classroom instruction to the level and needs of the pupils.
3. Relating the classroom lesson with other subjects and
4. Using instructional methods and techniques that are appropriate to the objectives of the lesson.
5. Using teaching aids and other educational media, (Radio, TV etc.) properly.
6. Presenting the lesson in a logical order, (ie. simple to complex etc.)
7. Utilizing appropriate questioning techniques that stimulate thinking and more class participation.
8. Using community resources, (National Libraries, Museums, Social organizations, etc.) to facilitate instruction.

The other category of skills in which the professional training has been rated is the "lesson presentation" skills (Figure 3). The statistical test on the evaluation made by sample students revealed, as in the previous case, a very significant difference (at .01 level). The test did not reveal a significant difference for the teachers. The same with the results of the test on differences between the two groups, teachers and students in the sample, where  $F=0.15$  is a very small number. Figure 3 shows the relative position of each group of respondents as they see the training in "lesson presentation" skills. The students rated the skill in "developing proper lesson structure" (item 1), as "above average". This is also true in the evaluation given by teachers. Both groups regarded as "less adequately" addressed those skills that deal with: "utilizing questioning techniques" (item 7), "relating lessons with other subjects" (item 3), and "using community resources" (item 8). Particularly, the last item in this set of skills was given the least mean value as compared to the other skills in the set.

The set of skills that deal with "classroom management" are indicated in Figure 4, together with the values given by the respondents. Most of the items, as can be observed in the figure, are regarded as "less adequately" dealt with in the training. The skill that is rated "above average" by both groups is that which deals with "managing class discussion and participation" (item 3). Two other

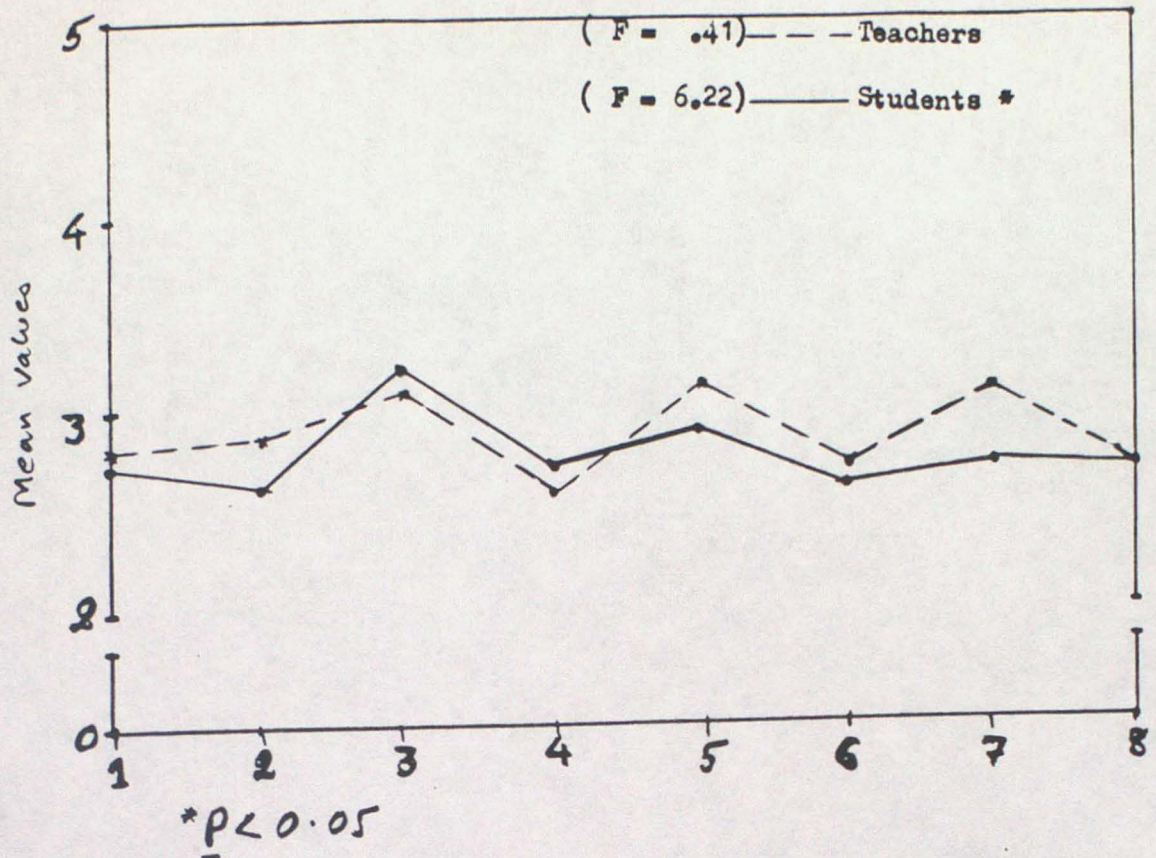


Figure 4: Evaluation of the professional training in  
" Classroom management " skills.

Key, ( Horizontal ) : Management Skills

1. Organizing the class, ( such as in large and small group discussion, project work, field work, etc.) for better learning.
2. Organizing class activities in such a way that students share responsibilities.
3. Managing class discussion and student participation properly and fairly.
4. Providing students with some opportunity of success
5. Giving proper praise and support to the efforts (contributions) students make.
6. Providing opportunities that help students develop selfdiscipline.
7. Dealing with problems and conflicts in the classroom directly and constructively.
8. Providing necessary guidance services to those students who have special needs or problems.

skills that received "average" rating from the sample teachers are: "dealing with discipline problems directly and constructively" and "giving proper praise and support to students", (items 7 and 5 respectively). The rest of the skills in this set received a low value in the evaluation made by both groups of respondents.

The statistical test conducted on the evaluation given to this category revealed no significant difference between the teachers and the students in the sample. But among the student groups a significant difference is observed in which the calculated value ( $F=6.22$ ) was found to be significant beyond .01 level, (see Figure 4).

In the fourth category of skills, identified as "instructional evaluation", the ratings of both groups of respondents are illustrated in Figure 5. In this set of skills the values given by students is relatively better than the previous cases. In here, the first two items that deal with, "constructing instruments of evaluation" and "conducting evaluation and recording results" are perceived by both groups as "more adequately" addressed in the training program. But, unlike the sample students, the teachers gave a "below average" rating to the last three items that deal with: "diagnosing pupils' difficulties", "improving classroom instruction" and "modifying plans" based on the results of classroom evaluation. The students are more "positive" towards these skills and gave them an "average" rating.

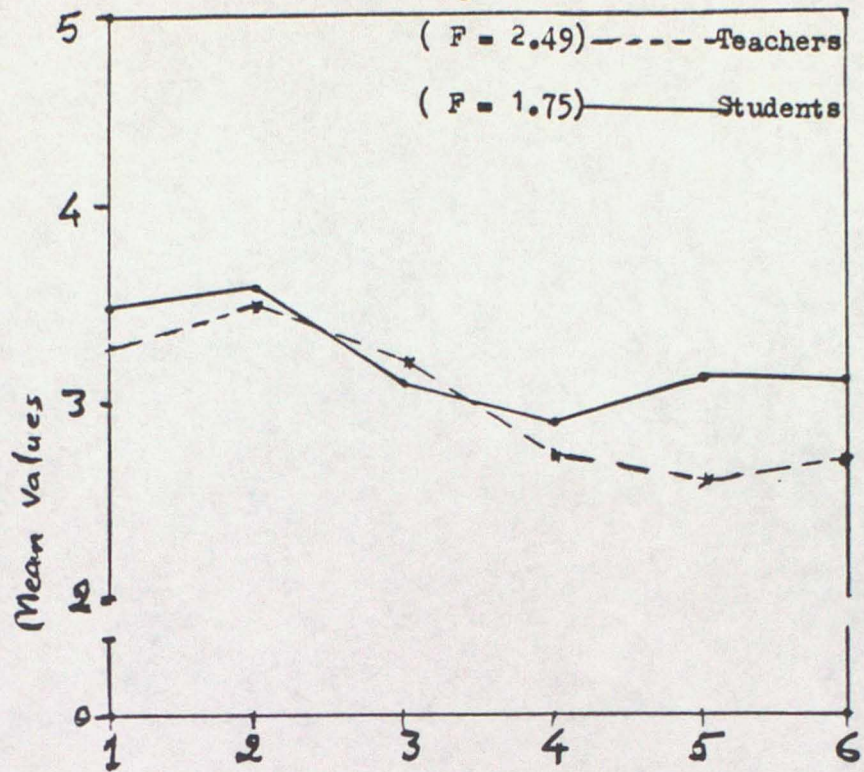


Figure 5: Evaluation of the professional training in  
" Instructional Evaluation " skills.

