

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES SCHOOL OF PSYCHOLOGY,
DEVELOPMENTAL PSYCHOLOGY PROGRAM**

**COMPATIBILITY OF DESIGN AND PRACTICE OF POSTGRDUATE
EVENING EXTENSION PROGRAM WITH NEEDS AND
DEVELOPMENTAL PROFILES OF ADULT LEARNERS: THE CASE OF
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES, AAU**

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requirements for MA degree in Developmental Psychology

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Acronyms

AAU: Addis Ababa University

AE: Adult Education

CEBS: College of Education and Behavioral Studies

GE: Graduate Education

MOE: Ministry of Education

UNESCO: United Nations Education, Scientific and Cultural Organization

Abstract

This study attempts to investigate the compatibility of the design and practice of postgraduate evening extension program with needs and developmental profiles of adult learners. To achieve this objective, both qualitative and quantitative study design was employed. The samples were selected using incidental sampling methods. The respondents were 112, 108 rates evening extension program graduate students from CEBS and four instructors from college of education behavioral science, purposefully selected . The data was collected through interview and questionnaire, structured interview guide were designed to gather qualitative and quantitative data from the participants of the research. The data were analyzed and discussed in description analysis method. The finding of the study should that there was compatibility in content, goal and organization of postgraduate education with adult needs and developmental profiles. In contrast Methods and assessment of postgraduate education with adult needs and developmental profiles were not compatible. The findings of the study revealed the college of education and behavioral studies and Addis Ababa University; the study suggest that the curriculum needs to be designed for evening extension program based on he needs and developmental profiles of adult learners and applying the right method of teaching and the targeted assessment.

CHAPTER ONE

INTERODUCTION

This part of the research endeavored to by means of presenting the research problem and its approach, background of the study, the statement of the problem, objective of the study and definition of key terms.

1.1 Background of the Study

In the history of mankind, the human societies are well known in keeping their own values, norms, culture and social wellbeing via transmission of information, knowledge and skill from elder people to the youngest. Each society has various mechanisms to disseminate information. Among many mode of transferring information, value and culture of the society education is the main important tool to transmit and shaping the outlook of the new generation.

Education like many societal issues has passed many stages of progresses and developments. Education in early society was made in informal way and did not have any form of structure rather it was delivered in very traditional way.

Throughout the world, people are looking to education to pave the way for a more just social order on the grounds that education instills in the young crucial humanitarian values such as equity, tolerance and peace. Progress in education is taken to be essential for sustainable development, environmental protection, improvement in maternal and child health and participation in democratic social and political processes (Meskrem, 2014) Education is also currently becoming the most important contributor to national economic growth. Empirical evidence suggests that educational investment has been one of the most important factors contributing to economic growth in both developed and developing countries. Haddad et al.

(1990), for example, suggest that expenditure on education contributes positively to labor productivity and the economic payoff to spending on education- from both the private and public standpoint- is high. They argue that improving access to and the quality of basic education is priority in almost every low-income and middle-income country. Similarly, Raudenbush and Willms ,(1991) and Lockheed and Verspoor ,(1991) argue that to increase the pace of economic and social development in developing countries, schools must teach most school age children the essential skills targeted by the primary school curriculum, which include literacy, numeracy, communication skills and problem solving skills. Access to good-quality schooling is thus, of central importance to national development.

Educational practice reflects the difference between children, who are learning to be independent social beings, and adults, who have assumed independent decision making roles. The main function of child education is preparation of child hood education is prepare young people to function as adults. Adult education, on the other hand, assumes that student is already functioning as adults in society (Darkewald and Merriem, 1983).

Adults are self – directing in their own growth and development and have accumulated experiences that set them apart from others (Knowles, 1882)

In Ethiopian also education has a long history, many of the history directly traced back with the spiritual education of the then dominant religions. Through time after the modernization of Ethiopia education has become the main instrument of civilization and development. Due to this reasons, many higher institutions are established and adults became attending their education.

1.2 Statement of the problem

Now days in our country there are many universities in different parts of Ethiopia. These universities are comprised of many educational programs and fields of studies, under each university and programs thousands of adults are joining every year. These programs are endeavoring in bringing and helping adults to get opportunities of enhancing their educational profiles and needs. The under graduate education program is very important for the purpose of improving themselves, to become authoritative in their community and to achieve a good work and to get high status (Zhang and Ana, 2010).

The postgraduate education is accepted as one of the most important elements which take place in training of academic person and performing national science, politics. The fundamental aim of the post graduate is to train person who will produce, uses, criticizes the knowledge and solves the problems in the manner prolific (Bult, Calp, Akoz and Sahim, 2011).

Mostly as we witnessed from researches made so far in Ethiopia focuses on adult and non-formal education (Haimanot, 2015), and also focuses on the graduate program teaching learning style (Meskerem, 2014). Other research in other focuses on the challenges of part time learner (Butcher, 2015) and on the challenges of adult education (Baharudin, Murad, and Mat, 2013).

There has been little research conducted on graduate program student and it is so difficult to get research on compatibility of graduate program design and practice with adults' developmental needs and profiles. Due to the failure and lack of sufficient research conducted it is difficult to know the exact situation of the program and it is difficult to assess its compatibility. So, this study has endeavored to assess and investigate the very causes of the incompatibilities of the post

graduate educational programs and the study also exerted its utmost effort by pin pointing the valid solutions which are useful to minimize the challenges.

1.3 Research Questions

1. Are the educational goals of the postgraduate programs in the College of Education and Behavioral Studies appropriate for adult needs and profiles?
2. Are the educational organizations of the postgraduate program in the College of education and Behavioral Studies familiar for adult needs and profiles?
3. Are the post-graduate education contents at CEBS considered the adult needs and profiles?
4. Are the post-graduate educational methods at CEBS appropriate to adult educational needs?
5. Are the post-graduate educational assessment methods at CEBS properly measure adult learners?
6. Are there differences among departments of CEBS in their graduate education?

1.4 Objective of the Study

1. To assess postgraduate educational curriculum with adult need and profiles.
2. To determine the practice of postgraduate evening extension program in Addis Ababa University.
3. To assess the compatibility of postgraduate education with needs and profiles of adult learners.

1.5 Operational Definitions

Adult:- is a person who performs socially productive roles and primarily responsibility for his other own life.

Adult education:-an instructional program for under educated adult planned around basic planned around basic and specific skills and knowledge most needed to help him/her function more adequately as a member of the society.

Adult learners: -when an individual develops a self-concept of being responsible for own life.

Curriculum:- refers to the knowledge and skills students are expected to learning standards or learning objectives they are expected to meet.

Design:- include such things as learning goals, content, instructional materials whiter the program include a work experience component.

Learning: - is the cognitive/physical/affective acquisition and processing of skills/ knowledge to varying depths.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

In this part of the study, the researcher presents the view of various scholars in relation to the subject under investigation. In this regard, the main emphasis is given to the issues, such as definition and conception of adult, the need and developmental profiles of adults, curriculum, and adult education. It also discusses the challenges of adult education.

2.1 Definition and Conception of an adult

The term adult comes from the Latin term and it means “grown to full size strength” or “matured.” Adults are, therefore, individuals who have completed their growth and are ready to assume their status in society along other adults (Elizabeth, 1980).

In different societies there is different categorization of age in which children are considered as adult or the age of legal maturity. Psychological definition about adulthood is achievement of the ability to reproduce –which varied from time to time, culture to culture and individual to individual (Knowels, 1980). In most cultures, they reached this status when their puberty growth is completed or nearly complete and where capable of procreation. Today adulthood legally reached at the age of eighteen. With gradual longevity, adulthood is now by far the longest period in the total life span.

During the long period of adulthood, certain physical and psychological changes occurred at predictable time. Like childhood and adolescence also along periods during which certain physical and psychological changes occur at the predictable times.

There are numbers of controversies on about the onset of adulthood, in some countries 21 is the age to take over wealth, but able to vote at 18. According to Livenson (1976), from the age 17-21 as the period of transition and age 22 as the onset adulthood.

2.2 Adult needs

Need is a simple and innocent –appearing (Leagans, 2000) . Since the central role of extension is to help people learn to live better, programs must be in line with their needs. One of the greatest strengths of extension has been its flexibility in helping people adjust to needs imposed by a changing environment. Changes that are important to people are those which help them to meet their needs for biological, economic, social aesthetic, or moral well-being (Leagans, 2000) .

Effective programs are developed by identifying individual and interests and arranging actions that helps meat them. Need identification immensely complex. It is complex because their customs and value system are complex, and due to the complexity economic, social and physical environment (Leagans, 2000)

Extension program are created and maintained to influence people to make changes in their way of living and making a thing (Leagans, 2000).The needs of people may classified in to three categories

- a. Physical needs-food, clothing, housing, activity and like.
- b. Social needs-group status, affection, belonging and so on.
- c. Integrative need-the need to relate oneself to something larger and beyond one self, a philosophy of oneself and so on.

