CURRENT PRACTICES, CHALLENGES AND FUTURE PROSPECTS IN THE RECRUITMENT, SELECTION AND TRAINING OF FIRST CYCLE PRIMARY SCHOOL TEACHERS IN ETHIOPIA: IMPLICATIONS FOR POLICY

By Ethiopian Teachers Association.
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Abstract

The main purpose of this study was assessing the current practices, future prospects and challenges in the recruitment, selection, and training of the first cycle primary school teachers' training policy of Ethiopia and suggesting some policy recommendations. A concurrent design of mixed methodology was employed in order to conduct the study. Both quantitative and qualitative data were collected from primary and secondary sources. The study was carried out in six TTCs and 12 randomly selected primary schools. A total of 120 primary school teachers (both 10+3 diploma & 12+2 diploma graduates), 60 TTC senior trainers, 180 TTC trainees were randomly selected and included in the study. Besides, six teacher training and capacity building foci persons from the six REBs were purposely selected and participated in the study. The necessary data for the study were collected using structured interviews, questionnaires, and classroom observations and analyzed using descriptive statistics such as percentages, mean ratings and inferential statistics such as an independent t-test. Finally, the findings from the study unveiled that the current first cycle primary school teachers' selection and recruitment process invites both grade 10 and grade 12 completers. Yet, both groups of applicants were those who either failed to join the next higher educational ladder or unable to get other job opportunities in other sectors. The study further showed that although both diploma graduates (the former 12+2 and the current 10 +3) pretend to have positive attitude towards the profession, the mean ratings of the two groups of respondents in all of the items were found to be in favor of the former although the mean differences were not statistically significant for most of the items. Concerning the pedagogical competence and professional commitment of the two groups, the former 12+2 diploma graduates were found better in both dimensions than the current 10+3 diploma graduates. The study further indicated that the current primary school teachers' training program is affected by low maturity level of the grade ten completers, frequent changes in the modality of the training, bulky and sometimes irrelevant curriculum and teaching modules. Specially the low maturity level of the grade ten completers was a very serious challenge faced in the selection and recruitment of trainees to the TTCs. This has affected the quality of the pre-service training programs offered in these colleges. Hence, it could be concluded that the two pools of applicants applying to join the profession were the left overs, bottom achievers and disinterested in the profession as well as ready to leave when opportunities come. In general, the current recruitment and selection of teachers for the lower primary schools in Ethiopia was ineffective in producing competent teachers for the profession. Particularly the selection and recruitment of the grade ten completers to the teaching profession ought to be revised by the government so as to improve the quality of teachers at this level. Hence, there is a need to raise the grade level of the candidates from grade ten to the minimum of grade twelve completion by the federal as well as regional governments in the coming years. As the would be teachers are given 400 Ethiopian birr (nearly 15USD) pocket money every month, the amount of which is not enough for all expenses including house rent and food, the government need to provide accommodation (dormitories). And as a matter of urgency, increase the monthly pocket money based on the current market situation until the time that provision of dormitories is possible.

Acronyms and Abbreviation

CSA	Central Statistical Agency
EFA	Education for All
EI	Education International
ETA	Ethiopian Teachers Association
EPRDF	Ethiopian Peoples' Revolutionary Democratic Front
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
KG	Kinder Garten
MDG	Millennium Development Goal
MoE	Ministry of Education
PGDT	Post Graduate Diploma in Teaching
PTR	Pupil Teacher Ratio
REB	Region Education Bureau
TESO	Teacher Education System Overhaul
TGE	Transitional Government of Ethiopia
TTC	Teacher Training College
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UPE	Universal Primary Education
WEO	Woreda Education Office (education office next to school level)

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Unit One

Introduction

This chapter deals with the introductory part of the study. It deals with the background of the study, statement of the problem and key questions, objectives, delimitation, limitations of the study, definition of key terms and organization of the study.

1.1.Background

1.1.1 Over view of the research

Teachers are the central figures and key players in the teaching process since the essential quality of education depends on their abilities, values and skills. It is well acknowledged today that the teaching profession has been on the policy agenda of most countries. Among the issues related to the teaching profession on policy discussions focuses on how to attract motivated and high-achieving candidates to the profession, how to retain quality teachers and how to improve initial teacher education and professional development. This is because the teacher clearly contributes to student learning and achievement, and different research findings show that the value of high quality teachers in learning outcomes is mounting. Different studies, for instance, (Darling-Hammond, 2000; Muñoz, Prather and Stronge, 2011) vividly indicated that teacher quality is an important factor in determining students' achievements.

Often, the status of the teaching profession has been jeopardized in the recent challenge in recruiting and retaining good teachers. The teaching profession is perceived to have a lower status than other professions such as medicine, law or engineering (Ingersoll and Merill, 2011).

Although teaching is said to be the noblest profession, the status accorded to this profession particularly in developing countries like Africa is strikingly disappointing. Different factors are cited as root causes for the profession to stand at the bottom compared to other professions. Indeed, salary and working conditions are often considered as policy devices for improving the profession's prestige. This is because in most of these countries teacher salary is lower when compared to occupations requiring equivalent levels of training, and the salary difference is often cited as one of the primary reasons for the profession to be perceived as lower in status. In terms of working conditions, factors often cited as negatively affecting the profession's status include large class sizes, long teaching hours, excessive workloads, poor job security, lack of instructional resources, poor school safety, little or no access to professional development opportunities and excessive administrative duties (leitwood, 2006). Some policy initiatives have tried to improve one or more aspects of teachers' working conditions for raising the status of the profession with varying degrees of success (Hargreaves et al., 2007).

1.1.2 Country Context

Geography and Population

Ethiopia is located in the Horn of Africa between 33' and 48' degree longitude east and between 3' and 14.8'degree North Latitude. Ethiopia is a landlocked country and it shares a boundary with Sudan in the West, Kenya and Somali in the South, Eritrea in the North and Djibouti and Somali in the East. It is a country with great geographical diversity; its topographic features range from the highest peak at Ras Dashen, which is 4,620 meters above sea level, down to the Afar depression at 110 meters below sea level where magma erupts out without stopping. Hence, the climatic

condition of the country varies with the topography, with temperatures as high as 47 degrees Celsius in the Afar Depression and as low as 10 degrees Celsius in the highlands.

Figure 1. Map of Ethiopia

Source: official website, CSA, Ethiopia, 2016

Population

With a 2018 population of approximately 107.53 million, up from 2015's estimate of 98.9 million, Ethiopia is the second-most populous country of Africa after Nigeria. This estimate of how many people live in Ethiopia is based on the most recent United Nations projections, and makes Ethiopia the 14th most populous country in the world. The most recent census in 2007 found an

official population of 73.7 million. Ethiopia has a population density of 83 people per square mile (214/square mile), which ranks 123rd in the world.