Key, ( Horizontal ) : Skills in lesson Evaluation

1. Constructing various instruments of evaluation of learning, ( such as : selection types, short answer, multiple choice type etc.) on the basis of lesson objectives.
2. Properly conducting evaluation process and recording results.
3. Measuring students' progress on a regular basis through different mechanisms, ( such as : observation, home work and classwork exercises, quizzes, tests, etc.)
4. Using evaluation results to diagnose pupils' difficulties and provide feedback.
5. Improving classroom instruction based on the results of the evaluation of learning.
6. Using evaluation results to modify subsequent instructional plans.

A one-way ANOVA test conducted on the ratings in this set of skills revealed a significant difference between the two groups (sample teachers and students). The category of "instructional evaluation skills" is the only set of skills where a significant difference ( $F=5.04$ ) is observed between teachers and students beyond .05 level.

The analyses on the ratings among the students or among teachers in this category revealed a different trend this time. It yielded a value ( $F= 1.75$ ) for differences among students, and ( $F=2.49$ ) for differences among teachers. Both these values, though recognizable differences, are not significant at .05 level.

#### The "Practice Teaching" Experience in the Training Program.

As indicated in the literature review, the "practice teaching" experience is regarded by students and teachers in a training program as an important component of a teacher education program at all levels, (Watts, 1987; Berliner, 1985). In this study, therefore, an attempt was made to assess how the contribution of this component is regarded by the sample students and teachers as compared to other aspects of the teacher education program under investigation. Moreover, a variance analysis has been conducted to test for any differences in their rating of the professional training as a function of their perceptions of the practice teaching component and some of its aspects.

Table 13: Frequently and Percentage distribution of the "Contribution" of the Practice Teaching Experience to the Training Program.

Respondents	Contribution						Total
	1		2		3		
	£	%	£	%	£	%	
Students	19	6.3	57	18.9	225	74.8	301
Teachers	13	19.4	16	23.9	38	56.7	67
Total	32	8.7	73	19.8	263	71.5	368

Key:

1. Low, (less than other aspects)
2. Moderate, (as equal as other aspects)
3. High, (more than other aspects)

The students and teachers in the sample seem to be unanimous in their support for the "practice" experience. Table 13 shows that the majority of the students and teachers (about 57 percent and 75 percent respectively) considered the experience as "contributing more than other aspects" in the whole training program. Few of the students (6 percent) regarded the practice as "less contributing", while the teachers in this category are about 19 percent. In the middle category, (ie moderate contribution) about 19 percent of the students and 24 percent of the teachers registered their responses. The Chi-square test conducted on the distribution of responses of students and teachers revealed a significant difference beyond .01 level.

The students were also asked how much useful is the professional help (interms of advice and feedback) they were provided during the practice period. It is assumed here that practicing students can benefit much, when the advice and feedback they received from the school teacher correspond with that of their advisor (TTI teacher).

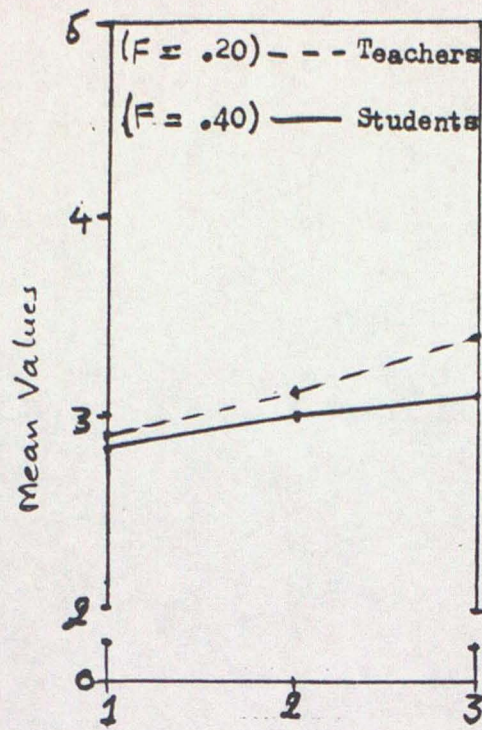
Table 14: The Quality of "feedback/advice" Students received in the Practice Period.

TTIs	Feedback / Advice			Total
	1	2	3	
A	28	31	17	76
B	15	29	26	72
C	12	44	30	86
D	21	24	16	61
Total	76	128	91	295
Percent	25.8	43.4	30.8	100

Key:

1. Very much related.
2. Not Much related.
3. Contradictory.

As indicated in Table 14, more than 43 percent of the students in the sample reported that the feedback/advice they received from their advisors (TTI and school teachers) lack some coherence, (ie., "not much related"). Around 31 percent of them are "positive" towards the help they received. But, more than a quarter of the sample (about 26 percent) reported that the feedback/advice provided by the advisors is "contradictory". And the difference in the responses is found to be significant at .05 level.

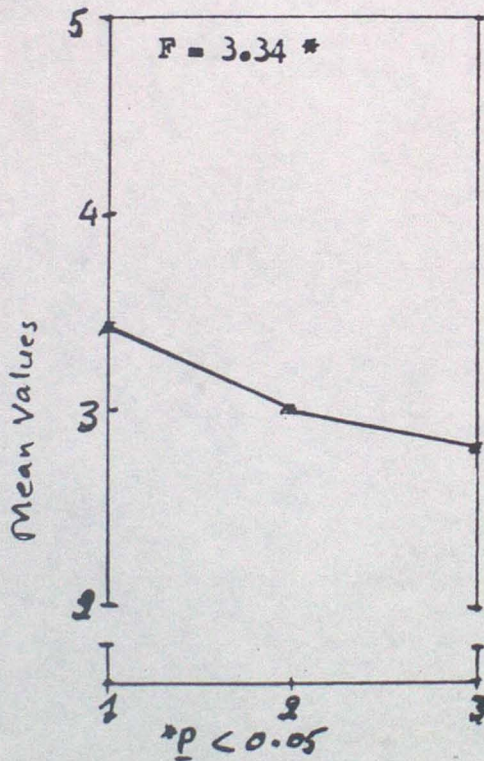


Key, ( Horizontal ) :

Practice teaching contributes:

1. less than other aspects
2. as equal as other aspects
3. more than other aspects

Figure 6 : Evaluation of the professional Training according to views on the " practice teaching " experience.



Key, ( Horizontal ) :

Feed back recieved from advisors:-

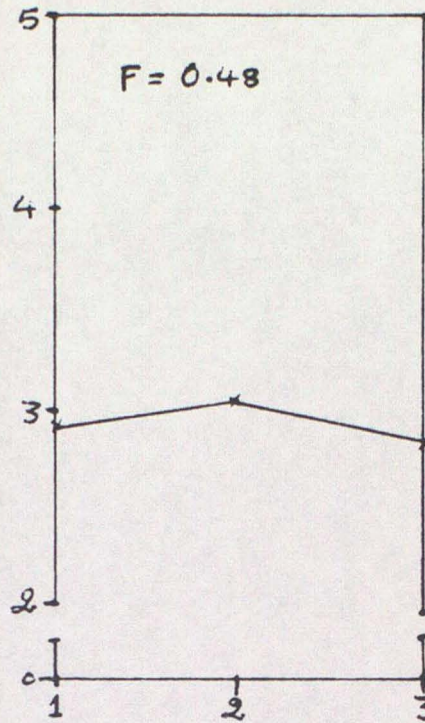
1. very much related
2. not much related
3. contradictory

Figure 7 : Evaluation of the professional Training according to " feedback and advice " students recieved in practice Teaching programs

A one way variance analysis (ANOVA) has also been conducted to test for differences in the ratings respondents made on the professional training (dependent variables) as a function of their views on the "practice teaching" experience. For this purpose the ratings made by the respondents (as indicated in figures 2-5) were taken together and interacted with the responses in tables 13 and 14.