Adults have different needs and goals for learning some adult learn to develop specific competence such as “being able to speak in public” or “knowing mathematics” and other persons might go one level abstraction higher to such objectives as “being able to make more money” or “being able to get along with people better”.(Knowels,1980).

2.3 Developmental Profiles of Adult

According to J.J. Arnet (2000) from the age 18-25 consider as emerging adulthood. This age have five main features: it is the age of identity exploration, of trying out various possibilities, especially in love and work, it is the age of instability, it is of self-focused life, it is the age of feeling in- between, in transition, neither adolescent nor adult, it is the age of possibilities, when people have un paralleled opportunities to transform their lives

Young adults who make their own decision about careers goals, intimate relationships, social commitment, and moral conduct, usually find this aspect of independence, through exciting, from easy. This is especially true today because the array of life style choices seems so vast and varied .No matter which roles young adults choose or how thought fully and eagerly they strive to play them, they are bound to be confronted with stress, setbacks and second thought(Kathileen,2001).

The developmental tasks of adulthood center around social expectations and include getting started in an occupation, selecting mate, learning to live with a marriage partner, starting a family, rearing children, manage a home, taking responsibilities, and finding a congenial social group (Elizabeth, 1980).

Adult development is remarkably diverse, yet it appears to be characterized by two basic need. The first need is for intimacy, achieved, through friendships, and love relationships. The second

is for generativity, usually achieved through satisfying work and or parenthood (Kathleen,2001).

Traditional patterns of development that followed specific age –related stages have been replaced to a large extent by more varied and flexible patterns.

During early adulthood, a primary source of intimacy is friendship , with notably different needs being served by men’s and women’s same sex friendship. Cross-sex friendships present unique challenges and benefits. For most people, the deepest source of intimacy is found through sexual bonding that frequently involves cohabitation and/or marriage (Kathleen,2001).

For most adults, work is an important source of satisfaction and esteem, as pleasure of job well done help meet the need to be generative. Work is also the an outlet for self expression, a source of status, and context for monitoring –all of which are generative (Kathleen,2001).

Parenthood is the other common expression of generativity .The specific challenges and satisfaction that parents experience depend in part on the child’s stage of development. on biological parent experience the same challenges and satisfactions as biological parents (Kathleen,2001).

Middle adulthood the age (from 35-64) many adults feel healthier, smarter, more pleased with themselves and their lives during these three decades than they ever did. Some middle- aged adults are burdened by health problems, or a decline in intellectual powers, or unexpected responsibilities for aged parents or adult children the quality of life directly related to perceptions and decisions, sometimes new ones, about how to live it .There are still many turning points ahead where new directions can be set, new doors opened, and a healthier and happier life story written.

2.4 Curriculum

In order to develop skills, work- man ship creativity for-sightedness and democratic culture among the adult through education, due consideration should be given to social and economic developments, while developing or structuring the curriculum should help to improve working and life style of adults by strengthen their knowledge, skill and attitude. In general, to make the adult a development focused and productive citizen, with capabilities of understanding his/her environment, developing democratic culture readiness for implementation (Ministry of education, 2008).

Developing programs with due consideration of social, economic and pedagogical conditions of the target groups (youth, adults, women and citizens with special needs) and based on beneficiaries needs and problems. Adult education will include program designed for social groups in special conditions (Ministry of education,2008).

Development of model curriculum to support the development of teaching –learning materials for citizen with various needs and residing difficult areas (Ministry of education,2008) .

2.5 Program Goal

Program Goals are general statement of what the program intends to accomplish. They are broad statements of the kinds of learning we hope students will achieve—they describe learning outcomes and concepts (what you want students to learn) in general termse.g., clear communication, problem---solving skills, etc.) Program Goal are statements of long-range intended outcomes of the program and the curriculum. (Herod, 2012)

2.6 Methods

In certain areas the adult learners will know little about the subject and will depend on the teacher to map out what will be learned. However, adults often know this and incorporate into their instruction strategies that allow students to discover what they know. Through discussion, self-reflection, questioning, and journal writing, adult learners begin to uncover what they know (Apps, 1992).

There are a number of educational methods that are appropriate for adult learning .In the early 1970's, an educator named Malcolm Knowles proposed that adults learn differently than do children and used the term “**andragogy**” to describe his philosophy of “the art and science of teaching adults”(Herod, 2012).The terms “andragogy” and “pedagogy” can be a mouthful and as such, many adult educators use the terms “**directed learning**” and “**facilitated learning**” respectively”(Herod, 2012).

Directed Learning Characterized by lecturing (“sage on the stage”), drills, memorization, question and answer, and immediate feedback. Teacher totally responsible for setting learning objectives and assessing skills /knowledge”(Herod, 2012) .Facilitated Learning Characterized by independent projects, student-directed discussions, critical thinking. Teacher acts as resource and “guide on the side.” Students set learning objectives with some guidance from teacher.

Four main approaches to facilitating learning that are currently guiding adult education ((Herod, 2012).

2.6.1 Self-Directed Learning

In the 1970's, Knowles and other educators such as Carl Rogers were beginning to promote the idea of that education needed to move away from being a **teacher-centered** field in which **directed learning** was pervasive, towards **learner-centeredness** or **facilitated learning**. From their perspective, teachers need to move out of role of “sage on the stage” to that of “guide on the side” in which learning becomes more of a collaborative affair between the teacher and student. Learning is facilitated when learners can assess their own learning needs and select their own learning goals and directions for change. If this is not possible, then learners should have a complete understanding of the objectives that have been established by others, should be able to accept these, and should be willing to commit themselves to the selected direction for change. (MacKeracher, 1999, p. 41)

2.6.2 Transformative Learning

In the 1970's, Jack Mezirow suggested that the goal of adult educators must be to guide learners to transform; that is, literally to grow and mature intellectually and in turn, change as a person through **critical reflection** on one's assumptions, beliefs and values. Instructors of adults can facilitate transformative learning by encouraging dialogue groups that help build relationships where tension and dissent can be explored safely. Teachers can also work to prepare themselves to teach from a transformative perspective through critical self-examination as well as sensitivity to others. (S. Scott, in Barer-Stein & Kompf, 2001 p. 245)

2.6.3 Experiential Learning

In the mid 1980's, David Kolb proposed that adult learning is more effective(i.e., processed at much deeper levels) when learners are more directly involved rather passively receiving knowledge transmitted by teachers(Herod,2012).

Kolb developed what he called the “**experiential learning** cycle” in which there are four distinct stages of learning. While the cycle can start at any stage, all stages are required in order for students to learn effectively. While the cycle can start at any stage, all stages are required in order for students to learn effectively:

- *Concrete Experience* - active learning as opposed to passive receipt of knowledge (i.e.learn about something directly by being involved with the material rather than learning **about** it)
- *Reflective Observation* – refers to thinking critically about the experience.
- *Abstract Conceptualization*–linking the experience to the theory or concepts underlying
- *Active Experimentation* – testing out one’s learning in new situations

Experiential learning has come to be known as “learning by doing” or “hands-on learning.” This doesn’t convey its complexity, however, in that this type of learning goes far beyond simply being more active physically. Rather, it is a matter of being more engaged in one’s learning *cognitively*; that is, deep level processing of knowledge/skills through experience, reflection, experimentation and application (Herod, 2012).

2.6.4 Contextualized Learning

Suggests that learning is most effective when it is situated in the context in which it will be used. For example, rather than simply teach learners spelling guidelines, spelling would be integrated into a lesson or learning unit involving other skills/knowledge that would be used in conjunction with spelling (i.e., writing). It would be framed around realistic situations in which the skill would be used (writing a letter in which we want to make sure our spelling is accurate). As Brown, Collins and Duguid (1993, p. 1). Teach skills in multiple contexts – Don't just do proofreading worksheets out of a textbook; have students proofread menus, newspaper articles, their own and each other's writing, and so on. Every time you teach a skill, have students practice it in many different settings. (Cromley, 2000, p. 210).

2.7 Evaluation of learning

Probably the crowing for instance incongruity between traditional educational practice and adult self concept of directivity (knowels,1980) Aderagoigical theory prescribes a process of self evaluation. Evaluation is a mutual undertaking as are all other phases of adult learning experience (Knowels,1980).

2.8 Characteristics of Effective Adult Learning Programs (Billington)

- Safe and supportive environment
- Encouragement of experimentation and creativity
- Treatment of adult learners as respected peers
- Self-directed learning
- Optimal pacing (challenging just beyond current abilities)
- Active learning, interaction, and dialogue
- Regular student-to-faculty feedback mechanisms(Leamnson, 2000).