The largest city and capital of Ethiopia is Addis Ababa, which has an estimated population of 3.6 million in the city proper and a metropolitan population of more than 4.6 million. Being as old as two millenniums, its cultures and traditions hold family as a significant part of Ethiopian life, sometimes even surpassing the significance their careers or businesses might have. Other major cities include Adama (324,000), Gondar (324,000), Mek'ele (324,000), and Hawassa (302,000).

Historical background and policy environment

Ethiopia is an ancient country with rich archaeological, historical and cultural heritages. Paleontological studies identify Ethiopia as one of the cradles of mankind. "Dinknesh" or "Lucy," one of the earliest and most complete hominoids discovered through archaeological excavations, dates back to 3.5 million years. The country has maintained its independence from colonial occupation and contributed a lot in supporting other African countries in their struggle for independence and in the formation of the Organization of African Unity (OAU). It serves as the seat for the African Union (AU) today. Ethiopia was ruled by successive emperors and kings with a feudal system of government until 1974. In 1974, the military took over power and administered the country until 1991. The military (Dergue) introduced a Socialist form of government that entangled private ownership and development. Both during the Dergue and monarchy, Ethiopia remained a unitary state. In 1991 the Dergue was toppled down and was replaced by EPRDF as a ruling party. Currently, Ethiopia has a federal system of government, comprising the federal government, nine administrative regions and city Administrations (FDRE, 1995).

The government is made up of two tiers of parliament: the House of Peoples' Representatives and the House of the Federation where Political leaders are elected every five years. The federal

government is committed to decentralization that provides each region with autonomy and accompanied by fiscal decentralization which devolves decision making powers to lower tiers of government.

Economy and the Labor Market

Ethiopia's social and economic activities showed encouraging results since the early 1990s. The Government is committed to achieving economic stability and keeping inflation low. Having invested heavily in physical infrastructure and human resource over the past decade, the economy has achieved impressive growth excluding the drought year (2002/03), average real GDP growth rate of 11.8 percent was registered between 2003/04 - 2007/08, which is above the average of 5.8% realized in Sub-Saharan African (SSA) countries. Despite recent growth and abundance of natural resources, the country remained one of the poorest in the world with the per capita income increasing marginally from US$102 in 2000 to US$ 220 in 2007. Thirty nine percent of the population were estimated to live below the poverty line in 2004/05(World Bank, 2008). The 2005 World Human Development report indicated that, the HDI value of Ethiopia was 0.406 and its term of overall rank was 169 out of 177 countries.

The agricultural sector is the major driver of the economy and is a source of income for the majority of the population. The sector contributes about 50% to total GDP, generates about 90% of export earnings and supplies about 70% of the country’s raw material requirement for large and medium sized industries that are agro-based.

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The social context and conditions

Ethiopia embraces a complex variety of nations, nationalities and peoples, and linguistic groups. Its peoples speak over 80 different languages constituting 12 Semitic, 22 Cushitic, 18 Omotic and 18 Nilo-Saharan languages. Over twenty two of the languages are currently used as the medium of instruction at primary level. Amharic is the federal working language and English is used as a medium of instruction starting from grade nine up to higher levels of the education system. The use of mother tongue in primary education has been put into practice by the Ethiopian Government since 1994. Regional states have also started using their language in offices and with the mass media. This has created confidence on behalf of nations and nationalities in Ethiopia and it has become instrumental in creating social equilibrium regarding the use of language and recognizing each other. The inclusion of disregarded history of nations and nationalities into the curriculum, eliminating gender stereotypes from the curriculum, the recognition and inclusion of education of persons with disabilities has contributed creating an opportunity in development of national identity and social cohesion.

Ethiopia is home to various ethnicities, predominantly the Oromo at 35% of the country's population and the Amhara, who account for 27% of the population. Other major ethnic groups include the Somali (6.2%), Tigray (6%), Sidama (4%), Gurage (2.5%), Welayta (2.3%), Afar (1.7%), Hadiya (1.5%), and Gamo (1.2%). In 2009, Ethiopia had an estimated 135,000 asylum seekers and refugees, most from Somalia (64,000), Eritrea (42,000) and Sudan (23,000). The government requires refugees live in designated refugee camps. According to a 2018 report, the number of refugees hosted by Ethiopia has grown to 920,262. As of 31 May, 2018 (UNHCR, 2018) making Ethiopia a host of the second largest refugee population in Africa. Ethiopia has close ties with all three major Abrahamic religions, and it was the first in the region to officially adopt Christianity in the 4th century, with 44% belonging to the Ethiopian Orthodox Church. Ethiopia

has the first Hijra in Islamic history and the oldest Muslim settlement on the continent. Muslims account for 34% of the population.

1.2. Historical Evolution of Teacher Education in Ethiopia

The training of teachers in Ethiopian began in 1944 in one classroom in Minilik II School (MOE, 2004). Then the Faculty of Education emerged at Hailesillassie I University (now Addis Ababa University) in 1961 and over took the program and started the first university-based program of teacher preparation. It was the first faculty that specialized in the preparation of secondary school teachers (Marew, Birara, Nardos, & Mekwanit, 2000, cited in Kedir 2007). Since then, however, the program has undergone enormous changes in its various dimensions including the changes made by the current government as of 1994.

Kedir (2007) vividly put the two noticeable major reform attempts that had taken place in Ethiopia Prior to the general reforms made by EPRDF since 1994. During the imperial period (1934–1974) and the Dergue regime (1974–1991), reform attempts were made to restructure the educational system in general and teacher education in particular. Due to the change in the regime, however, the reform efforts were immediately reversed. The changes in the system of education implied new institutional structuring for teacher preparation activities, which ultimately requires some revisions of the curriculum and modalities to accommodate the changes. For example, as Tirusew (2006) noted, in the previous two regimes, various modalities of delivery of teacher training programs were in effect which include: community teacher training (Grade 8 +1); primary school teacher preparation (Grade 8+1, 8+4,10+2, 12+1); secondary schools teacher education (Grade 12+4); and technical and vocational teacher education (Grade 10+3, 12+3). Tirusew argues that such restructuring activities were not built on empirical evidence and plausible premises. Consequently,

the attempts remained dubious as far as issues such as continuity and discontinuity, power and knowledge, and vision and ideological propensity of teacher education were concerned. In order to improve the quality of teacher education in Ethiopia, the Ministry of Education in 2003, launched what it termed "Teacher Education System overhaul" (TESO) program. However, still the efforts to restructure the system were merely to create a new public image by appearing committed and envisioned for a better formal education system (Kedir, 2007).