Figure 6, shows that both students and teachers in all categories of their responses to the "Contribution of the practice teaching" rated the professional training at or a little less than "average". But, it can be observed in this figure that the rating gets higher as the values the respondents attach to the practice teaching become more "positive". However, the test revealed no significant differences for either the students or the teachers.

On the other hand, the quality of professional help students received (Table 14) interacted significantly with their rating of the professional training. Figure 7 illustrates the magnitude of differences that exists among the respondents. An "above average" rating is recorded among those who reported that the feedback/advice received from the advisors is "highly related and useful". As we move to the right of the figure the rating drops to "below average" among those who thought that the advice/feedback they received is "contradictory". The analysis revealed a statistically significant difference at .05 level.  $F = 3.34$ .



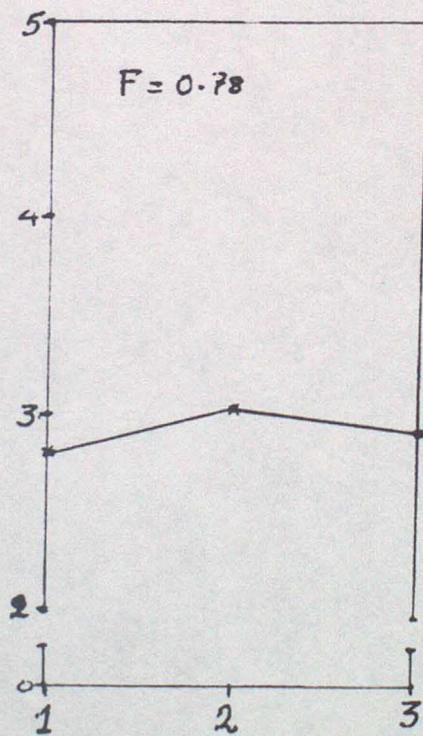
Key (Horizontal)

(1) upto 1.8

(2) 1.81 - 2.8

(3) above

Figure 8: Students' evaluation of the professional training according to ESLCE results.



Key (Horizontal)

(1) upto 1.5

(2) 1.51 - 2.5

(3) above 2.5

Figure 9: Students' evaluation of the professional training according to TTI performance

### Factors Related to the Evaluation of the Professional Training.

Some important factors that are assumed to bear upon the perceptions the respondents have about their professional training are considered here. These factors include some background characteristics of both sample groups.

One of the factors assumed to have an impact on the students' evaluation of their professional training is the academic achievement of the sample students. The students' academic achievement was recorded, as indicated in Table 3 and 4 earlier, from two sources - E6LCE and TTI performance GPAs.

Figures 8 and 9 illustrate the relative position of each group of the sample students in their rating. Figure 8 demonstrates that the "mid-achieving" groups in the E6LCE regarded the professional training as "average". As to TTI performance, Figure 9 shows that the trend is similar in which the "mid-achieving" students in this measure rated their training as "average". The analyses for differences as result of different levels of academic achievement revealed a similar trend for both measures, but not statistically significant at .05 level.

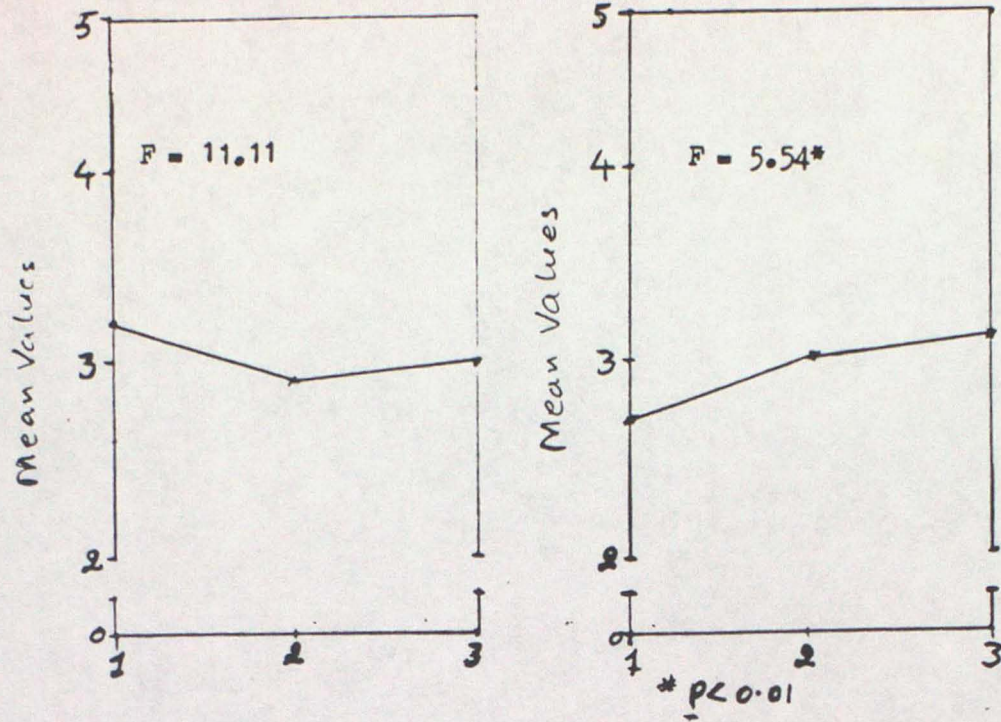
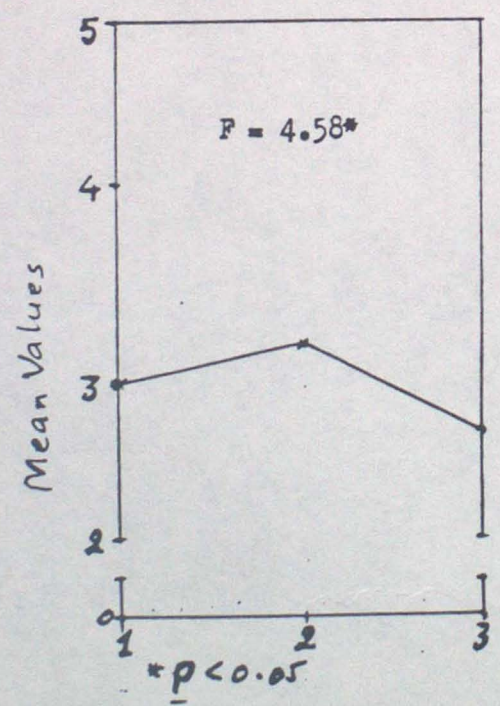


Figure 10: Evaluation of the professional Training according to students'  
 (a) Age (b) pre-training work experience.

- (a) key, (Horizontal) :
1. Under 20 years
  2. 20 - 25 years
  3. 26 - 30 years

- (b) key, (Horizontal):
1. teaching experience
  2. experience in other areas
  3. direct from school



- key, (Horizontal) :
1. No, ( have no idea of learning)
  2. unsure
  3. yes, (will leave at first opportunity)

Figure 11 : Evaluation of the professional Training according to students'  
 " tendency " to withdraw <sup>from</sup> their assigned post after graduation.

Figure 10(a) shows that the differences in the sample students' age do not significantly interact with their rating. But in this figure it can be observed that there is some variation, though not significant, among those students "Under 20", whose rating is slightly "above average" and the others whose rating is around "average".

The statistical test revealed a significant relationship between the pre-training "work experience" of the sample students and their ratings of the professional training. Figure 10(b) shows the relative position of each group in which, those who reported as having a "teaching experience" prior to enrollment rated the professional training as "below average". The other groups rated the program as nearly "average". The difference in rating, among the groups of students categorized by their "experience" is found to be statistically significant at .01 level (see Figure 10(b)).