2.9 Evaluation and Assessment

Assessment is a key part of the educational process. It directs learning and significantly influences the learner's behavior. Not only can assessment form the basis for planning educational programs, it can also enable learners and their teachers to check the learners' progress and attainment. However, the process of assessment has potential pitfalls, which are mainly due to the content and methods of assessment, the expertise of the assessors, and the outcomes of assessment in respect to feedback and career progression(Holsgrove et.al, 2009).

2.10Adult Education

Adult has meant the education of the people who are not children. Adult education acquires the twentieth century meaning within economic and institutional setting that governed the meaning.

The term "adult education" denotes the entire body organized educational process, whatever the content, level and method, whether formal or otherwise, whether prolong or replace initial education in schools, college and universities as well as apprenticeship, whereby person regarded as adult by the society to which they belong to develop their abilities, enrich their knowledge, improve their technical or professional qualification or train them in a new direction bring about changes in their attitudes and behavior in two fold perspective of full personal development and perception in balanced and independent social, economic, and cultural development; adult education, however, must not be considered as entity in itself, it is a subdivision and an integral part of , a global scheme for lifelong education (UNESCO,1976)

Darkenwald and Marriam (1982) state: "adult education is a process whereby persons whose major social roles are characteristics of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills".

Thus adult education refers to “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception defined them as adults” (Merriam and Brocket,1997).

If adults have an option of participating in adult education program during the evening, on weekends, or at other times that do not conflict with work and family commitments, they are more likely enter adult education programs long enough to receive the hours of instating they need to meet their learning goals.

In a sense of all adult learners are part-time students, even when they are enrolled in full-time because, in addition to their student role, many of them working. They are a member of families, often with responsibilities for children. They are participants in organizations, and so on. Being an adult learner is only one role in their lives, and often the student role is not most important one for them. These multiple roles also mean role conflicts will develop from time to time (Apps, 1992).

2.11Characteristics of Adults as Learners

➤ Adults Generally Desire to Take More Control over Their Learning than Youth

Adults tend to be self-directed in their lives, although responsibilities with jobs, families, and other organizations can remove a degree of their freedom to act. Adulthood brings an increasing sense of the need to take responsibility for our lives and adults strongly resent it when others take away their rights to choose. This fact is clearly seen in educational efforts among adults. When not given some control over their learning, most adults will resist learning and some will even attempt to sabotage education efforts. They do not like being relegated to a "passive" position.

➤ **Adults Draw Upon Their Experiences as a Resource in Their Learning Efforts
More Than Youth**

The adult's experience is a key resource in any learning effort. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. This is a critical distinction between adults and traditional learners. Consciously or unconsciously, adults tend to link any new learning to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept "fits" their experience.

➤ **Adult Tend to be more motivated in Learning Situations than Youth**

Higher motivation is linked to the fact that most adult learning is voluntary. Adults are making personal choices to attend schooling, even when such schooling is tied to professional development or job skills. Whenever an individual is able to choose to learn, s/he is much more motivated to learn.

➤ **Adults Are More Pragmatic in Learning than Youth**

Adults are particularly motivated to learn information that seems immediately applicable to their situation and needs. They tend to be frustrated with "theory" that needs to be stored away for future use or learning for the sake of learning. Certainly there are exceptions to this principle, but the percentage of exceptions is quite low.

➤ **In Contrast to Youth, the Learner Role is Secondary for Adults**

For most adults, the "student" role is a minor and secondary role. This is in sharp contrast to traditional age learners for whom the learner role is both their primary social role and the main basis for their self-identity. Adults fulfill multiple roles and these multiple roles inevitably create conflicting and competing demands on the adult learner. Multiple roles will cause most adults to have far less time and energy to read, study, or learn.

➤ **Adults Must Fit Their Learning into Life's "Margins"**

Adult roles take energy and time to fulfill. Everyone faces the reality that there are limits on their energy and time. An important principle to understand is that learning takes time and energy. If an adult is going to undertake a learning activity, s/he must realistically evaluate his/her life and see there is actually room for the added demands of the learning. Adult learners must learn to carve out some margin in their lives to allow learning to occur, a process of priority setting. If the existing demands on an adult require all the energy they possess, then the learning will be compromised.

➤ **Many Adults Lack Confidence in Their Learning**

Many adults have had somewhat negative learning experiences in their traditional schooling. For a variety of reasons, they feel inadequate when comes to learning through formal educational programs. Still other adults, who may have done well in their earlier schooling, still lack confidence for further schooling efforts due to what they perceive as rusty study skills, poor reading skills, test anxiety, or other such learning barriers.

➤ **Adults are More Resistant to Change than Youth**

Learning often involves changes in our attitudes or actions. Adults tend to be somewhat resistant to such changes because life itself teaches us that change is not always for the better and that many of the outcomes of change are unpredictable. Youth tend to be more idealistic and are often open to change just for the sake of change.

➤ **Adults Are More Diverse Than Youth**

Adults vary from each other as learners in terms of age and experiences much more than traditional age learners. Such differences can be used as a powerful resource for adult learning. Through collaboration in small groups, adults can benefit from their variety of experiences. Dialogue with other adults enables adult learners to perceive more nuances of application, and possible problems with new concepts, then could ever be gained from private reflection.

➤ **Adults Must Compensate for Aging in Learning**

Aging brings with it a number of physical complications that can impact on adult learning efforts. The percentage of such complications increases with age. As we will see later, such complications are not really due to intelligence. Although the speed of learning tends to decrease with age, the depth of learning tends to increase. In other words, adults tend to learn less rapidly with age, but what they learn is learned at a deeper and more integrative level. As adults age, vision and hearing can also create barriers in educational programs. As adult educators, we must pay much more attention to sound and lighting when dealing with adult learners (Khune,2).

2.12 Graduate Education

Graduate education gives students with more advanced learning in specialized discipline or sub-discipline. Postgraduate education covers a huge range of provision, from research doctorates to short postgraduate certificates and professional programmes. Graduate school gives in depth understanding such that the student becomes something of an expert in the topic of study. A good graduate program also teaches advanced skills in such areas as problem solving, mathematics, writing, oral presentation, and technology, each as applied to particular field of study Graduate(Jonson2004).

School is appropriate at any age and stage of life. Some students go to graduate school directly after finishing their undergraduate education. However, many others undertake graduate studies after having been out of school for some period of time.

Graduate education plays a critical role today's world and will continue to do so in the future. A better understanding of that role and clear path forward depend upon effective collaborations between Universities, industry, and government (the path forward).

2.13 Nature of postgraduate education

Postgraduate education covers a huge range of provision, from research doctorates to short postgraduate certificates and professional programmers. Although the Quality Assurance Agency's Data Underlying Qualifications Framework provides taxonomy of postgraduate qualifications and how they relate to each other, there remains a degree of confusion and uncertainty about the nomenclature, which is uncontrolled, and levels of different types of provision.

2.14 Challenges of adult in graduate study

The barriers to participate in educational activities most frequently cited by adults are lack of time and cost, busy schedules, home responsibilities and similar time related obstacles are cited. The challenges to participation can be classified in to four general categories, namely: situational barriers, institutional barriers, informational barriers, and psycho-social barriers (Darkewald and Merriem, 1983).

Situational barriers or challenges are related to individuals' life context at a particular time, that is the realities of one's social and environment. Cost lack of time is examples and other situational barriers of the consequence include lack of transportation, lack of child care, geographical isolation (Darkewald and Merriem,1983).

Institutional barriers erected by learning institutions or agencies that exclude or discourage certain groups of learners because of such things inconvenient schedules, full-time fees for part time study, restrictive location, and like other institutional barriers lack of attractive or appropriate courses and institutional policies and practice that impose inconvenience, confusion or frustration on adult learners (Cross,1979).

Psycho social barriers to participation seem to be in large measure of a product of values, attitudes and experiences associated with differing levels of socio-economic status (Darkewald and Merriem, 1983).

Academic barriers to skills that are essential to successful learning literacy and computer related skills, the ability to access and understand information, critical and reflective thinking skills, and skills in writing essays, examinations and among the many types of academic barriers (Mackeracher, Suart and Potter,2006).

In general the barriers to adult learning are many. Some are psychological: low self-esteem, fear to failure. Many are social: What will my friends think of my returning to school? How will my family adjust to the time and money I am spending for this program? Some are physical: diminished hearing, physical disabilities. Many are economic: finding sufficient funds within the family's resources to allow an adult member to participate in education (Apps, 1992).

2.15 Postgraduate education in Sub-Saharan Africa

Graduate education in sub-Saharan Africa was, for the most part, left out of the development of African higher education when the earliest universities were established and thriving, including Fourah Bay Collage (1827), University of Cape Town (1829), Mekerere University (1922), University of Ghana (1948), and Ibadan University (1948). In those years, graduate education was not part of the curriculum of the institutions; the assumption was that those who needed advanced training would obtain it abroad. (Hayward and Ncayiyana, 2014). The key goal for the future of higher education in Sub-Saharan Africa should be to focus on maintaining and expanding high-quality postgraduate education nationally.