In fact, the changes observed so far in the Ethiopian education sector could be polarized as quantity oriented and quality-oriented changes. The first one seems more successful than the second as the effort to create access to education is visibly progressing faster than the effort made to ensure the quality of education. Most scholars argue that the quality-oriented reforms fail mainly because of the faulty direction on the teacher training programs; as teachers assume a central place to promote the quality of education.

According to the annual national education abstract, currently 37 Teacher training Colleges (TTCs) in the country are fully operating in training primary school teachers with overall enrolment of 169,382 students. These colleges feed 40,000 to 45,000 graduate teachers to the primary education subsector every year (MoE, 2016). The report indicated that the colleges provide the three years diploma program in regular, evening and summer programs. There are more than 20 different departments or streams in most TTCs that are categorized under two modalities; Linear and Cluster. Some of the departments under the Linear Modality are; Amharic, English, Local language, History, Geography, Civics, Chemistry, Biology, Physics, Mathematics, Music, Art, and Health and Physical Education. The Cluster Modality includes Languages, Social Science, Natural Science and Mathematics, and Aesthetics (MoE, 2016).

Concerning the demand for primary school teachers, there is a looming shortage and high demand caused by expanding primary schools and this is further exasperated by the high turnover of primary school teachers. The report of the MoE indicated that, as of 2016, there are about 396, 099 primary school teachers in the country teaching in grades 1 to 8, making the largest teachers proportion as compared to any level of education in the country (MoE, 2016). In spite of the large number of graduates ready to teach in primary schools, there aregrave criticisms on the quality of the training and the related competence and commitment of primary school teachers.

A study conducted by Teklehymanot (2000) indicated that teacher education programs in Ethiopia do not attract academically vibrant and professionally passionate students towards the teaching stream. This implies that although quality education is believed to be a base for development and that quality education could not be realized without competent, motivated and able teachers, the emphasis given to the profession proves inadequate from the very beginning of trainees/student admission as the majority of the students who join this profession are those with low academic achievement. To make matters worse, even the majority of the low achievers are made to join the teaching profession which they put as their last choice. Most of the-would be first cycle (grades 1-4) primary school teachers are recruited from those who fail to pass grade 10 and could not promote to preparatory schools as well as those who fail at grade 12 and could not promote to university education. Consequently, the minimum motivation and commitment of the trainees for the profession coupled with their low competence strikingly affected the production of competent teachers for the primary level.

1.3. Statement of the Problem

Education at first cycle primary schools level is a crucial foundation for the future life of the children and a determinant factor for the development of the overall academic, social, moral and ethical values of the future citizens. Thus, children at this level need to be treated properly with

academically capable, professionally committed and ethically disciplined teachers. On the other hand, empirical researches by Kedir (2006), Workneh & Tasew (2013), Dawit (2014), and Tirusew (2000) revealed that the current Ethiopian teachers' training program has fallen short of producing teachers with the stated qualities. Therefore, in order to produce competent, committed and disciplined teachers who teach at the first cycle primary school level, the existing policy and practices need to be scrutinized and feasible recommendations should be forwarded.

In order to build strong values in the pupils, the teachers themselves need to have strong personal and professional ethics and commitment. Therefore, the teachers' training program should develop such values and competence of the would-be teachers. Accordingly, the main purpose of this study is to assess the current practices, future prospects and challenges in the recruitment, selection, as well as gaps in teachers' training policy of Ethiopia and finally to suggest some policy recommendations. In short, the findings from this study are supposed to influence top decision makers to examine and revisit the current policy and practice in connection to training, recruitment, and selection of first cycle primary school teachers in Ethiopia.

1.4. Research Questions

This research is guided by the following basic questions

1. What are the criteria to qualify for the first cycle primary school teachers' training in Ethiopia?
2. What are the recruitment and selection process for the first cycle primary school teachers' training program?
3. How do trainees, TTC trainers, school principals & officials perceive the quality of the current teacher training program in terms of producing competent teachers?
4. What is the attitude of the-would be teachers towards the teaching profession?

5. What is the status of professional commitment, and pedagogical competence of the first cycle primary school teachers?
6. What are the challenges in the recruitment, selection and training of primary school teachers in Ethiopia?

1.5. Research objectives

The study has the following objectives

- ✓ Identify criteria and practice in the selection and recruitment of first cycle primary school teachers in Ethiopia.
- ✓ Assess and compare the pedagogical skill and professional commitment of the former 12+2 and the current 10+3 diploma graduates.
- ✓ Evaluate the attitude of the would-be teachers toward the teaching profession.
- ✓ Examine the pedagogical skill of primary school teachers in Ethiopia.
- ✓ Examine the professional commitment of primary school teachers in Ethiopia.

1.6. Significances of the Study

This study will have the following significance for the policy makers, practitioners and researchers.

1. It will give clear insight and trigger the thoughts of policy makers to consider the admission requirements in terms of maturity and academic competence of the applicants for the profession.
2. It informs the practitioners to reconsider and revise the training modalities and the curriculum so as to produce competent teachers for the level.
3. This study is also supposed to provide adequate information for the REB, WEO, and TTCs on the pitfalls encountered so far in relation to the recruitment, selection and training process and suggest the way forward.

4. It will also serve as a corner stone for any interested researcher to conduct further study on similar or different dimension of teacher training program.

1.7 Scope of the study

This study is delimited to six regional states with the inclusion of two emerging regions (Somali and Benishangul- Gumuz) and four better-off regions (Amhara, Oromia, SNNPR and Tigray). Accordingly, sample colleges were selected from each region, Regional Education Bureaus were contacted and experts and professionals were made to participate in the research. Besides, the attempt to measure the competence of previous and current diploma graduate teachers focused only on observable skills such as pedagogical skills, classroom management, teaching aid utilization. Thus, teachers' subject matter mastery was not considered in this research to measure their competence as it requires the complex process of preparing a standardized exam for each subject and administer it to the teachers.

1.8 Limitations of the study

Notwithstanding the relentless effort made by the researchers to minimize the possible limitations that might bear a black spot on the findings of the research, there were some unavoidable problems in the course of the study. The major one was the security issue caused by the prevailing political turmoil that forced the researchers to change one college which was previously proposed as a sample; Finoteselam TTC to Begemidir TTC, though both are in the same region; Amhara.

1.9 Organization of the Study Report

This research is organized in to five major chapters as follows.