The students "attitude" towards teaching, as expressed in their "tendency to leave the teaching post early", is found to be significantly related with their rating. Figure 11 shows the interaction of the students' "tendency" with their rating of the professional training and the relative position of each group. The difference among the groups is significant beyond .05 level. It can be observed in this figure that the higher the "tendency" to dropout of teaching after graduation the lower their

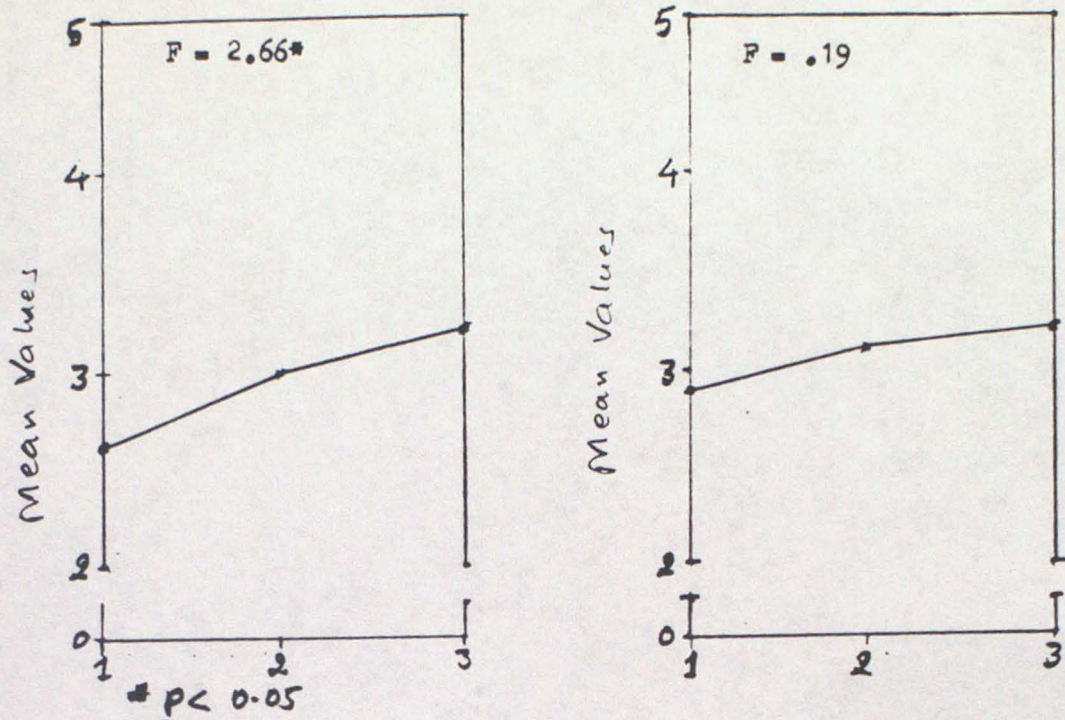


Figure 12: Evaluation of the professional Training according to Teachers:-

(a) years of service in the TTIs

(b) level of education

(a) key, (Horizontal):

- 1. = 1 - 3 years
- 2 = 4 - 6 years
- 3 = 7 or more years

(b) key, (Horizontal):

- 1. 12 + 1
- 2. Diploma graduates
- 3. Degree "

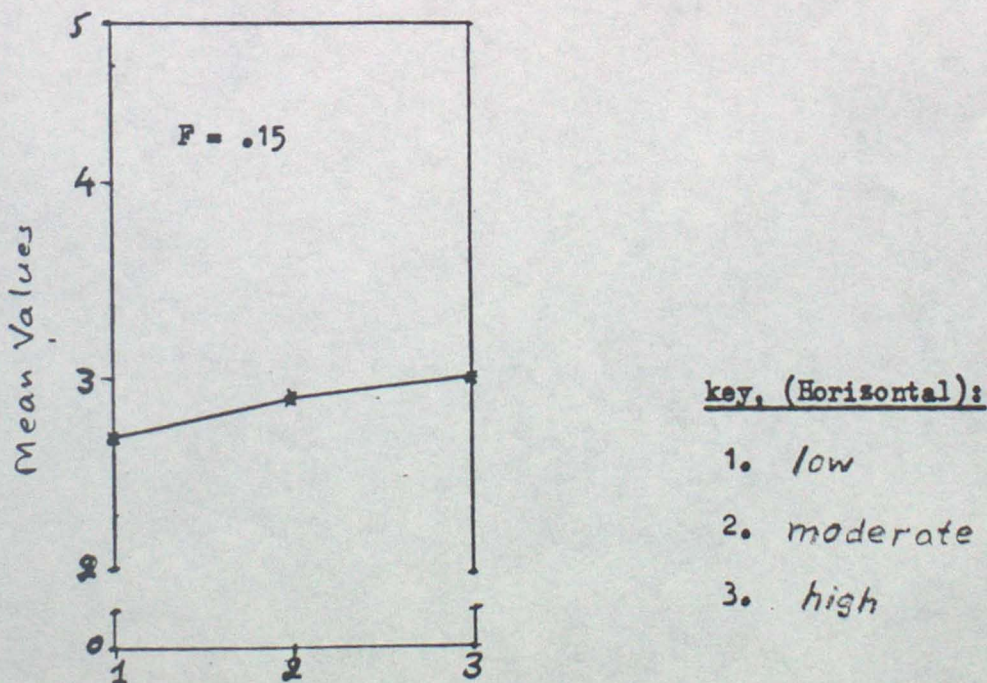


Figure 13 : Evaluation of the professional Training according to " Attitude " of Teachers towards their profession.

rating. Those who reported "less tendency" or "undecided" to leave, have rated the training program at or above "average", while those with "high" inclination to leave rated their program much "below average".

Figures 12 and 13 demonstrate those factors that affect the evaluation of the sample teachers. The difference in the rating observed among teachers with different years of service (experience) in the TTIs is found to be significant beyond .05 level. (Figure 12 (a) illustrates the magnitude of differences in the rating. It can be observed in this illustration that the smallest value recorded is among those "beginners" (1-3) years. And the rating increases as the teachers' years of experience gets higher.

Figure 12(b), on the other hand, shows the interaction of the "level of education" of teachers with their evaluation. The analysis on the data revealed no significant difference. As this figure indicates, the "degree" graduate teachers rated the training slightly "above average" while the other groups gave a slightly lower rating.

The third factor analysed for affecting the teachers' evaluation is their "change of attitude" towards their work in the training program. The analysis revealed no significant difference. However, as Figure 13 illustrates,

a variation can be recognized in the ratings given. An increase is observed in the rating as the "attitude" of the sample teachers changes from "negative" to "positive".

### Interpretation of Results

The results of the study have been presented in the preceding section in terms of tables and figures with frequency and percentage distributions, rank-order assessment, and a one-way analysis of variance. The analyses and presentations of the data made, are here discussed for possible explanations.

#### 1. Discussion on the overall objectives of the Training Program:

The sample teachers and students rank ordered the statements of the overall objectives of the training program according to their relevance and importance to the professional training and to the professional needs of prospective teachers. As Figure 1 indicated, both groups of respondents regarded highly that statement of objective which deals with "equipping teachers with the needed skills, knowledge, and commitment".

The statement specifically addresses some important aspects like, knowledge, skills and commitment that

are basic to the work of a teacher; and this may be the reason for the unanimity of judgement on its relevance. It also implies that the training program has done a good job in making its participants aware of the importance of these aspects as demonstrated by their responses.

The teachers and students who participated in this study seem to follow a similar direction in their appraisal of the other statements of objectives too, (see Table 10 and Figure 1). Such congruence of opinions and views on the objectives of the training program is important for a number of reasons, as explained by Ogunbi (1978) in his study on a similar subject. He stated that "... unity of purpose among participants in an undertaking is necessary for the design of evaluative criteria which they would all support," (P:206). He further noted that the success of such an undertaking depends on the extent to which the participants understand and subscribe to the purpose.

## 2. Discussion on the Evaluation of the Professional Training.

The adequacy of the professional training in "Lesson Planning" skills is found to be "above average" in the evaluation made by both sample groups. As indicated in Tables 11 and 12 and Figure 2, the training program seems to be strong in addressing the skills in planning area. However, the statistical test revealed no significant

difference between the evaluation made by the students and that made by the teachers. But, the test revealed a significant difference among the students from the different TTIs.

The evaluation of the program in "lesson presentation" skills revealed a similar trend to that of planning. A significant difference was observed among the students while the difference among teachers or between the students and the teachers was not significant.

Figure 3 showed that half of the items in this category are "less adequately" treated in the training program. One of these items is "using teaching aids", but on the previous category "preparing aids" was rated high. This shows that the utility of teaching aids is theoretically understood but not practically applied. Low rating was also reported in "using community resources", (ie, resources such as public libraries, social organizations, production areas, etc). This seems to indicate that much of the training was taking place through activities in the classroom.