Postgraduate education in Sub-Saharan Africa, with few exceptions such as South Africa, is not strong. Still, a number of bright spots stand out. They include experiments with different types of graduate programs, variations of the American model of classes and thesis, regional cooperative programs, PHD program and several other innovative efforts (Hayward and Ncayiyana, 2014).

CHAPTER THREE

METHODS

The purpose of this chapter is to describe the research methodologies and procedures applied to collect data, the study area and population, sampling and data analysis techniques.

3.1. Research Design

The purpose of this study is to identify the design and practice of post graduate evening extension program in AAU: compatibility with needs and developmental profiles of adult. To attain this goal, incidental method is used on assumption that is helpful to reveal the actual and current problems.

3.2. Study Site and Target Population

The College of Education and Behavioral Studies (CEBS) began in 1952, initially offering major area courses in the then Arts Faculty. Having the mission of undertaking teaching, research, and community services geared to the development of the education sector and related fields, the College has one School and five Departments.

3.3 Sampling

There are many techniques which could support sample data collection. In this study primarily used purposeful (purposive) sampling method because of the nature of data used. The target group were, who were learning at Addis Ababa University College of Education and Behavioral Studies (CEBS). That has five departments and a school. This research targeted for sample those who learned in the evening extension program.

Table 1 College of Education and Behavioral Studies

Department	Academic program	Graduate students									Sample Size
		1 st Year			2 nd Year			3 rd Year			
		M	F	Total	M	F	Total	M	F	Total	
School of psychology		19	22	41	16	29	45	24	10	24	43
	Counseling	-	-	-	10	9	19	10	9	19	
	Social	20	9	29	27	12	39	22	18	40	
Educational planning and management	Educational leadership and management	33	16	49	64	19	83	46	17	63	37
Special need	Special need education	8	5	13	9	11	20	6	14	20	28
Total											108

3.4. Data Collection Instruments

Both qualitative and quantitative data were collected through interview, questionnaires and documents analysis. Questioners and interviews with closed and open-ended question were helpful to gather relevant data.

3.5. Procedures

3.5.1 Questionnaire

This data collection instrument was used to obtain quantitative data from postgraduate evening extension program students. Questionnaires were prepared and distributed to 122 post graduate students to investigate the compatibility of postgraduate evening extension program with needs and developmental profiles of adult learners. However, only 108 returned the questionnaires, and

which was 88.5% of the respondents .Participants were surveyed by compatibility of postgraduate education with their needs consist of the socio demography, goal, organization, content of the course, educational methods/approaches and assessment methods and other related issues. Based on the reviewed literatures and documents on the topic 34 questions were developed and adopted with due consideration of the socio-cultural and psychological context of the country.

The questionnaires were administered in the Amharic language to tackle the barriers of language. The translation of items has been checked.

3.5.2 Interview guide

In order to obtain data from the participants of the study, interview guide was used as instrument. From College of Education and Behavioral Studies in Addis Ababa University, the researcher selected 15 voluntary postgraduate students. Moreover, the researcher selected four instructors, from different departments and a school in CEBS. Therefore, a total of 19 participants were used to gather data pertinent to the purpose of the study.

A structured interview has been used in Amharic language to make the interview sessions simple and convenient for the participants. The researcher applied structured interview questions so as to make the interview sessions friendly and to give opportunity to the participants express their views, beliefs and perception. After developing interview questions, the interview format had been given to the advisor for correction. This was later followed by checking the content and face validity for further improvement of the items. The face validity of the instruments was checked by two professionals from the College of Education and Behavioral Studies of Addis

Ababa University. Finally, after including the comments given by two scholars from the college, the guide was translated into Amharic language to make it ready for the pilot study.

The interviews were conducted depending on convenience of time and place for both interviewee and researcher. The interview with each purposefully selected fifteen students and four instructors has been held in class on their free time and in selected classroom and other area.

Document Analysis

The documents were collected from school of psychology and department and special need. In order to analyze qualitatively.

Pilot testing

The researcher tested the interview guideline and the scale before using them for final study. Pre-testing of the instrument is done to determine its feasibility and validity (Brink & Wood 1998:259). Validity refers to the degree to which an instrument measures what is supposed to be measuring (Polit & Beck 2004:422).

In order to insure clarity relevance and appropriateness of the items to align with the purpose of the study, Pilot testing was found important after preparation of the instrument. Accordingly, the instrument prepared in Amharic with the highest care and the advisor of this thesis has assessed the items and based on his recommendation, adjustments were made and some words rearticulated to achieve its purpose.

A pilot test with 17 students was conducted in Addis Ababa University, collage of education and behavioral studies evening extension postgraduate student which included as population of the study, include males and females from the college. Based on the response of pilot group the

reliability of compatibility of the design and practice of postgraduate evening extension program with needs and developmental profiles of adult learners assessment scale was measured by computing Cronbach alpha and found 0.912. DeVellis (1991) recommended that an alpha below .60 is unacceptable; .60-.65 undesirable;.65-.70 minimally acceptable;.70- .80 very good; and if above .90 is excellent. Thus, according to Deville's description the value of the instrument used in this study is found to be suitable.

Administration

The researcher met most of them in their departments, graduate library and classrooms individually and in group as well. The researcher introduced himself to them and explained the purpose of the study. The researcher also guaranteed them the responses would be kept confidential and serve only for research purposes. After getting their consent, the researcher distributed the questionnaire to the sampled students and made arrangements as when this completed questionnaires need to be returned back. For those sampled students whom the researcher didn't meet the adequately trained research assistants administered the questionnaire. A total of 108 out of 122 questionnaires returned the questionnaire on the set date.

The researcher used a incidental sampling technique to select four instructors and fifteen graduate students who are volunteer to participate in interview from sample group . After securing their consents, we arranged the place and fixed the date for the interview. Prior to conducting an interview, the researcher ensured them that their views and opinions are kept confidential. Following this, the researcher explained the guide line of the interview and asked their consent to take notes of their responses.

The researcher sought the consent of the instructors and the students to take part in the study, by explaining to them the purpose of the study and they all consented. With their responses the interview was made to proceed in their office on the set date with each.

3.6. Data Analysis

Data entered and analyzed using the SPSS database program and content analysis method. After cleaning the data, frequencies and percentages were calculated to all variables which were related to the objectives of the study. P value less than or equal to 0.05 was considered significant.

3.7 Ethical Considerations

Research ethics help to ensure that as researchers we explicitly consider the needs and concerns of the Addis Ababa university students and instructors, that appropriate oversight for the conduct of research takes place, and that a basis for trust is established between researchers and the Addis Ababa university graduate instructors and students. This means that if a choice must be made between doing harm to a participant and doing harm to the research, it is the research that is sacrificed. The goal of ethics in research is to ensure that no one is harmed or suffer adverse consequences from the research activities.

The researcher protects the rights of the respondents by: ensuring that none of the respondents would be named during the research, respondents were selected to participate without compulsion, respondents were informed the reason and the purpose of the research, there were convincing individual's willing to participate in the study by clarifying about the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter deals with the presentation of the data collected from the three groups:- postgraduate educational curriculum from CEBS, instructors and evening extension program Graduate students through questionnaires, structured interview and document analysis was conducted. In this chapter data collected through document and interview were qualitatively described in words in order to give answer for the basic question in the study. All data gathered from questionnaire were organized in tabular form and interpreted using percentage and t test.

Table 2, Background of postgraduate evening extension students

Characteristics		Graduate Students	
		Frequency	%
Sex	Male	73	68
	Female	35	32
Age	25-30	61	57
	31-35	36	33
	36-40	6	5
	Above 40	5	5
Marital Status	Single	31	29
	Married	77	71
School and Department	School of psychology	33	31
	Special needs education	26	24
	Educational Planning And Management	19	17
	Educational Research and development	30	28
Work Status	Have work	101	94
	Unemployed	7	6

Regarding respondent's sex from the above table it is possible to see that 68% of the respondents were male students. Therefore, there is low participation of female students compared to their

male counter parts. The majority of graduate students were from age 25-35 (88%).As we see the above table 71% of postgraduate evening extension program students were married .

As we see in the table different numbers of students were selected from department and school i.e. School of psychology (31%), Special needs in education (24%), Educational Research and development (28%) Educational planning and management (17%) and the researcher did not found any evening extension program students from department of curriculum and teachers development.

As we see in the above table 94% of postgraduate students are employed 6% of students are unemployed. These indicate most of post-graduate evening extension students are employed.