The first chapter deals with background, problem statement, and significance of the research. The second chapter is dedicated to pertinent international, national and local literature in relation to the

recruitment, selection and training of teachers. Likewise, the third chapter discusses the research design and methodology where the details about the samples, sampling techniques, data gathering instruments and data analysis techniques were discussed. The forth chapter is about the result and discussion where the actual data were presented, analyzed and discussed. Finally, chapter five is committed to summary of major findings, conclusion and feasible recommendations for the concerned stakeholders.

Chapter Two

Review of Related Literature

This chapter deals with the review of the related literature and presents an overview of international experiences in teachers training programs, brief historical background of teachers training in Ethiopia, and teachers' maturity and effectiveness.

2.1 International Experiences in Teacher Training Program

Researchers such as Harris and Sass (2006); Mpokosa and Ndaruhutse (2008), assert that the availability of well-trained teachers, through pre-service teacher training, in-service professional development and the informal training obtained through on-job experience, is central to improving the quality of education at both primary and secondary levels in many countries. Content-oriented teacher professional development is believed to contribute to improvements in the quality of education (Harris and Sass 2006). The presence of trained school teachers is also considered to be one of the critical elements in achieving the Millennium Development Goals (MDG) and Education For All (EFA) goals (Mpokosa and Ndaruhutse 2008). So, proper schooling cannot be conceived without the presence of qualified teachers. Ankomah et al. (2005) argue that schools without trained teachers cannot do their job effectively. This is because teachers play a pivotal role in educational provision and thus significantly affect education quality. The number and competencies of teachers, the pupil–teacher ratios, and the personal characteristics of teachers are considered as pillars for quality education. The personal characteristics include academic qualifications, attitude for the profession, pedagogical training, subject matter knowledge, ability/aptitude and teaching experience. Some research, for instance, Creemers et al. (1989) show that effective school organization and leadership, and teachers' qualifications are valuable sources

of success in children's learning. Studies in Asia, Latin America and Africa indicate that improvements in teaching and student outcomes are the function of multiple factors, including various kinds of teacher incentives, school management reforms and teacher personal characteristics and competencies. In particular, school-based management reforms that devolve decision-making authority to the schools have had important effects on teacher performance and student learning by making teachers more accountable to their communities. For instance, devolution of decision-making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, more homework assignments, and better parent– teacher relationships. In some cases, these reforms can have a greater effect on student outcomes than increased rewards for teachers (Vegas, 2007).

Professionalism and incentives are also key factors in the success and /or failure of teaching and learning process. Mpokosa and Ndaruhutse (2008), (cited in Workneh & Tassew, 2013), who carried out research on teacher training and school management in 13 developing countries, found that the level and structure of teacher incentives greatly contribute to teaching quality and student achievement. According to the researchers, incentive schemes must be tightly connected to the desired teachers' behavior, and should encourage teachers to make the extra effort to improve students' performance. Other studies indicate the presence of poor teacher motivation in most of the sub-Saharan African countries. In Lesotho, for example, low salaries; lack of housing for teachers near the school; lack of financial benefits and poor condition of school facilities; low professional status; lack of opportunities for professional development; and poor school management and administration are important factors contributing to low teacher motivation (Urwick and Mapuru, 2005). Studies in Latin America, Central and South Asia and Africa also show that different incentives such as wages, subsidies and merit-based pay and supplementary allowances, quality of training, as well as management reforms can improve

teacher effectiveness (Vegas, 2007). Moreover, based on an extensive survey (responses from 73 EI member organizations from all regions) and a literature review, Symeonidis (2015) reported that salaries and working conditions were two of the most crucial factors found to be strongly linked to teachers' occupational status & personal self-esteem.

Regarding the selection of candidates for the teachers' training program, Vegas (2007) maintained that countries with successful teacher training programs enforce strict selection criteria in granting admission. For instance, only one in six applicants are admitted to teacher training programs in Singapore and only one in ten applicants is admitted in Finland. This clearly indicates, successful countries are selective in admitting applicants while less successful systems allow large numbers of candidate teachers to obtain their academic degrees by making the selection process very loose. In Hungary, an excessive number of students are enrolled in teacher training programs and different specializations are offered in skewed proportions. As a result the country is staggering with a dwindling quality of education. Researches put that it is uneconomical to deliver quality teacher training to congregations of large numbers of applicants.

Trends in the number of applications indicate a decline in the proportion of school leavers who find a teaching career an attractive choice. The number of people who apply to nursery, primary or secondary school teacher training institutions as their first choice has recently plummeted and the school results of applicants are below the national average (NAGY & VARGA, 2006). Similarly, VARGA (2007) found that teacher training programs were chosen by school leavers with poorer than average skills and, since there were relatively few applications for a large number of places, applicants were practically freely admitted. If students bring with them poor levels of knowledge and skills, training cannot maintain high standards. Those students are suitable for a teaching career who are equipped with entry competences that can provide the foundations

for the acquisition of a set of effective methodological tools in the course of their studies. These competences include advanced literacy and numeracy, good social skills, effective communication, an aptitude for lifelong learning and a desire to share knowledge. All of these can be assessed by a selection procedure, in the course of training or even at the time of resident training.

In relation to the changing paradigms of teacher training, Andersson (2002) describes four typical paradigms possible in teacher education:

- the traditional, which means teacher education for today, the teachers have to be able to function at school immediately;
- the progressive critical – social paradigm, according to which the teachers are able to change the school of today, the teachers are reflective and critically thinking;
- the academic paradigm, which is characteristic for the great attention to an academically able generation of teachers who specialize in separate subjects;
- the personalistic paradigm considers that teachers must become mature enough to understand others, be able to interact and should be ready to work in the interests of pupils. It is obvious that the schools of today and the future need teachers that comprise the best qualities of the progressive, social – critical and the personalistic paradigms, at the same time, though having roots in academic education in the subject, the teachers must be able to organize flexibly the material and their activities according to the needs and interests of the learners.

2.2. Trajectories of Teachers' Training in Ethiopia under Different Regimes.

The Ethiopian teacher training has undergone various reforms under different regimes since its inception. The following discussion is dedicated to the major reforms undertaken under the three regimes.

2.2.1 Teacher Education during the Emperor's Period

As it is noted in different documents, the first teacher training programe in Ethiopia was launched in 1944 in Minilik II Secondary School, a school which is historically recognized as the beginning of modern education in Ethiopia as well as a place where the foundation of the Ethiopian Teachers Association was laid down in 1941. According to some researchers, for instance, Kelemu (2000), an apt teachers training institute (TTI) was later established at Gulele, Addis Ababa in 1946/47. Accordingly, from1944/45 to 1954/55 a one-year programme which was commonly known as 6 + 1 was implemented where six years of school education was a prerequisite to be qualified as a teacher candidate. Until the early 1970s, the system had been elongated with the opening of three additional TTIs in Harar, Dabre-Berhan, and Jimma Towns. Between the late 1960s and early 1970s, three more diploma-offering teacher training colleges were opened. These were, Kotebe College of Teacher Education, Bahirdar Academy of Pedagogy, currently renamed as Bahirdar University, and Alemeya College of Agriculture, currently branded as Haramaya University (Tesfaye, 2014).