The area of "classroom management" is noted as one of the most important areas for teachers, and difficult to acquire for "beginner" teachers. Smith (1985) argued that, "maintaining classroom discipline is one of the most feared duties by teachers, especially beginning teachers" (P:637).

Frye (1988) also noted that "the beginning teacher is the one who appears to have sufficient command of subject matter, but whose lack of classroom management skills get in the way of pupils' learning" (F:55). The area has also been mentioned (by trainees) as inadequately treated in training programs, as noted by Yarger, et al., (1977).

The results of the analysis of the data on the professional training in "classroom management" skills revealed a trend similar to the foregoing discussion. Figure 4 illustrated that nearly all the items in the set of skills concerning this skill category were rated at or "below average". Particularly, items that deal with "organizing the class", "providing opportunity of success", and "self-discipline" are the areas in which inadequate preparation is reported by both sample groups of the study. The negative trend observed in the students' rating, is probably the result of what they have encountered in their "practice teaching" experience. In their reaction to an open-ended question the sample students frequently mentioned "discipline" as a major hinderance in their field work. Other surveys also found that discipline of school children and classroom management were perceived by practicing teachers as the most serious problem, (Yarger, et al., 1977; Frye, 1988).

The rating of the professional training in "instructional evaluation" skills yielded a result different

from the previous three cases. The analysis revealed no significant difference within the sample groups of students or that of the teachers (see Figure 5). But, the analysis for differences between the students and teachers is found to be significant at .05 level.

As Figure 5 showed, there seems to be a clear difference in the opinions of the teachers and the students on the adequacy of the professional training in some of the "evaluation skills". The teachers were "less positive" in rating those skills that focus on, "improving instruction" and "modifying instructional plans" based on the results of the "evaluation." But, these skills were rated by the students as "above average".

Stones and Morris (1972), categorically noted that "evaluation results should be carefully reviewed by both teachers and students to diagnose problems of learners; and provide feedback, modify plans, and improve instruction" (p.252). However, these aspects seem to be less adequately treated in the professional training as indicated by the teachers' rating on some of the "evaluation skills".

### 3. Discussion on the "Practice Teaching" Experience.

Earlier, in Table 13, it has been reported that the students and teachers in the sample regarded highly the contribution of the "practice" program to their training.

And when their rating of the professional training was analyzed according to their perceptions of this "practice", no significant difference was revealed either among the students or the teachers, (see Figure 6). Therefore, the results of the analysis seem to imply that the "high regard" the respondents (especially students) have towards the "practice" is little influenced by the level of acquisition in their professional course work.

The feedback students received during the "practice" program was presented earlier in Table 14. The table indicated that 43 percent of the students reported that the feedback/ advice they received from their advisors (TTI instructors and the school teachers) are "not much related". And 31 percent of them even claimed that they received "contradictory" feedback/advice. The distribution in this table revealed a significant difference among the students' responses.

It can be inferred from this that the students do not seem to get a good benefit out of their practice program (in terms of feedback), so that they can improve their performance. This "negative" view of the students towards the professional help they received has significantly related with their rating of their professional training (see Figure 7). That is, the level of qualities of the feedback/advice the students received from their advisors is "positively related" to their rating of the

adequacy of the professional training. This seems to indicate how the "interaction of the students with their advisors" influences the way they see their training program.

Such a positive relationship was also reported by Ogunbi (1978), in which he reasoned that "if the advisors [in a training program] provide genuine support and feedback in time of need, the positive feeling which emanates from this interaction may rub-off on their programs" (P:3-3).

#### 4. Discussion on the respondents' Characteristics.

The academic achievement is one of the characteristics of the sample students that was tested for an interaction with the rating of the professional training. Earlier in Table 3 and 4, data on the two measures (i.e., the EBLOE and TTI performance) were presented.

Analysis of variance was employed to test for differences in the rating among the groups of students by their GPAs. As the results of the analyses indicated (see Figures 8 and 9) there is no significant difference in both cases. According to these figures, in both measures the "mid-achievers" are the "more optimistic" than the other groups in their rating. Students in the extreme groups ("low" and "high" achievers) are less positive in their rating of their professional training.

In this connection, Ogunbi (1978) in the study cited earlier, hypothesized that those students with "higher" grades would find their training program more adequate than others. But the results reversed his hypothesis in which those with the highest grades were found to be the least optimistic about their training program.

This finding of Ogunbi is partially in support of the findings of this study. And it may be generalized that the lack of differences among the groups with different grades (GPA) indicates that all groups can derive a meaningful and adequate learning experiences from their professional training.

The analysis conducted revealed no significant difference in students' age but, it did yield a significant result on students' pre-training work experience, and attitude towards their future career.

Figure 10 (b) illustrated the significant difference that the analysis revealed regarding students' pre-training work experience as related to their rating of the program. The figure showed that those who had "teaching" or other "work" experience are less positive about their training than those who came direct from school.

In this regard Hummel and Strom (1987), in their assessment of the "satisfaction" students get out of their

training program, found that "...those trainees with some experience in administrative or professional capacity are less optimistic about their training..." (P:29). But, Ogunbi (1978) found no significant result which may indicate that "experienced" students' rating varies from others. Thus, the finding in this study is in line with what Hummel and Strom (1987) reported, but not supported by that of Ogunbi.

The students' "attitude" towards teaching, measured in terms of their "tendency" to withdraw from the teaching post which they were about to assume upon graduation, was shown in Table 6. This table showed that 48 percent of the students in the sample expressed such a tendency. And Figure 11 presented the analysis made on the "interaction of students' attitude with their rating on the professional training." The analysis revealed a significant relationship, in which the "more inclined" the student is to withdraw of his post, the "less positive" is the rating recorded.

Considering the number of students who reported to have more inclination (tendency) to leave their post (which is about half of the sample), the problem seems to be formidable for the training institutes and the profession as well. Because, it would be hard to train those who have already decided not to make use of the training they received in the program.

B.O. Smith (1969), in his assessment of the problem of "teachers' early withdrawal from the field" (which he called "teacher exodus"), concluded that:

"...apart from the desire for upward social mobility, the main reason that many trained teachers never enter the classroom is a lack of commitment to the profession born out of little investment in preparation for it." (P:24).

Smith, further discussed that those who are prepared (trained) to teach but never appear on their post do not feel a "waste" of knowledge and training because, they do not consider that knowledge or training as important or useful in the first place. Thus, lack of adequate training is one reason for trained teachers to leave the teaching field early or not to join it from the beginning.

From the sample teachers background characteristics considered in the study, only years of service (experience) in teacher training programs yielded a significant result.

As Figure 12 (a) illustrated, positive and linear relationship was observed between years of experience of the sample teachers and their rating of training in professional skills. But this does not seem to be in consistent with what Hummel and Strom (1987) found. They reported that teachers with "less experience" view their training more positively than those with "more experience" (P:32).

They reasoned that this may probably true, because the experience teachers have helps them recognize the shortcomings in their training program.

The other teacher characteristics dealing with "levels of education" and "attitude towards their profession" were not found to be significantly related with their rating of the training program. Figure 12 (b) indicated no difference for teachers with different levels of education, except for those (12+1) teachers whose rating is slightly "below average". This may be an indication that, according to Hummel and Strom (1987), the lower the education level of the teachers' the less they see the importance of the training program in professional skills. Because, they themselves might not have taken professional courses during their training.

Figure 13, which presented the results of the analysis on the "attitude" the sample teachers have towards their work revealed no significant difference. However, those who reported a "negative" attitude gave a distinct "below average" rating. This goes in line with what Ashton (1984) argued that, "teachers with negative feelings about their work see less merit in it" (P:29).

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATIONS.

In an attempt to answer the basic questions posed in this study the overall objectives and the professional component of the primary teacher education programme have been investigated and evaluated. To this effect the opinions of sample students and teachers from four TTIs were surveyed to collect data on how adequate is the professional training in preparing elementary teachers in basic performance skills.

The data were collected through an instrument consisting of two parts:

1. questionnaires for collecting information on the background characteristics of the sample students, and teachers, and some issue related to the study.
2. a rating list of professional skills for collecting data on the adequacy of the professional training component of the program.

The data were described and analysed using percentage distributions, chi-square tests, and a one-way analyses of variance at .05 level of significance. Based on these analyses results were reported and interpreted.