4.1 Perceived Compatibility of Educational Goals and Students' Needs

Table 3 Students' Ratings of Educational Objectives/ Goals

No	Item	Response	SA	A	U	D	SD	Total	Mean
1	The objective of postgraduate education helps me to independently.	Frequency	21	51	12	24	—	108	3.63
		%	20	47	11	22	—	100	
2	The goal appreciates students participation	Frequency	26	51	24	6	—	108	3.91
		%	25	47	22	6	—	100	
3	The goal helps the students to learn practically	Frequency	—	33	51	15	9	108	3.00
		%	—	31	47	14	8	100	
4	The goal of postgraduate program helps me to be rational.	Frequency	27	30	27	24	—	108	3.55
		%	25	28	25	22	—	100	
5	The goal of the programs considers my background knowledge.	Frequency	3	30	45	30	—	108	3.05
		%	3	28	42	28	—	100	
6	The goal of the program considers students responsibility	Frequency	3	18	57	21	—	108	2.86
		%	3	17	53	19	—	100	
	Total								20.02

5=Strongly Agree (SA), 4= Agree(A), 3= Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

The above table presents compatibility of postgraduate educational curriculum goal with adult needs and developmental profiles as rated by respondent against the 5 items rating. 5= strongly agree (SA), 4= agree (A), 3=undecided (U), 2= disagree (D), and 1= strongly disagree (SD).

Mean score are presented in such a way that mean score below 3 indicated incompatibility about postgraduate educational goal or the mean score greater than 3 indicate compatibility about postgraduate educational goal.

As indicated in question 1, the majority 67% (47.2 plus 19.4) graduate student agreed and 22% disagreed on the item “The objective of postgraduate education helps me to work independently”. Since the obtained mean value 3.63 was above the ideal mean i.e. 3.00 .The average response indicates agreement of respondent to the statement. Hence, according to postgraduate educational goal is initiated student to work independently.

On item 2, the majority 72% (47% plus 25%) graduate student agreed on item two that states “The goal appreciates students participation”, 6% disagreed with idea. Since the obtained mean value 3.91 is above ideal mean i.e. 3.00. The average response indicates agreements of the respondent in the statement. Thus each respondent appears to behave that postgraduate educational goal encourages students’ participation.

On item 3, the majorities 47% graduate student were not able to decide and 30% student agreed on item three that stated “The goal helps the students to learn practically”. Since the obtained mean 3.00 it is equal with ideal mean. Hence this showed that compatibility of the item with adult need and profile.

On item 4, majority 52% (27% plus 25%) graduate student agreed on item four that states “”. Since the obtained mean value 3.66 higher than to ideal mean i. The goal of postgraduate program helps me to be rational.e.3.00.The average respond indicates compatibility on postgraduate program encourage students to be reasonable.

Almost 41% of the respondents were not able to decide on item five, 28% disagreed and 31% post graduate student agreed on the item state “The goal of the programs considers my background knowledge”. Hence the average respond indicates that compatibility.

As shown above the table one 52% student were not decide, 27% disagreed and 19% respondents agreed on the item that states “The goal of the program considers students responsibility”. Since the obtained mean value 2.86 below the ideal mean value i.e. 3.00. Hence, the average respond indicate incompatibility.

On the other hand the document analysis on the postgraduate graduate program is structured to mitigate the following core points. In line with committing turning which probably prepares students to demonstrate requisites skills, attitudes in helping relationships, personality development, assessment, research, social/cultural diversity, carries development and ethics.

Adults naturally acquired their maturity from nature and nurture. Therefore, they need skill to be rational, practical, passed test of one’s own experience, objectively goal oriented and independently inter dependent accomplished by the adults themselves.

On the other hand attitudes are backed by one’s background knowledge of rationality, experience and practicability without instruction. Consequently, the adults’ variability changes independence.

Personal practice on the other hand is building by the relationship with the social environment: considering practicability, rationality, goal orientation, and autonomous nature of both parties.

Assessments on other hand are evaluating the erratic change of environment put measures in to action. The parameter: practicable nature of the subject matter, rationality and relevance of the

matter justifiability, of the subject matters goal orientation and autonomous nature of the observer or individual who is subject to the matter considering social, cultural diversity.

Carrier development in contrast considers the external environment. The carriers are developed from where not to what currently. Through these is the cases still measures rationality, developing carriers, the experience of developing carriers.

The post graduate students indicate that the goal of post-graduate education or class has positive implication in their view. They tried to show the economical and academic effects of evening extension program at post-graduate education level. This program is wonderful opportunity for students or trainees who are not accessible at the regular program due to other constraining factors of learning like adult responsibility (profile).

The post-graduate educational goal improves trainees (students) knowledge, Skill, and attitude and also helps the society in way or another. BQ8

The implementers or instructors suggested that the curriculums are implemented and revised most often after the implementers has taken short term training and discussed specially the content of the curriculum. Therefore, most lecturers knew about the post graduate educational goal.

The Post –graduate educational goal has the following features: such as participation, Improve students' work independently, communication, work ethics, researcher, and rational.IQ3

4.2 Compatibility of Organization Courses and Students' Needs

Table 4 Organization of the course

No	Item	Response	SA	A	U	D	SD	Total	Mean
7	The courses are sequential and chronological	Frequency	24	45	21	18	—	108	3.64
		%	22	42	19	17	—	100	
8	The courses are designed from easy to difficult	Frequency	9	36	36	27	—	108	3.25
		%	8	33	33	25	—	100	
9	The courses are delivered based on adults' profiles.	Frequency	24	21	33	24	6	108	3.30
		%	22	19	31	22	6	100	
10	The courses are life sized.	Frequency	9	42	39	6	12	108	3.27
		%	8	39	36	6	11	100	
11	The course bringing fundamental change	Frequency	24	12	60	12	—	108	3.27
		%	11	11	56	11	—	100	
	Total								16.9

5=Strongly Agree (SA), 4= Agree(A), 3= Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

As indicated question 7, 63% (41 plus 22) graduate student agreed on the item 6 that states “The courses are sequential and chronological”. Since the obtained mean value 3.69 it is above ideal mean value. The average response indicates compatibility of the item with adult needs and profiles.

On item 8, 41% (33plus8) of student agreed on item that states “The courses are designed from easy to difficult” and 33% were not decide on the idea and 25% disagreed on the item. Hence the obtained mean value 3.25 is above the ideal mean i.e.3.00.The average response indicates compatibility of the item with adult needs and developmental profiles.

On item9, 41% (19plus22) of students agreed, 30% respondents were not deciding and 28 disagreed on the item that states “The courses are delivered based on adults’ profiles.”. Since the obtained mean 3.30 higher than the ideal mean value i.e. 3.00. The average response indicates compatibility of the item with adult needs and profiles.

With regards to the item-10, 47% (39 plus8) Of students agreed on the item 36% were not decided and 17% disagreed on the item state “The courses are life sized”. Since the obtained mean value 3.27 higher than the ideal mean value. The average response indicates compatibility of the item with adult’s needs and developmental profiles.

57% of students were not deciding 33% (22plus11) agreed and 11% agreed on the item 11, that state “The course is bringing fundamental change”. Since the significance mean value 3.44 above ideal mean value 3.00. The average respond indicate that the compatibility of the item with adults need and developmental profiles.

As the documents insisted on all departments and schools under college of education and behavioral studies the organization of the curriculum is meanly beginning with introduction courses and end with thesis which providing equipping the students with prerequisite knowledge of the subject matter and help students to identify and assess some problem by their own way. The deliveries of the subject are chronological and sequential.

As implementers' indicated that organization of the curriculum is based on the order of the day and global works. It also improves their competency at global market. The organization of the curriculum based globally accepted way.

*The organization of the curriculum based global issues and the curriculum
Organized through simple to complex, known to unknown.IQ4*

Simultaneously the courses are organized considering the trainees (students) with the curriculum demand of the trainees. It has been indicated the same way lacks of delivery and module preparation.

*Most subject matters are theoretical and it been practical it would have been Life
changing.BQ12*

In other way some students were not satisfied on the organization of post-graduate education and the organization, procedure, and mode of delivery.

*The organization of the courses has no correct procedure from simple to complex,
from known to unknown.BQ5*

4.3. Compatibility of Courses Students' Needs

Table 5 Students level of agreement on Content of the course/ Curriculum

No	Item	Response	SA	A	U	D	SD	Total	Mean
12	The contents are designed to meet postgraduate programs' objective.	Frequenc y	24	42	30	24	—	108	3.38
		0/0	22	39	42	22	—	100	
13	The courses are deep content wise.	Frequenc y	12	42	30	21	—	108	3.27
		0/0	11	39	28	19	—	100	
14	The course content covers wide area.	Frequenc y	6	42	27	18	15	108	3.05
		0/0	6	39	25	17	14	100	
15	The contents consider the contexts	Frequenc y	12	33	30	24	9	108	3.13
		0/0	11	31	28	22	8	100	
16	The courses provided are reliable	Frequenc y	—	63	21	15	9	108	3.23
		0/0	—	58	19	14	8	100	
	Total								16.13

5=Strongly Agree (SA), 4= Agree(A), 3= Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

Item -12, 56% graduate students were not able to decide, 33% student agreed and 11% disagreed on the item that states “The contents are designed to meet postgraduate programs’ objective”. Since the obtained mean value 3.38 is above the ideal mean i.e.3.00.the average response showed that compatibility of the item.