According to some sources, during 1955/56 to 1965/66, candidates who wish to join the one-year certificate training were requested to successfully complete six to eight years of schooling depending on which type of programe, that included 6 + 1, 7 + 1, and 8 + 1 programe, they wish to join. In a similar vein, candidates who completed Grade 8 were trained for four years (8 + 4) while Grade 9 completers were trained for three years (9 + 3) while passing the entrance exam was mandatory to become a teacher. In the latter years that followed between 1966/ 67 and 1968/69, the minimum grade level that a candidate had to successfully complete to be qualified for TTI admission was raised to Grade 10 and the duration of teacher training was also pre-eminent from one to two years which was referred to as the 10 + 2 programme (Tirusew, 2006; Tesfaye, 2014).

The training of secondary school teachers was launched for the first time in 1959 in the Department of Education of the then Hailesallassie I University and the present Addis Ababa University and later upgraded to the Faculty of Education in 1969. Among the interesting facts related to the recruitment and selection of qualified secondary school teachers during that period was the establishment of the Prince Be'idemariam preparatory School that was responsible to recruit and select potential would be teachers from among the high-achieving Grade 11 students of all secondary schools in the country for the profession (Tesfaye, 2014). These outstanding students were provided with a one year preparatory class at the school and were given the chance to join Haile Selassie I University without sitting for grade 12 national examinations or the then Ethiopian School Leaving Certificate Examination (ESLCE) and become secondary school teachers after graduating from the University. This was one way of attracting highly competent and top achievers to the teaching profession during that period (Tesfaye, 2014).

In general, as related to the training of teachers or teacher education in Ethiopia, the Emperor's period has laid down the foundations for the field. On top of this, some authors like Tekeste (2006) consider the period as the 'Golden Age' of teaching careers in Ethiopia since teachers were not only paid better, but enjoyed high prestige and status relative to most civil servants (Tesfaye & Admassu, 2004). During this period teaching was considered as, and proved to be, a noble profession in the society (Tesfaye, 2014).

2.2.2 Teacher Education during the Dergue Period (1974-1991)

After the down fall of the Emperor in 1974 through public revolution, the military regime (Dergue) seized the power in the country. Soon after seizing power the military government declared a national campaign commonly known as " እድገት በህብረት" roughly translated as Development through Cooperation, that included secondary school, college and university students to go to rural

areas to teach literacy and organize farmers associations in the country side in 1975. This has led to the closure of secondary schools, colleges and universities including teachers' training colleges in the country. Particularly, the closure of teachers' training colleges for at least two years in the country further resulted in a shortage of qualified teachers particularly in primary schools. In an effort to overcome this problem of teacher supply, the MOE was forced to recruit and hire untrained high school students to the teaching profession with a monthly salary of only 100 Ethiopian Birr at that time. This poor decision of hiring unqualified teachers to the profession, according to Tekleselassie (2005), had serious implications for today's low status of the teaching profession and lack of social acceptance in the community. However, during 1979/80, teacher training institutes and colleges were reinstituted and the 10 + 2 programme was replaced by one-year primary teacher training curriculum or 12 + 1. At the same time, the criteria which was highly competitive and rigorous during the Emperor's period in the selection and recruitment of teachers were revised and a GPA of 0.6 in the ESLCE was set as a minimum requirement to join teachers training colleges in the country (MoE, 2005). This is an indication & beginning for the teaching profession where academically poor candidates were enrolled to teach in primary schools in the history of teacher education in Ethiopia. While all the TTIs in the country were engaged in training primary school teachers, graduates from colleges of teacher education with diploma or 12+2 programme were deployed to teach in the then junior secondary schools (grades 7-8) and grades 9 and 10 in the lower secondary schools unless an acute shortage of graduates with BA or BSc degrees was encountered and assigned in higher grades (grades 11-12) based on their long years of teaching experiences after graduation with diploma qualification. Yet, a bachelor degree or above was mandatory to teach in upper secondary level (Grades 11 and 12) (Tesfaye, 2014).

2.2.3 Teacher Education after 1991

After the down fall of the military regime in 1991, the current government came to power. Education was one of the sectors that received much courtesy by the government in its different reform efforts. Accordingly, the formulation of the 1994 Education and Training Policy was worth mentioning that lead to the restructuring of the education system as well as a revision for teachers training programmes for the new education system in the country. As part of the reform, therefore, the existing Teacher Education Institutions (TEIs) were upgraded to diploma-offering colleges, and several new TTCs were also opened in different regional states (Tesfaye, 2014).

In 2002, MoE formed a task force drawn from the Ministry of Education, Oromia Regional Educational Bureau, Addis Ababa City Administration Education Bureau, and the Ethiopian Teachers' Association to conduct a study on the quality and effectiveness of teacher education in Ethiopia. The study identified that the old teacher education system was trapped with diverse drawbacks, MOE (2003). This led to the emergence of a new programme called Teacher Education Systems Overhaul (TESO) that was introduced in 2003 to solve the problems identified in teacher education in Ethiopia. It is worth mentioning that one of the reasons for the initiation of the TESO reform was teachers' unsatisfactory content knowledge and this new programme was considered as a paradigm shift in teacher education founded on the international trends of active learner-focused education (MoE, 2003). According to UNESCO (2005), TESO was an element of a donor-supported Teacher Development Program meant to achieve the objectives of the Education Sector Development Program (ESDP).

Concerning its content, TESO reduced subject matter courses in teacher education and the weights of professional courses and practicum were given much attention at all levels of teacher education. The duration of training for different levels of teacher education and entrance requirements had also been revised. The duration of training for secondary school teachers was

reduced from 4 to 3 years. Besides, TESO introduced that only qualified teachers should teach at various levels where 10 + 1 certificate program graduates teach at first cycle primary level or grades 1–4, 10 + 3 diploma program graduates were deployed to teach in the second cycle primary level or grades 5–8, and finally 12 + 3 degree program graduates were deployed to teach in secondary schools (grades 9 & 10). TESO continued to dominate teacher education until 2010. However, after six years of its implementation, TESO was criticized by different bodies for a number of challenges related to the program that included graduates' weak or poor subject-matter knowledge, teachers' failure in the implementation of active learning methods, lack of interest to follow up and support for students, low career commitment, and the weak relationship of teachers with school leadership, parents, and the community were among the problems widely stated on TESO program (MoE, 2008b).