Summary of the major finding.

1. The rank-order of objectives of the training program of primary teachers, as given by the sample teachers and students, is transformed into values which yielded the following results: [see Table 10 and Figure 1]

- a) the objective that deals with "equipping teachers with the needed skills, knowledge and commitment" was regarded as "highly relevant" to the professional training of prospective teachers; and to be emphasized in the program.
- b) those statements dealing with "developing awareness in teachers to promote community development" and "producing teachers with qualities required at all levels of primary education" were given an "above average" value. But, the combined ranking put them as second and third in importance.
- c) the other objectives of the training program that deal with "instilling the national ethos in children" and that which concerns "producing teachers with sound ideological outlook" were regarded by both sample groups as less important and are given "below average" values.

2. A one-way analysis of variance, at .05 level of significance, on the evaluation of the professional training in the four identified categories of teaching skills yielded the following results: [see Tables 11, 12 and Figures 2-5]
  - a. most of the skills categorized in "lesson planning" were rated as "above average" in being treated in the professional training of the program. The analysis revealed a significant difference among the students beyond one percent (P.01) level. The only "below average" rating came from the sample students in Nazaret TTI which contributed much to the difference observed.
  - b. the rating of "lesson presentation skills" follows a similar trend with that of "planning". The analysis revealed a significant difference among students at five percent (.05) level. No difference was observed between teachers and students or among teachers. Both the teachers and students in Nazaret TTI rated this set of skills much "below average". The analysis on each of the items in the category revealed a low rating for skills in:

- utilizing appropriate questioning techniques
- relating classroom lessons to other subjects
- using community resources.

c. the "classroom management" set of skills were rated "below average" among all teachers and nearly all students in the TTIs. The difference observed is significant for the sample students at .05. That skill dealing with "managing class discussion and participation" is the only one which both groups posted "above average" rating.

d. those skills identified in "instructional evaluation" were given an "above average" rating by both groups of respondents, except the sample teachers in Awassa TTI who rated this as "below average". The analysis revealed no significant difference among the students or teachers. But, unlike the other set of skills, in the case of "instructional evaluation" the test yielded a significant difference between the students and the teachers, at .05 level of significance.

3. The data on "practice teaching" interacted with the rating on the professional training and the following results were obtained: [see Tables 13 and 14, and Figures 6 and 7]

- a. the analysis revealed no significant difference in the respondents' rating as a function of their views on "practice teaching". But there is a direct relationship, though not significant, between the values given to the "practice teaching" and the rating of the professional training.
- b. A significant difference was revealed in the students' rating as a function of the quality of the "professional help" (feedback/ advice) they received during the practice period. And the direction of the relationship is that, the more optimistic the students are about the feedback/advice they received, the higher is their rating.
4. Some background characteristics of the students have shown relationships with their rating from which the following results were obtained: (see Table 2-6 and Figures 8-113)
  - a. the analysis revealed a significant difference in the students' evaluation of their professional training as a result of their "attitude" towards the teaching career. Those students with "more tendency" to leave their assigned post after graduation are less "positive" about their professional training than the others; and the

difference is significant at .05 level.

- b. students' "pre-training work experience" is another factor which affected their rating of professional training. A significant difference was observed at .01 level. The direction revealed is that those who came direct from school rated the training "higher" than those who were engaged in "teaching" or other work before joining the TTI.
  - c. the difference in the students' rating of their professional training as a result of their age, or academic performance is not significant at .05 level.
5. Some background characteristics of the sample teachers have shown a significant interaction with their rating, and the following results were found: (See Tables 7-9, and Figures 12-13)
- a. a significant difference was revealed in the teachers' rating as a result of their years of service (teaching experience) in teacher training programs. The trend revealed a positive relationship in which those with more years of experience rated the training higher.

- b. teachers' "level of education" and "attitude" towards their profession were not found to be significantly related with their rating of the professional training. But the trend in both cases was positive.

### CONCLUSIONS

Based on the major findings of this study some generalizations, directed to the basic questions of the study, could be made:

1. Among the stated objectives of the pre-service primary teacher education program, that statement which deals with, "equipping teachers with the needed skills, knowledge and commitment" of teaching was found to be highly relevant to the professional preparation. From the high value the students and teachers have given to this statement, there seems to be a demand for more training in "professional skills" that are related to the tasks and responsibilities of the elementary teacher.
2. The adequacy of the primary teachers' professional training is measured in terms of the provision of the "professional skills" identified, and from the results the following are concluded:

- a. both the teachers and students involved in this study agreed that adequate training is provided in most of the skills identified in "lesson planning" area. The strength of the professional training in this area was indicated by the high value it is given by both groups of participants, of the study.
- b. concerning the "lesson presentation" skill components, there seems to be some weakness in adequately treating the following skills:
- utilizing appropriate questioning techniques.
  - using community resources.
- c. a major weakness in the professional training is observed in its treatment of the "classroom management" skills. It can be said that this skill component is much less adequately treated. This indicates that much attention needs to be given to program improvement concerning this area. The seriousness of the problem can be felt as we consider the discussions on current problems of teacher education, some of which were raised in chapters II and III.
- d. the professional training in the area of "instructional evaluation" appears to be relatively strong. This was supported by both

the students and teachers in the TTIs surveyed. The strength of the support came from the significant difference between the students and teachers in their evaluation of the skills identified in this area.

In general, it can safely be said that the professional preparation in the TTIs surveyed, has adequately treated the three skill components (viz, lesson planning, lesson presentation and instructional evaluation). But in the case of Nazaret TTI, the "level of adequacy" of the training in addressing some of the skill areas, particularly in "planning" and "presentation" appears to be low. This could not be due to differences in the training program of the TTIs because, as documents of the Ministry indicated, the TTI curriculum is planned and designed centrally, (DTE/MOE, 1982; Lemna/DTE/, 1987). Therefore, the reason for the differences does not seem to lie in "what" is being provided in the training program, but in "how" it is being provided.

3. The feedback/advice students received from their advisors (the TTI and the school teachers) during the practice teaching program has significantly affected their rating. Moreover, those students who reported that the feedback/advice extended by the two advisors are "contradictory", rated their training lower than the others (see Figure 7). Therefore, the students

who are dissatisfied with the feedback/advice they received during "practice teaching" seem to be negative about the worth of their professional training.

4. The students pre-training "work experience" showed a significant negative relationship with their rating of the professional training. That is, the more "experienced" the students the less their rating. This seems to imply that the professional training does not meet the expectations of those students who are relatively more matured (ie, those who are exposed to experiences in life).
5. There is a significant negative relationship between the students' rating and their "tendency" to withdraw from the teaching position which they are to be assigned upon graduation. This seems to indicate that the training lacks strength in making the students aware of the worth of the professional abilities (ie., knowledge and skills) gained from the training. That is, they do not consider these abilities as wasted, if they drop-out of teaching and join another field.
6. From the teachers' background characteristics considered in the study, "years of teaching experience" is significantly and positively related with their rating. This shows that the longer the

teachers served in the training program the more optimistic they become towards the training in basic professional skills of teaching.

### RECOMMENDATIONS

Based on the results obtained and the conclusions reached in this study, the following recommendations are made, so that those concerned may utilize them.

1. The objectives of a teacher training program should be specific and should pinpoint the targets which the program wants to achieve. Friedman, et al, (1980), categorically noted: "Objectives for professional preparation of teachers are usable when stated in terms of concrete, observable and trainable teaching behaviors and performance skills" (P:30). Thus, well-designed objectives, according to this argument, guides the identification of specific tasks that the teacher training program needs to accomplish.

The results of this study also strengthens this point. Those objectives that are considered as "highly relevant" to the professional education in the TTIs are those that embody trainable teacher behaviors. These objectives do not only guide actions, but also give meaning to the tasks and actions which the students and teachers of the training program are involved in.

The precise limits of the specific tasks which a teacher should perform, should be spelt out clearly and be given due emphases. Given the limited time of the training program, it would be very difficult to enable the students acquire the qualities stated in the objectives. For instance, "promoting community development", or "instilling the national ethos in children" are tasks that can partly be shared by other social institutions, like the community, the family, etc. Therefore, to provide a realistic training, the primary teacher education program in the TTIs should focus on those tasks that are unique to teaching in the elementary schools.