As shown in the above table 42% (36%plus6%)of the graduate students agreed on the item that states “The courses are deep content wise.”. 40% of students were not able decide and 19% students disagreed on the item. Since the obtained mean value 3.27 is higher than the ideal mean i.e.3.00. The average response indicates compatibility of the item with adult needs and profile.

With regards to item- 14, 45% (39%plus 6%) of graduate students agreed on “The course content covers wide area.”31% of student disagreed and 25% of respondent were agreed. Since the obtained mean value 3.05 is above the ideal mean value i.e.3.00.the average response indicates compatibility of the statement with adult needs.

42% (31%plus11%) graduate students agreed, 31% agreed and 29% of student were not able decide on item state “The contents consider the contexts”. Since the obtained mean value 3.13 is above the ideal mean value 3.00. The average response indicates compatibility of the statement with a adult needs and developmental profiles.

Item 16, 58% of student agreed, 23% disagreed and 19% students were not able to decide on item states “The courses provided are reliable”. Since the obtained mean value 3.27 is above the ideal mean value i.e.3.00. The average response statement indicates compatibility of the statement with needs and profiles.

As the document suggested all curriculums are designed and implemented considering students attitudes, skills, ethics, personality, developmental development, social/ cultural diversity and carrier development. In addition to these they are designed considering our all changes of the global environment and globalization. To make the trainees globally competent.Generally, the curriculums are designed to develop individuals or societies well beings.

The Program aspires to maintain quality standards in terms of creating a curriculum and learning atmosphere that balances the rich content of the field with adequate deliberation of its depth through theoretical, research and practical exercises provided to students.

4.4. Compatibility of Educational Methods and Adult Needs

Table 6: Students level of agreement on Educational Methods

No	Item	Respo nse	SA	A	U	D	SD	Total	Mean
17	Collaborative learning is applied in the classroom	Frequ ency	12	24	18	27	27	108	2.69
		0/0	11	22	17	25	25	100	
18	Participatory methods are applied	Frequ ency	12	27	36	24	9	108	3.91
		0/0	11	25	33	22	8	100	
19	Students are learning practically.	Frequ ency	9	12	48	30	9	108	2.83
		0/0	8	11	44	28	8	100	
20	Practical teaching method increase students' rationality.	Frequ ency	3	30	42	24	9	108	2.94
		0/0	3	28	39	22	8	100	
21	Methods of teaching consider prior students experience.	Frequ ency	—	12	36	39	21	108	2.36
		0/0	—	11	33	36	19	100	
22	Methods applied in the classroom appropriate to take their responsibility.	Frequ ency	—	30	27	27	24	108	2.58
		0/0	—	28	25	25	22	100	
	Total								16.50

5=Strongly Agree (SA), 4= Agree(A), 3= Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

Item-17, more than 50% (25% plus 25%) of the graduate student disagreed, 33% agreed and 18% students were not able to decide on item state “Collaborative learning is applied in the classroom”. Since the obtained mean value 2.69 is lower than the ideal mean i.e. 3.00. The average response indicates incompatibility.

On item 18, 36% (25% plus 11%) of graduate student agreed, 33% of students were not able to decide and 31% student disagreed on the item state “Participatory methods are applied”. Since the obtained mean value 3.08 is above the ideal mean i.e. 3.00. The average response statement indicates agreement of respondent to the statement.

With regards 44% of students were not able to decide, 36% (28% plus 8%) students disagreed and 19% (11% plus 8%) of students agreed on the item state “Students are learning practically.”. Since the obtained mean value 2.83 is lower than the ideal mean value i.e. 3.00. The average response statement indicates were not able to decide on the statement.

On item 20, 39% of students were not able to decide, 30% (22% plus 8%) of students disagreed and 31% student agreed on the item “Practical teaching method increase students’ rationality”. Since the obtained mean value 2.94 is lower than ideal mean value i.e. 3.00. The average response statement indicates incompatibility of the statement with adult needs.

On item 21, 56% (20% plus 36%) of student disagreed, 33% students were not able to decide and 11% of students agreed on the item states “Methods of teaching consider prior students experience”. Since the obtained mean value 2.36 is below the ideal mean value i.e. 3.00. The average response statement indicates incompatibility of the statement with adult needs and developmental profiles.

On item 22, 47% (25% plus 22%) students disagreed, 28% agreed and 25% of students were not able to decide on item states “Methods applied in the classroom appropriate to take their responsibility”. Since the obtained mean value 2.58 is below the ideal mean i.e.3.00. The average response statement indicates incompatibility of the statement with needs and profiles of an adult.

As Methods are indicated in the documents, which are background of any delivering knowledge to the respective students who are delivering knowledge or any lesson through different method of teaching, from effective group teaching to traditional chalk to talk methods they have their own mode of delivery. In general in college of education and behavioral science, educational methods are applied through lecture, practicum and supervised research.

The teaching learning method or approaches involve pedagogy that encompasses three approaches: - interactive teaching learning class room lecture

-independent learning

-collaborative learning

Interactive participatory class room lecture method weight about 40% of delivery method. Through lecture hinders rationality, and active participation. These inversely affect practicability and meet the objectives or goal. Therefore, lecture has weighted the largest percentages of the delivery method.

On the other hand independent learning and collaborative learning assumes rationality, experience, goal orientation, practicability and autonomous of method.

The methods of delivery are the conventional that encompasses:- focus group discussion, description, presentation and group works. Though lecture is our used method of delivery still here is applied in traditional ways at tests the will of teachers (instructors).

The method of teaching is only one way traffic it's from teachers only; 'Talk and Chalk' BQ4

In the post graduate level educational methods expected to be participatory, the newly revised curriculum also demands the lectures, group discussions, group work, individual work and presentation.

*There are a number of educational methods that applied in teaching learning process
Such as lectures, group work, individual work, assignment and oral presentation. IQI*

4.5. Compatibility of Educational Assessment and Adult Needs

Table 7 Students level of agreement on Assessment

No	Item	Response	SA	A	U	D	SD	Total	Mean
23	Individual works assess properly	Frequency	3	15	30	51	9	108	2.55
		0/0	3	14	28	47	8	100	
24	An assessment exactly exhibits students' participation.	Frequency	—	33	30	45	—	108	2.88
		0/0	—	31	28	42	—	100	
25	The assessments given show the practical learning process.	Frequency	6	18	63	18	3	108	3.05
		0/0	6	17	58	17	3	100	
26	The evaluation	Frequency	6	18	42	39	3	108	2.86

	assesses the rationality	ncy							
		0/0	6	17	39	36	3	100	
27	The evaluations assess the experience.	Freque ncy	—	36	54	18	—	108	3.16
		0/0	—	33	50	17	—	100	
28	The evaluation assesses responsibility	Freque ncy	—	36	54	18	—	108	3.16
		0/0	—	33	50	17	—	100	
	Total								17.69

5=Strongly Agree (SA), 4= Agree(A), 3= Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

56% (47% plus 9%) students disagreed, 28% students were not able to decide and 17% of students agreed on the item “Individual works assess properly”. Since the obtained mean value 2.55 is below the ideal mean i.e.3.00. The average response indicates incompatibility of statement with adult needs.

On item 24, 42% of student disagreed, 28% students were not able to decide and 30% of students agreed on the item states “An assessment exactly exhibits students’ participation”. Since the obtained mean value 2.88 is below the ideal mean value i.e.3.00. The average response statement indicates incompatibility of the statement with adult needs and profiles.

On item 25, 58% students were not able to decide, 20% of students disagreed and 23% agreed on the item states “The assessments given show the practical learning process”. Since the obtained mean value 3.05 is above the ideal mean value i.e.3.00. The average response indicate incompatibility of statement with adult needs.

On item 26, 39% of student disagreed other 39% students were not able to decide and 11% of students agreed on the item states “The evaluation assesses the rationality”. Since the obtained mean value 2.36 is below the ideal mean value i.e.3.00. The average response indicates incompatibility of the statement with adult needs.

On item 27, 50% students were not able to decide, 33%of students agreed and 17% disagreed on the item states “The evaluations assess the experience”. Since the obtained mean value 3.16 is above the ideal mean value i.e.3.00. The average response indicates incompatibility statement with adult need and profile.