After making different arrangements and undertaking some studies via the MOE, the new Post Graduate Diploma in Teaching (PGDT) programme was introduced in 2011 in the teacher training system. The new PGDT programme is implemented in 10 public universities in Ethiopia where trainees, who already have their degree in specific subject areas, are given one year of professional and practical training before they are employed in a mainstream teaching job (MoE, 2013).

The main aim of PGDT was to fill the content and pedagogical gaps that were observed in the former TESO program in teaching and classroom practices in secondary schools. Although the new PGDT program was assumed to address all the challenges associated in secondary school teacher education in the country, some studies still criticize it for its weaknesses. Among the different complaints of the new program includes its failure to counter the tenacious challenges of the teaching profession which are profound and related to teachers' poor working conditions, teachers' low salaries, and lack of fringe benefits that continued to affect the quality of education.

This headed the system to fail in attracting competent and interested candidates to the teaching profession and intensified teachers turnover in the country.

Although the history of modern teacher education has gone through different reforms in the past, the problems associated with the profession are still sustained in the current PGDT program. It is common to informally hear from teacher educators in the public universities that PGDT trainees are reluctant, lack interest and enthusiasm in their profession. In general, as some teacher educators informally state, the new PGDT programme has failed to achieve its objectives and hence it is time to investigate these challenges scientifically for sound decisions by policy makers and practitioners in the education sector for further improvement of teacher education in the country.

2.3. Teachers' maturity levels and their effectiveness in lower primary schools

It is a well-accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens, which in turn depends upon the quality of its teachers. The term quality of teachers includes all the professional dimensions of a teacher i.e., span of knowledge, teaching skills and teacher behavior comprising his/her emotional, moral, physical and ethical maturity. However, a teacher with innumerable degrees and a high-profile personality cannot necessarily be termed as a good teacher. As maintained by Maheshwari & Balaramulu (2015), the primary quality that makes a whole lot of difference is the classroom interaction and his/her teacher-like behavior. His/her behavior not only as a person but also as a teacher is predominantly controlled by his emotional as well as professional behavior, which in turn depends upon the degree of maturity level of the teacher. A mature teacher is the heart and soul of any educational program and venture. Learning becomes pleasure; student dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally intelligent teachers.

Often educators struggle to deal, communicate with others in situations where teaching is not simply about developing knowledge of content and curriculum but about connecting across the wide range of human difference. However, our personality affects the way we teach each and converse. So, it is necessary for student teachers to have the required level of maturity as they have to interact with different kinds of students, parents and other people of the society.

Besides, teaching in lower primary school is the most difficult task. This is because teachers teaching at this level are charged not only with the responsibility of delivering the content, but also, given the responsibility of nurturing the behavior, attitude and the entire personality of the pupils at this level. So, in order to increase the maturity of the pupils, the teachers themselves need to be mature in terms of moral, ethical, physical, and psychological dimensions. In this regard, Şengün and Kaya (2007) put that moral and ethical maturity are the level of competence displayed by an individual in terms of emotions, opinions, rational, judgments, attitudes and behaviors in relation to knowledge and social practices. An individual who has moral maturity is expected to be a good person who displays self-control and a capacity for empathy, who is trustable, responsible, respectful, fair and innovative. According to Lickona (1991), moral maturity has three dimensions: moral sentiment, moral consideration and moral behavior. Maturity in these dimensions indicates the moral maturity status and levels of individuals. Moral maturity requires the internalization of moral values, the holding of those moral values and its roots in the conscience (Uysal, 2004).

Different studies show specific actions by teachers which can be considered factors for their effectiveness. As related to the teaching method, it seems that the more effective teachers set realistic objectives, try and give incentives to students for learning, apply various teaching methods, select participative forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use various teaching aids, maximize

teaching time through systematic measures, assign work that will stimulate the interests of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students (McBer 2000, Jasman 2002, Anderson 2004). Another key factor in effectiveness is a teacher's ability to recognize the diversity of students, to choose the best method possible for a particular content, and to provide reward for students (Harslett et al., 2000).

A teacher is required to be skilled in their work, and the skills and the ability to interpret the knowledge in a manner and level accessible to students requires fundamental pedagogical competencies. In general, teachers who are charged with the responsibility of teaching at lower primary schools are expected to be morally, emotionally, physically and psychologically mature so that they can help the kids to grow mature in every aspect.

2.4 Indicators of Teachers' Competence

It is difficult to define teaching practices that have an impact on students' performance since what counts as an effective teaching strategy varies by students' age, personality, learning ability and social background, and different strategies call for different teacher skills (Gustafsson, 2003). Rather, it is easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences (Hedges & Greenwald, 1996). Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment are also indicators of teachers' competence.

Most studies concerned with the teaching profession look at measurable characteristics such as the composition of the teacher population, the teaching environment, the workload of teachers and their salaries. Convincing portrayals of teachers' life histories, their attitudes towards their profession and their vocational creed have been published in several case studies, collections

of interviews and other studies summoning the tools of social science (Falus, 2002). It is a teacher's duty-among other things-to develop the skills which are essential for a knowledge-based society and economy to prosper, to be committed to change, to counterbalance rampant consumerism, to create a community and to lessen the gap between the rich and the poor. Among key teacher competences and characteristics, good communication skills, pedagogical knowledge, and above all, professional commitment often receives prominent mention. As Falus (2002) attested, for a teacher to fulfil his or her professional function in a given domain, a synthesis of knowledge, attitudes and practical skills is needed. Therefore, the existence of these characteristics of good teachers, particularly at first cycle primary level of education, and the role of the current teacher training program in Ethiopia to nurture such qualities need prudent scrutiny.

2.5 Pedagogical skills and teachers' competence

Teaching is not simply dumping students with content. It is rather a complex task that requires adequate and proper possession of pedagogical skills such as assessment skill, classroom management skill and proper utilization of teaching aids, among others. A research by Blamires (2008) revealed that primary school students expect and like a teacher to have some of the following skills and characteristics in order to learn properly. These are tactfulness, communication skill, teamwork, willingness to take risks, divergent thinking, ability to share without imposition, tolerance, openness to changes, willingness to learn from others, resourcefulness, and positivism. So, the extent to which our teachers possess such desirable characteristics is left as a big question.

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role. Pedagogical competence refers to educational

and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in higher education.