2. The evaluation of the professional training revealed that there is inadequate preparation in some of the professional skills identified in the study. Therefore, there is a need, in the TTIs, of providing explicit training in skills of classroom instruction which research has identified as producing learning. According to the studies reviewed in this paper, research has developed a solid body of knowledge, skills, and attitude about teaching on which to base teacher education. In view of this, the following points should be considered.

2.1. The training program in the TTIs should identify the research-based professional knowledge and skills that are related to the overall and specific objectives of the program.

2.2. Once these skills are identified and specified into broader areas, such as those discussed in this study, then a systematic training in them should be provided through the professional courses. Such a training can take place in different forms, but basically it involves the following sequence of activities:

- Specification of professional skills (teaching behaviors).
- Performance of the specified skills (ie, the students practice the skills through simulated situations).
- Feedback on the performance
- re-teach (with modifications based on feedback)
- Performance - feedback - correction...until desirable professional qualities are achieved.

2.3. To accommodate such explicit training in the professional education component of the program, the professional courses in the TTIs should be expanded. The proportion of these courses is better be increased, and be given more emphases as compared to other aspects of the program.

2.4. The TTIs should also keep pace with research developments on teacher education, and undertake research activities to update the qualities of the professional training being offered. This is very important because, as the findings of the study indicated, lack of adequate

quality training is one reason for graduates to drop-out of teaching or not to join it from the beginning.

3. Regarding the "practice teaching" experience, the TTIs should consider the following points to offset the problems identified in the results of this study.

3.1. Definite objectives for the practice teaching program should be set by the TTI. The objectives should focus in helping the trainees to master the professional skills that are derived from research and that are related with the objectives of the professional training in the TTI. Moreover, the professional training provided in the TTI and the field-based practices in the schools should be designed and structured to complement one another in achieving the objectives of the training program.

3.2. Before the practice program begins, the TTI should provide its instructors and the school teachers with some orientation on: (i) the objectives of practice teaching; (ii) "role description" which states their duties and responsibilities during the practice.

3.3. To minimize the confusion that may arise in providing feedback to trainees, a procedure should be established that can maintain smooth communication between the instructor and the schools teacher, as well as the trainee.

3.4. To actualize the suggestions made so far, and to bring the practice program to its successful end, a closer cooperation between the TTI and the elementary school is very vital. The schools should be fully involved in all the TTI activities that call for their participation—starting from setting objectives of the practice program up to its actual implementation.

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APPENDICES

## Appendix 1

### The Training Courses in the TTIs covered in one Academic Year and their credits

<u>Year Courses</u>	<u>Credits</u>
1. Pedagogics . . . . .	5
2. Psychology . . . . .	3
3. Amharic . . . . .	3
4. English . . . . .	3
5. Mathematics . . . . .	3
6. Physical Education . . . . .	2

#### Semester Courses

1. Biology . . . . .	3
2. Physics . . . . .	2
3. Chemistry . . . . .	2
4. Geography . . . . .	1
5. History . . . . .	3
6. Agriculture . . . . .	4
7. Home Economics . . . . .	4
8. Handicraft . . . . .	2
9. Arts . . . . .	2
10. Music . . . . .	2
Total	46

#### Source:

Lemna Arity (1987). Current Efforts in Primary Teacher Provision: Basic Policy Issues Involved, DTE/MOE, Addis Ababa, P:25.

Appendix: 2

List of Objectives of the Professional Courses Used in the  
"Try-our" Study:

(for Students)

The following list contains the objectives of your two professional courses: pedagogics and Psychology. Please, rate these objectives, as frankly and honestly as possible, using the following scale:

5= very high; 4 = high; 3= average

2= below average; 1= much below average

Thank you in advance

Mulugeta Giyuma

I To what extent does the course Pedagogics enable you to:-

- acquire a general understanding of the meaning of education from different perspectives (points of View).
- recognize the role education plays in the development of a society.
- identify the origin of the term "pedagogics" and its function in the development of education.
- describe the major characteristics of the development of traditional education in Ethiopia.
- explain the main factors in the development of modern education in Ethiopia.
- define the basic concepts of teaching

- recognize the underlying rules and principles of methods of teaching.
- differentiate the meaning of objectives, content and methods in the process of instruction.
- describe curriculum materials (syllabus, text books, teachers' guide) and their characteristics.
- identify the basic principles and techniques of teaching.
- acquire skills in instructional planning.
- explain the purposes of teaching-aid materials.
- prepare teaching-aids from local materials.
- get a general orientation in using instructional media (Radio, T.V.) to aid classroom teaching.
- describe the characteristics of school children in lower grades and how to deal with them.
- distinguish the basic rules and regulations of classroom management and organization.
- acquire skills in using techniques of classroom management and organization for better teaching and learning.
- acquire some basic techniques of making time-tables for an elementary schools.
- explain the role of the Home-Room teacher.
- get a basic understanding of concepts of "effective teaching" and "teaching as a profession".

II. To what extent does the course "Psychology" enable you to:-

- acquire knowledge of the basic terms, facts and fundamental concepts in psychology.

- recognize the importance that knowledge of psychology has to the work of the classroom teachers.
- distinguish the different stages of human development (i.e., from prenatal through childhood and adolescence upto adulthood).
- identify major influences, (like family, peers and the school) and changes, (physical, social, intellectual, etc.) in the various stages of human development.
- acquire some methods and techniques of handling school children at the different stages of child development.
- describe the meaning of the terms of temporal personality traits, such as cognition, memory, emotions, will and attention.
- define terms of personality disposition, like needs interests, attitudes, convictions... etc.
- acquire some skills in using different methods of personality assessment, such as observation, conversation, interrogation, experiment, etc. in classroom situation.
- recognize the necessity of the knowledge of psychological principles for better teaching and learning.
- be familiar with some important theories of learning (like theories of Association, of Conditioning etc.) and their classroom application.

- distinguish the dynamic components of learning that deal with motives of learning and attitudes towards learning.
- differentiate between external conditions of learning, (like equipments in the school, text books libraries, etc.) and internal conditions of learning (as students' learning actives and attitudes).
- define some common instruments of educational measurement and evaluation, like quizzes, tests, examinations, assessment, etc.
- know the basic purposes and principles of evaluation in the process of teaching and learning.
- recognize basic principles of classroom test construction.
- acquire techniques of constructing and administering, classroom tests, such as coverage, level of difficulty of test items.
- acquire techniques of constructing and administering objective test items (like True-False items, multiple-choice items etc.) for elementary grades.
- identify advantages and limitations of different types of test.
- recognize some facts associated with test reliability and test validity.

Appendix: 3

Interview Questions to the Head and Division Coordinators  
of the DTE.

1. What particular model does DTE (or the TTI pannel of the ICDR) employ in developing the program for primary teacher education ?
2. What are the primary goals (overall objectives) and the objectives of the professional training of the primary teacher education program ?
3. How are goals and specific objectives of the program are formulated ? Is there any participation from teachers, principels, or others involved (directly or indirectly)?
4. What policy does the DTE (or others concerned) have concerning the practice teaching program ?
5. How does the DTE evaluate and accredit the training programs in general and the professional preparation component in particular ?

Appendix 4.

Questionnaire for TTI students (prospective teachers)

General Instruction:

1. The items in this questionnaire and the rating list attached with it are intended to obtain your views regarding the professional training at the TTI.
2. Please answer the questions as frankly and as honestly as possible.
3. Do not write your name. All information supplied will be treated in strict confidence.
4. Please encircle the letter of your choice; or write the information whenever necessary.
5. Read first all the questions you are asked to rank-order.

Thank you very much in advance.

Mulagata Birra

I. This section deals with your personal and educational background.

1.1 Sex: (a) male (b) female

1.2 Age: (a) below 20 (b) 21-25 (c) 26-30, (d) above 30

1.3 ESLCE result : \_\_\_\_\_ GPA.

1.4 Performance in the training program during the first semester: \_\_\_\_\_ GPA.

1.5 What occupational (professional) experience do you have prior your enrollment in the training program?

- (a) teaching (related) experience,
- (b) other work (non-teaching) experience.
- (c) no experience (ie you came direct from school)
- (d) others (specify) -----

1.6 What is your attitude towards teaching after you joined the training program ? . . . . .

- (a) high (b) moderate (c) low (d) others-----

1.7 If you get another job opportunity (with equal or less pay), would you leave the teaching post which you are to be assigned upon graduation ?