On item 28, 50% students were not able to decide, 33%of students agreed and 17% disagreed on the item states “The evaluation assesses responsibility”. Since the obtained mean value 3.16 is above the ideal mean value i.e.3.00. The average response indicates incompatibility of the statement with needs and developmental profiles.

As documents deduced students performance in college of education and behavioral science on a module evaluates in several ways such as: tests, assignments including both term senior essay (individually and in group), research reports, oral presentation reports of field or practicum work (written reports and oral presentation) students’ thesis work is conducted by panel consisted of advisors (internal and external examiners).

Most participatory and collaborative assessments consider the rationality, experience, objectives, self reliance or autonomous.

In assessing and evaluating the understanding of the trainees the students suggested that many techniques were applied. The continues assessment, class participation, home take assignment, and planned pope quizzes, are given. Some evaluation or assessments are up to the teacher:

Exams, group works and individual tasks are used as terms of evaluation BQ11

Instructors claimed that assessments in contrast consider the evaluation tools contextually and individually despite their implementation difference.

Individual works, group works, exams, class participation and thesis are measures of the assessment IQ2

Table 8 Total test analysis

Program components	Variables	Categories	Mean	SD	t-value	Sig		
Program goal	Sex	Male	19.87	3.89	.565	.573		
		Female	2.34	4.25	.567			
	Age	25-30	20.00	3.92	.296	.502		
		30-35	19.75	4.18	.291	.697		
	Department	Psychology			2.45		.418	
		Special needs						ANOVA
EDPM								
Course organization	Sex	Male	17.02	3.41	.250	.803		
		Female	16.05	3.10	.258	.797		
	Age	25-30	17.00	3.47	.119	.845		
		30-35	16.86	3.16	.197	.841		
	Department	Psychology			3.88		.091	
		Special needs						ANOVA
EDPM								
Content	Sex	Male	16.09	3.95	-.172	.864		
		Female	16.22	3.32	-.182	.856		
	Age	25-30	16.01	3.60	.200	.842		
		30-35	15.86	3.85	.196	.842		
	Department	Psychology			3.65		.121	
		Special needs						ANOVA
EDPM								
Methods	Sex	Male	15.95	5.40	-.154	.126		
		Female	17.62	4.94	-.159	.116		
	Age	25-30	16.16	5.36	-.656	.514		
		30-35	16.88	5.06	-.666	.508		
	Department	Psychology			2.54		.387	
		Special needs						ANOVA
EDPM								
Assessment	Sex	Male	17.57	3.07	-.566	.573		
		Female	17.94	3.32	-.551	.584		
	Age	25-30	17.57	3.09	-.140	.889		
		30-35	17.66	3.27	-.138	.891		
	Department	Psychology			2.54		.387	
		Special needs						ANOVA
EDPM								
	Department	Male						
		Female						

CHAPTER FIVE

DISCUSSION

This part of the study, dealt with the discussion of the finding of the study in light of the literature review and the research question.

5.1. Major finding of the study

1. The purpose of the study was to assess the compatibility of the design and practice of post graduate evening extension program with developmental needs and profiles learners, in the case of CEBS in Addis Ababa University. To this effect, the following basic questions were used as the frame of reference for the study. Are the educational goals of the postgraduate programs in the College of Education and Behavioral Studies appropriate for adult needs and profiles?
2. Are the educational organizations of the postgraduate program in the College of education and Behavioral Studies familiar for adult needs and profiles?
3. Are the post-graduate education contents at CEBS considered the adult needs and profiles?
4. Are the post-graduate educational methods at CEBS appropriate with adult educational needs?
5. Are the post-graduate educational assessment methods at CEBS properly measure adult learners?
6. Are there differences among departments of CEBS in their graduate education?

Based on the basic questions of the study the researcher has reached at the major findings of the study and the researcher of the study has presented the major finding as seen below.

1. Regarding Post Graduate Educational Goal

As per the data analysis and interpretation part of the study, the researcher has found that there is the existence of compatibility of post graduate educational goal with adult needs and profiles. Based on this finding and the literature reviewed earlier the extension programs are in line with their needs. If the post graduate educational goal is compatible with adult needs and profiles, the program is developed via identifying individuals' interest and arrangement of actions, and also the finding of the study indicate us the different needs and goals for post graduate educational goal of adults are achieved. There are achievements of the need for intimacy and for generatively.

2. Regarding the organization of the curriculum

The other finding of the study concerning the organization of the curriculum is that there is the existence of compatibility of the post graduate education organization with adult learners' need and profiles. Pertaining to the compatibility of the post graduate education organization with adult learners' need and profiles, help adults to improve working and life style of adults by reinforcing their knowledge, skill and attitude. The post graduate education make the adult productive and capable citizens. The post graduate education program included and designed by inserting social, economic and pedagogical conditions in order to make good adults in their relationship with others.

3. Regarding the post graduate educational methods

Based on the data retrieved from the respondents, the relationship of the post graduate education with need and developmental profiles of adult learners is incompatibility. Based on the finding of the study, the adult learners those attending on the program are lacking of good intimate

relationships, social commitment, and moral conduct and independence. Also, the program failed to make adults to discover what they knew and students are not attending their education through discussion, self-reflection, questioning, and journal writing. Teaching of adults and the different methods and approaches of facilitating learning's are not efficiently applied in the post graduate educational programs.

4. Regarding the assessment and evaluation of postgraduate education

From the data retrieved, there is the finding revealed that the relationship between the post graduate educational assessment with needs and developmental profiles of adult learners are incompatibility. The incompatibility creates failures to check the learners' progress and attainment.

UNIT SIX

CONCLUSION AND RECOMMENDATION

This chapter comprises summery, conclusion and recommendations of the researcher results.

Summery was made by taking the major finding of the study.

6.1. Conclusions

Based on the major findings, the following conclusions have been drawn:

According to the data retrieved the educational goal of post graduate and adult needs and profiles are compatible. So, the needs of adults are achieving by the program. Also, this research concludes that the post graduate organization and adult learners' need and profiles are compatible. So, the program is making adults to be competent and productive citizens.

The researcher also got that the relationship of the post graduate education with need and developmental profiles of adult learners is incompatibility. The educational program is lacking many of educational methods.

The relationship between the post graduate educational assessments with needs and developmental profiles of adult learners are incompatibility. The program has failed to assess the learners' progress and attainment.

6.2. Recommendations

Based on the conclusion, the researcher has recommended the following suggestion.

1. In order to make the postgraduate education programs more effective, departments of each programs must design educational curriculum for evening extension program based on needs and profiles of adults.
2. Each department before deciding on teaching method pursuant to evening extension adult educational programs, the instructors of each course must have awareness on a dragological self-centered learning methods. So, for this regard and effectiveness of the program the university should provide extensive training and cross sectional programs as integral part of the evening extension educational program.
3. For the very purpose of making the postgraduate educational program compatible with needs and developmental profiles of adult learners, the instructors of each course must get awareness on the evaluation and assessment method in line with the needs and profiles of adults.
4. The researcher believes that intensive and continual researches on compatibility of postgraduate education with adult need serious attention in order to achieve the objective of the post graduate education programs.

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Appendix
ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND BEHAVIO STUDIES
SCHOOL OF PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY PROGRAM

Questionnaire for postgraduate student

This questionnaire is designed to collect data on compatibility of your evening extension graduate learning with your needs and developmental profiles. All information retrieved from informants will be treated confidentially and used only for the purpose of the study and also the information retrieved will not be disclosed to anyone. Given this, we would like to get your responses accurate as possible. Participation in the study is based on your consent; you are not required to take part in the study if you do not want to.

Section A

General Information

PLEASE ANSWER BY PUTTING (X) MARK THESE RESPONSE CODES

No.	Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	The post graduate program goal					
1.	The objective of postgraduate education helps me to independently.					
2.	The goal appreciates students participation					
3.	The goal helps the students to learn practically.					
4.	The goal of postgraduate program helps me to be rational.					
5.	The goal of the programs considers my background knowledge.					
6.	The goal of the program considers students responsibility					
	Organization of postgraduate courses					
7.	The courses are sequential and chronological.					
8.	The courses are designed from easy to difficult.					
9.	The courses are delivered based on adults profiles.					
10.	The courses are life sized.					
11.	The course bringing fundamental change.					
	Contents of the curriculum at post graduate education					
12.	The contents are designed to meet postgraduate programs' objective.					
13.	The courses are deep content wise.					

14.	The course content covers wide area.					
15.	The contents consider the contexts					
16.	The courses provided are reliable.					
Methods at post graduate program						
17.	Collaborative learning is applied in the classroom.					
18.	Participatory methods are applied.					
19.	Students are learning practically.					
20.	Practical teaching method increase students' rationality.					
21.	Methods of teaching consider prior methods of teaching.					
22.	Methods applied in the classroom appropriate to take their responsibility.					
Evaluation/Assessment of postgraduate program						
23.	Individual works assess properly.					
24.	An assessment exactly exhibits students' participation.					
25.	The assessments given show the practical learning process.					
26.	The evaluation assesses the rationality.					
27.	The evaluations assess the experience.					
28.	The evaluation assesses responsibility.					