Concerning the importance of proper utilization of teaching aids for students learning, it is believed that the use of teaching aids plays a great role in facilitating and concretizing instructional process at every grade level and type of subject. UNESCO (1962) document stated that despite their importance to promote effective teaching learning process, different studies revealed that the role of instructional materials was underestimated and misused in most of the instruction process. In short, proper utilization of teaching aids is supposed to have significant importance in imparting pertinent information in the teaching-learning process and above all for the students' learning.

2.6 Efforts to improve the quantity and quality of teachers under the current government.

Since the early 1990s the Ethiopian Government has had a formal policy on the importance of education for the development of the country. The focus of the education system as a whole is to provide equitable access to good-quality education in both rural and urban areas. Since 1994 the Government has committed itself to providing available resources with the goal of seeing all school-age children in school by 2015 (MOE, 2005). However, achieving these goals is not a simple task. Despite a huge increase in the number of trained teachers through both pre-service and in-service training programs, there are still major shortages of trained teachers at all levels of the education system (Abebe, 2008). Well-run teacher training programs and well-managed schools that provide teachers with good work experience are expected to improve the quality of

education. Good- quality teaching is also crucial. However, the Ethiopian Ministry of Education notes the presence of a huge gap in educational attainment and academic achievement among students, which is the result of lack of capacity (MOE and USAID, 2008). As already explained, the Government considers enhanced teacher training and development programs to be a means of ensuring quality education. The first Education Sector Development Program (ESDP I) considered the shortage of trained teachers as one of the major obstacles to providing quality education. By the beginning of 1990, only 40 per cent of the teachers teaching at Grades 9–12 had a first degree, the qualification for teaching at this level (MOE, 1998). During this period, general education was divided into three levels: primary (Grades 1–6), junior secondary (Grades 7–8) and secondary (Grades 9–12). Teachers needed to train for one year to get a teacher training certificate, which enables them to teach at primary level; two years to get a diploma qualifying them to teach junior secondary students; and four years to get a degree, the qualification necessary to teach at secondary school (ibid.). ESDP I was designed to implement the major policy reforms outlined in the 1994 Education and Training Policy, which declared primary education to comprise Grades 1 to 8, divided into two cycles of equal length, and secondary education to comprise Grades 9 to 12 divided into two cycles of equal length (MOE, 1998). One of the most important issues, and the first of its kind in Ethiopian teacher motivation history, outlined in the 1994 Education Sector Strategy was the development of a new career structure for teachers based on professional development, performance and experience. This was mainly to motivate teachers. Therefore, improving teacher training was one of the objectives of the ESDP I (MOE, 1998). ESDP II (2002) considered teacher training and development programs as a key element in the provision of equitable access to education. It gave emphasis to the expansion of teacher training colleges to train teachers for primary education through regular, distance and summer education (MOE 2002). ESDP III (MOE 2005) gave further priority to the standardization of teacher training programs.

ESDP IV (2010–15) states that major investments in improving the number and qualifications of teachers would have a positive impact on the quality of schooling. It gives special emphasis to increasing the number of trained teachers (from 37 per cent to 60 per cent). It also focuses on improving student achievement by enhancing the teaching–learning process and by transforming schools into motivating and child-friendly environments (MOE, 2010a).

To achieve this objective, teachers are expected to implement active learning and student-centered approaches in classrooms (MOE, 2010a). Zehie (2009), who carried out research on the attitude of Ethiopian teachers towards their profession, states that good-quality education requires qualified teachers and active learning methods. He reiterates that access to quality education is one of the basic rights of human beings and is a key to the future mental and physical health and socio-economic situation of the children. He adds that when teaching methodology takes a student-centered approach, students can play a greater role in their own learning and knowledge construction. Ethiopia has been bringing in more active and student-centered learning since the introduction of the new education policy in 1994 (Zwiers, 2007). The adoption of active learning and student-centered methods were also discussed in ESDP II (MoE, 2002) and ESDP III (MOE, 2005) as a means of giving more responsibility for learning and knowledge construction to students (Zwiers, 2007) and promoting more independent learning (Zehie, 2009). The major challenges to the implementation of student centered teaching in Ethiopian schools. First, the curriculum was imposed from the top down. It did not consider comments from teachers, who are responsible for implementing the curriculum (Amare, 2006). Secondly, the curriculum was developed based on western cultures and research and was donor-driven. It did not consider traditional Ethiopian Church and Koran education, community and home-based informal education (including domestic and agricultural skills) and the values of the Ethiopian people (Zwiers, 2007). Third, the deep-rooted Ethiopian tradition of using the lecture method, as well as a lack of institutional support and

a lack of content knowledge on the part of many teachers have constrained teachers from applying this type of teaching (Serbessa, 2009; UNICEF ,2010).

According to the 1994 Ethiopian Education and Training Policy "Primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training" (TGE, 1994, P. 14). Primary education is critical to a nation's development, providing on average the highest public returns to investment for the state, and is the cornerstone for later education and economic growth. As stated above, primary education is defined as eight years in duration and conducted from grades 1-8. It is implemented in two cycles, which are known as primary 1st cycle (grades 1-4) and primary 2nd cycle (grades 5-8). According to the Educational policy, ETP (1994), the official admission age to grade one is stated as seven years.

Nowadays, the responsibility of training large number of primary school teachers is given to Teachers' Training Colleges (TTCs) in each of the regional states. This is because a continuously increasing enrolment of the primary school students needs a large number of teachers. According to the education statistics annual abstract of 2016/17, the total number of primary schools in the country was 35,838 with a gross enrolment rate of 140.8% in first cycle primary and with the total student population of 20,783,078 at primary schools (both cycles). In Ethiopia, the standard set for PTR is 50 at primary (1-8) and 40 at secondary level. The report of the Ministry of Education (2016/17) indicated that the average pupil-teacher ratio for primary school 43:1, though there are wide regional variations (MoE, 2016/17). So, it could be observed that the ratio is within the required standard. However, low or high PTR alone does not explain the quality of education because the quality of education depends on other factors such as mode of delivery, commitment, qualification of teachers, the supply of educational materials, and other factors.

Concerning the minimum qualification required of first cycle primary school teachers, the standard required, before 2010, was a certificate from TTI to teach in the first cycle primary schools but after 2010 the required qualification standard was revised and diploma from TTC was set as a minimum qualification to teach at that level (MoE, 2010). Thus, candidates who complete grade 10 or grade 12 will join the teacher training colleges and undergo a three years training to obtain a diploma and qualify for primary school teaching. The colleges provide two types of modality simultaneously; linear and cluster modalities. The linear modality was to train teachers who are expected to teach in the second cycle of primary school, and includes mathematics, Amharic, English, a local language, history, geography, civics, chemistry, physics, music, educational planning and management, adult and non-formal education, biology, art, health, and physical education. The cluster modality was to train teachers who are expected to teach in the first cycle of primary school. The subjects include: language, social science, natural science, mathematics and art and design (MoE, 2010a).