- (a) Yes, I will leave at any opportunity
- (b) I am not sure
- (c) No, I have no idea of leaving
- (d) Others (specify) -----

11. The items in this section concern the training program and the experiences you have gained.

Q.1 The following are the general objectives of the pre-service primary teacher education program. Assign ranks (1-5) in order of their importance and relevance to the professional education component being provided in the TTI, (1= most important to the professional training; 5= next most important, ...; 5= least important...)

- a. Producing quality teachers required at all levels of primary education.
- b. Equipping teachers with the necessary skills, knowledge and commitment of a primary teacher.

- c. Developing awareness that enable teachers promote community development.
- d. providing professional competence that enable teachers instill the national ethos in children.
- e. producing competent citizens with sound ideological world-out look.

2.2 How adequate is the orientation you have recieved concerning the overall objectives and the specific objectives of the courses of the training program ?

- (a) high (b) moderate (average) (c) low (d) others.  
 (specify) -----

2.3 What is the contribution of the practice teaching component as compared to other aspects of the training program for preparing elementary teachers.

- (a) high (more than other aspects)  
 (b) moderate (as equal as other aspects)  
 (c) low (less than other aspects)  
 (d) others (specify) -----

2.4 The feedback/ advice you have received from the TTI instructor and the school teacher during the practice teaching program are:

- (a) highly congruent (very much related)  
 (b) not much related  
 (c) contradictory  
 (d) others (specify) -----

2.5 What problems (if any) have you encountered (observed) during the practice teaching period that would hamper

the success of the training program, (mention only three-that you think are prominent).

1. -----
2. -----
3. -----

Appendix 5

Questionnaire for Instructors in the TTI

General Instructions:

1. The items in this questionnaire and the rating list attached with it are intended to obtain your views regarding the professional training at the TTI.
2. Please answer the questions as frankly and as honestly as possible.
3. Do not write your name. All information supplied will be treated in strict confidence.
4. Please encircle the letter of your choice; or write the information whenever necessary.
5. Read first all the questions you are asked to rank order.

Thank you very much in advance.

Muligeta Birma

- I. This section deals with your personal and educational background.
  - 1.1 Sex: (a) male (b) female
  - 1.2 level of education : (a) 12<sup>th</sup> grade (b) 12+1  
(c) 12+2 (diploma) (d) 12+4 (degree graduate)  
(e) others (specify) \_\_\_\_\_
  - 1.3 Years of service in the training program (including years served in other TTIs): \_\_\_\_\_ years

1.4 The subjective (course) you are currently handling  
(please specify): \_\_\_\_\_

1.5 What attitude have you developed towards the work  
of training primary teachers since assigned in the  
TTI.

- (a) positive (b) negative (c) undercredited  
(d) others \_\_\_\_\_

II. This section deals with your views of the training  
program.

2.1 The following are the general (overall) objectives  
of the pre-service primary teacher education  
program. Rank them in order of their importance  
and relevance to the professional training being  
provided in the TTI. (1= most important; 2=  
next most important... 5= least important).

- a. Producing quality teachers required at all  
levels of primary education.
- b. Equipping teachers with the necessary skills,  
knowledge and commitment of a primary teacher.
- c. Developing awareness that enable teachers  
promote community development.
- d. providing professional competence that enable  
teachers instill the national ethos in  
children.
- e. producing competent citizens with sound  
ideological world-out look.

2.2 How adequate are the learning experiences that are specified in your course in achieving the objectives set for the training?

2.3 On view of the duration of the program, how adequate is the time allotted to your course ?

- (a) more than enough                      (b) average  
(c) less than enough                      (d) others \_\_\_\_\_

2.4 What is the contribution of the practice teaching component of the training program as compared to other aspects in the program?

- (a) high (more than other aspects)  
(b) moderate (as equal as other aspects)  
(c) low (less than other aspects)  
(d) Others (specify) \_\_\_\_\_

2.5 Please, write three main problems (if any) that you may think hampered the success of the practice teaching experience.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Appendix 6

Rating List for Evaluating the Professional Training in the

TTI.

(for students and Instructors)

The following list contains teacher performance skills that are based on the objectives and contents of the professional component of the primary teacher education program. Please, evaluate as to how adequate is the professional preparation in the TTI (including the practice teaching experience) in preparing prospective teachers to use each of the skill identified in the four categories. In your rating use the following scale, and give any comments you have at the end of each category.

Scale

- 5= very much adequate preparation (training)
- 4= more than adequate " "
- 3= adequate " "
- 2= less than adequate " "
- 1= poor preparation (training)

Thank you very much in Advance

Milageta Birnma

I. Planning Skills:-

- 1.1 using curriculum materials (syllabus, textbooks, teachers' guide, etc.) in planning lessons.
- 1.2 preparing instructional plans at different levels, (annual, unit or daily lessons.)
- 1.3 designing a variety of learning experiences and activities according to the level of the learners (pupils).
- 1.4 selecting instructional methods that match the pupils' needs and ability level.
- 1.5 preparing appropriate instructional aids from local materials
- 1.6 preparing questions that stimulate thinking and that are directed at different cognitive levels, (recall, comprehension, stabilization, etc.) of elementary children.
- 1.7 organizing elements of the instructional plan, (objectives, contents, methods, etc.) in a logical order.

Comment:- -----

2. Instructional skills

- 2.1 developing the classroom lesson with the proper structure, (such as: introduction, presentation, stabilization, and summary.)
- 2.2 adjusting presentation of classroom instruction to the level and needs of the pupils.
- 2.3 relating the classroom lesson with other subjects and local conditions.

- 2.4 using instructional methods and techniques that are appropriate to the objectives of the lesson.
- 2.5 using teaching aids and other educational media, (Radio, T.V.) properly.
- 2.6 presenting the lesson in a logical order, (simple to complex, known to unknown, etc.)
- 2.7 utilizing appropriate questioning techniques that stimulate thinking and more class participation.
- 2.8 using community resource, (such as: Libraries, Museums, organizations, etc.) to facilitate instruction.

Comment:------

### 3. Classroom Management and organization skills

- 3.1 organizing the class, (such as: large and small group discussion, project work, field work, etc.) for better teaching and learning.
- 3.2 organizing class activities in such a way that students share responsibilities.
- 3.3 managing class discussion and students' participation properly and fairly.
- 3.4 providing students with some opportunity of success
- 3.5 giving proper praise and support to the efforts (contributions) students make.
- 3.6 providing opportunities that help students develop self-discipline
- 3.7 dealing with problems and conflicts in the classroom directly and constructively.
- 3.8 providing necessary guidance services to those

students who have special needs or problems.

Comment:------

4. Evaluation Skills

- 4.1 constructing a variety of evaluation instruments.  
(such as: selection types, short-answer, essay tests, etc) on the basis of the objectives of the lesson.
- 4.2 properly conducting evaluation processes and recording results.
- 4.3 measuring students progress in a regular basis;  
(through observations, homework, class exercises, quizzes, tests, etc.)
- 4.4 using evaluation results to diagnose pupils' difficulties and provide feedback.
- 4.5 improving classroom instruction, (such as: presentation, methods and materials of teaching, etc.) based on the results of evaluation.
- 4.6 using evaluation to modify subsequent instructional plans.

Comment:------

Appendix 7

List of Personnel from the Ministry of consulted for the Study.

Name	Current Position	Experience in the Position held
Ato Befekadu G/Tsadik	Coordinator: In-service Training for primary Teachers, DTE	4 Years
Ato Daba Hundie	Head: Pre-school, Special and Primary Teachers' Education Department, DTE	6 Years
Ato Binkale Borfu	Coordinator: Vocational Training for Secondary Teachers, DTE	4 Years
Ato Hailu Simie	Coordinator: Management and Training Department, MOE	3 Years
Dr. Rudolf Pfeiffer	Education Consultant to the Ministry, ICOR	5 Years
Ato Tesfaye Mengesha	Head: Curriculum Panel for TTI programs, ICOR	10 Years
Dr. Wubisshet Shiferaw	Coordinator: Pre-service Training for Primary Teachers, DTE.	3 Years