Appendix 2

**ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY PROGRAM**

The researcher of this thesis is student on the study of developmental psychology in Addis Ababa University. The researcher of this study is doing his thesis on the topic of compatibility of the design and practice of postgraduate evening extension program with needs and developmental profiles of adult learners, the case of college of education and behavioral science, AAU . The researcher has prepared this checklist for the purpose of guidance during the interview in order to achieve the intended objective. The researcher very kindly requests you to give him your responses without any hesitation.

1. Did you take training on postgraduate program regarding postgraduate education program?
2. Do you know about the goal/mission of postgraduate education program of Addis Ababa University?
3. Do you get an orientation about the postgraduate program?
4. How do you evaluate the implementation of the postgraduate program?
5. Do you know the methods of postgraduate educational program?
6. What are the appropriate methods for postgraduate program?
7. Which educational material/aid is applicable for postgraduate education?
8. What are assessment methods applicable to postgraduate students?
9. What do you think about the compatibility of the design and practice of postgraduate education program with needs and developmental profiles of adult learners?
10. Would you like to add more points pursuant to the topic?

Guide line for document analysis postgraduate educational program

1. Goals/missions the program
 - a. Experience
 - b. Autonomous
 - c. Responsibility
 - d. Rationality
 - e. Goal orientation
2. Organization of the courses
 - a. Experience
 - b. Autonomous
 - c. Responsibility
 - d. Rationality
 - e. Goal orientation
3. Contents of the curriculum
 - a. Experience
 - b. Autonomous
 - c. Responsibility
 - d. Rationality
 - e. Goal orientation
4. Methods and approaches of the program
 - a. Experience
 - b. Autonomous
 - c. Responsibility
 - d. Rationality
 - e. Goal orientation
5. Assessment and evaluation
 - a. Experience
 - b. Autonomous
 - c. Responsibility
 - d. Rationality
 - e. Goal orientation

**በበአዲስአበባዩኒቨርሲቲ
በትምህርት እና ባህሪ ጥናት ኮሌጅ
ሳይኮሎጂ ትምህርት ቤት**

መጠይቅ

ይህ መጠይቅ በማታወቅ ለሌሎች ለሥራ ምረቃ ትምህርት ስር ለማሳካት ለማግኘት ለማግኘት የሚደረግ ነው። የተሳተፉ ምረቃ ትምህርት ስር ለማሳካት የሚደረግ ነው። የተሳተፉ ምረቃ ትምህርት ስር ለማሳካት የሚደረግ ነው። በተቀመጠው መልስ መስጫ ላይ (X) ምልክት ያድርጉ።

አጠቃላይ መረጃዎች ሀ

ተ. ቁ	ጥያቄ	በጣም አልሰማማም	አልሰማማም	እርግጠኛ አይደለም	አሰማማ ለሁሉ	በጣም አሰማማ ለሁሉ
	የድህረ ምረቃ ት/ት ግብ					
1.	የድህረ ምረቃ ትምህርት ግብ ነገሮችን በራሱ እንዳይከናወን ይረዳኛል።					
2.	የድህረ ምረቃ ትምህርት ግብ የተማሪዎችን ተሳትፎ ያበረታታል።					
3.	የድህረ ምረቃ ትምህርት ግብ የተማሪዎችን በሙከራ የመማር ሁኔታ ያበረታታል።					
4.	የድህረ ምረቃ ትምህርት ግብ ምክንያታዊ እንደሆነ ያስረዳል።					
5.	የድህረ ምረቃ ትምህርት ግብ ያካበት ኩነትን ለምድረ ስራ ያደርጋል።					
6.	የድህረ ምረቃ ትምህርት ግብ የተማሪዎችን ላይነትን የመወጣት ሁኔታ መሰረት ያደረገው።					
	የድህረ ምረቃ ት/ት ኮርሶች አደረጃጀት					
7.	የኮርሶች አደረጃጀት ቅደም ተከተልን የጠበቀ ነው።					
8.	የኮርሶች አደረጃጀት የተዘጋጀው ከቀላል ወደ ከባድ ነው።					
9.	የኮርሶች አደረጃጀት የተማሪውን የእድገት ደረጃ መሰረት ያደርጋል።					
10.	የኮርሶቹ ከተግባራዊ ህይወት ጋር የሚገናኙ ናቸው።					
11.	የኮርሶቹ ስያልቁ በህይወታችን ላይ መሰረታዊ ለውጥ ያመጣሉ።					
	የድህረ ምረቃ ት/ት ይዘት/ሥርዓተ ትምህርት					
12.	የትምህርት ይዘቶች የድህረ ምረቃ ትምህርትን አላማ ለማሳካት ወሳኝ ነው።					
13.	የድህረ ምረቃ ትምህርት ይዘት ጥልቀት አለው።					
14.	የድህረ ምረቃ ትምህርት ይዘቶች ሰፊ እውቀት ይሰጣሉ።					
15.	የየትምህርት ይዘት ነገራዊ ሁኔታን መሰረት ያደርጋል።					
16.	በድህረ ምረቃ ትምህርት የሚሰጡ ኮርሶች ይዘት ተገቢ ነው።					
	የማስተማሪያ ሥነ-ዘዴ/አቀራረብ					
17.	በክፍል ውስጥ ተግባራዊ የሚሆኑ ትምህርት ስራዎችን ያሳያል።					
18.	አሳይንስ ስራዎችን ተግባራዊ ለማድረግ ያረጋግጣል።					
19.	ተማሪው እየሞከረ የሚማር ገቢው የማስተማሪያ ሥነ-					

	ዘዴዎችተግባራዊይሆናሉ።					
20.	በክፍልውስጥተግባራዊየሚሆኑየማስተማሪያሥነ- ዘዴዎችየተማሪውንምክንታዊነትያሳድጋሉ።					
21.	የማስተማሪያሥነ- ዘዴዎችየሚተገበሩትየተማሪውንየቀደመልምድመሰረትአድ- ርገውነው።					
22	በክፍልውስጥየሚተገበሩትየማስተማሪያሥነ- ዘዴዎችተማሪዎችኃላፊነታቸውንእንዲወጡያበረታታል።					
	የድህረ-ምረቃ ት/ት ምዘና					
23	ተማሪዎችበግላቸውየሚከናወኑቸውንተግባራትበትክክል ይመዘናል።					
24.	የሚሰጡምዘናዎችየተማሪዎችንተሳተፎበትክክልይመላክታ- ሉ።					
25.	ለተማሪዎችየሚሰጡምዘናዎችበሙከራየመማርሒደትንይ- ለካሉ።					
26.	የሚሰጡምዘናዎችምክንያታዊነትንይለካሉ።					
27.	የሚሰጡምዘናዎችየተማሪዎችየክብቱትንልምድይለካሉ።					
28.	የሚሰጡምዘናዎችየተማሪዎችንኃላፊነትየመወጣትሁኔታይ- መዘናሉ።					

መሰረታዊጥያቄዎችለ

- 31.ጾታ: _____ ወንድ _____ ሴት _____
- 32.እድሜ: _____
- 33.የጋብቻ ሁኔታ: _____ ያገባ _____ ያላገባ _____
- 34.ያገቡ ከሆነየልጆችብዛት _____
- 35.የትምህርት ክፍልእናፕሮግራም _____
- 36.የስራ አይነት _____

ስለቀናትብብርዎከልብአመሰግናለሁ።

ለተመረጡት መሪዎች የተዘጋጀ ቃለ መጠይቅ

1. በእርስዎ አስተያየት በትምህርት እና ባህሪ ጥናት ኮሌጅ የድህረ-ምረቃ ትምህርት ዓላማን እንዴት ይመለከቱታል?

2. በእርስዎ አስተያየት በትምህርት እና ባህሪ ጥናት ኮሌጅ የድህረ-ምረቃ ትምህርት አሰጣጥ ስልት በአብዛኛው ምን ይመስላል?

3. በትምህርት እና ባህሪ ጥናት ኮሌጅ የድህረ-ምረቃ ትምህርት ፕሮግራም ይዘቶችን በአጠቃላይ እንዴት ይመለከቱዎታል?

4. በትምህርት እና ባህሪ ጥናት ኮሌጅ የድህረ-ምረቃ ትምህርት ላይ ምን ዓይነት የማስተማር ያሥነ-ዘዴዎች በአብዛኛው እየተተገበሩ ነው ይላሉ?

5. በትምህርት እና ባህሪ ጥናት ኮሌጅ የድህረ-ምረቃ ትምህርት ውሰጥ ምዘና በምን መልኩ እየተተገበረ ይገኛል?