Unit Three

Research Design and Methodology

3.1. Research Design

This research employed concurrent mixed methodology in order to properly examine the current practices and challenges in the recruitment, selection and training of first cycle primary school teachers in the country. Therefore, both quantitative and qualitative data were collected from primary and secondary sources.

3.2. Data Sources

The primary sources of data include trainers/ instructors in the sample colleges of teacher training (TTC), the would-be teachers in the selected TTC, diploma graduates teaching in the first cycle primary school levels (both the former 12+2 diploma graduates and the current 10 +3 diploma graduates currently teaching in the first cycle primary schools were included), teachers' training and capacity building foci persons from district education bureaus, MoE general education sub-sector, and primary school principals. Moreover, various policy documents, legislations, directives, and other documents related to teachers training programs were duly reviewed and used as secondary sources of data.

3.3. Sample size and sampling techniques

From a total of 37 TTCs found in the 9 regional states and two city administrations, six TTCs found in six different regional states were included in the research. Accordingly, two TTCs from the emerging regions and the remaining four from the better-off regions were selected randomly and included in the study. Thus, Dr. Abdulmajid Hussien TTC from Ethiopia Somali region in the Eastern part of Ethiopia and Gilgelbeles TTC from Benishangul-Gumuz regional state were

selected representing the two emerging regions while Abi Adi TTC from Tigray region, Hawassa Teachers' Training College from SNNPR, Begemidir TTC from Amhara region, and Assela TTC from Oromia region were selected from the better-off regional states and included in the study. Moreover, a total of 12 primary schools (two from each) nearer to the six TTCs from urban and rural areas were randomly selected and included in the study.

Concerning individual respondents, a total of 120 primary school teachers (both 10+3 diploma & 12+2 diploma graduates) from the 12 sample schools were selected using simple random sampling while all principals in the 12 sample primary schools were selected via availability sampling and included in the research. Besides, a total of 60 senior trainers (an average of 10 trainers from each TTC) were selected and included in the study using purposive sampling based on their year of service in the colleges (only those who serve five years and above in the colleges). Similarly, a total of 180 trainees (30 senior would be teachers or TTC trainees from each college) were randomly selected for the study from the six sample TTCs. Likewise, six teacher training and capacity building foci persons from the six *woreda* education offices were selected and participated in the research by providing information through interview.

3.4. Data Gathering Instruments

Pertinent data were collected from the sample informants using questionnaire, interviews, FGDs and observation checklists.

Questionnaire: this instrument was used to collect data from first cycle primary school teachers as well as from the would-be teachers /second year and third year TTC trainees. Two different types of questionnaires of four scale Likert types were prepared for the trainees as well as for the primary school teachers. The questionnaires were first prepared in English and later translated in to Amharic for ease of understanding by the respondents. The questionnaire for trainees contains

17 closed ended likert scale items and three open ended items while the questionnaire for primary school teachers contains 50 closed likert scale items and 2 open ended items.

Interview: interviews were conducted with MoE and WEOs personnel, school principals as well as college deans. So, interview guides containing 11 items in relation to the practices and challenges of recruitment, selection, and training of primary school teachers were set and used during the interviews.

FGD: focus group discussions were also held with TTC trainees in each of the selected six teacher training colleges. Thus, FGD guides containing 7 items were developed by the researchers and used during the discussions.

3.5. Validity and Reliability of the Instruments

In order to check the reliability and validity of the instrument, of the trainees' questionnaire we conducted a pilot test at Assela TTC on 10 trainees. Accordingly, we checked the result at it was found to be r=0.76, which indicate that the items are adequately reliable to be used for the study. Likewise, the reliability and validity of the teachers' questionnaire was checked after being pilot tested in Tsehay Chora primary school in Addis Ababa and the result was r=0.86 which implies that the items are highly reliable for the required purpose.

Observation checklists: similarly, classroom observations were conducted in the twelve sample schools to collect data on the professional skills and competence of 10+3 diploma and 12+2 diploma graduates using check lists. So, a checklist containing 8 items indicating the level of teachers' competence using four scales was used during the observation.

Table 1. Summary of Samples and Sampling Techniques Matrix

Informant category	**Sampling techniques**	**Data gathering tool**	**Sample size**
TTC Trainers	Purposive	FGD (10 per college)	60
Trainees	Simple Random	Questionnaire	180 (30 per college)
MoE	Purposive	Interview	2
WEO teacher training focal person	Purposive	;;	6
Principals	Availability	;;	12
First cycle primary school Teachers	Random	Questionnaire	120(10 per school)
Total sample			**340 participants**

3.6. Data Analysis Techniques

The data obtained from the informants were analyzed using t-test, percentage and mean. T-test was used to see if there is statistically significant difference in the pedagogical competence and professional commitment of 12+2 and 10+3 diploma graduate first cycle primary school teachers.

Chapter Four

Results and Discussions

Under this chapter, the background data of the informants, the discussion and interpretation of the results were presented.

4.1. Background Characteristics of Respondents

The following table presents the general background of respondents.

Table 2: General background of teacher respondents

Teachers Respondent by Region	**Amhara**	**Benishangul Gumuz**	**Oromia**	**SNNPR**	**Somali**	**Tigray**	**Total**
	19	14	16	22	20	20	111
Sex	**Males**			**Females**			
	49			62			111
Qualification	**12+2 diploma**			**10+3 diploma**			
	49			62			111
Work experience	**1-10**	**11-20**	**21-30**		**Above 30**		
	55	20	15		21		111

As indicated in table 2, out of the 120 questionnaires distributed to first cycle primary school teachers, a total of 111(92.5%) teachers filled-in correctly and returned. Five of the questionnaires

were not returned and four of the questionnaires were not properly filled and thus rejected. In terms of region, 17% of the respondents were from Amhara region, 12.6% of them were from Benishangul region, 14.4% were from Oromia, 19.8% were from SNNPR, 18% were from Somali and Tigray each. Concerning sex and qualification of the respondents, about 44% are males and 12+2 diploma graduates while the remaining 56% are females and 10+3 diploma graduates. Besides, about half of the teacher respondents have served from 1 to 10 years while the rest 50% have more than 10 years of serves as teachers.

Table 3: Trainees respondent background information

Sex	**Males**		**Females**		**Total**
	114		55		169
Year of study	**2nd year**		**3rd year**		
	69		100		169
Age	18-22	23-27	28-32	Above 32	169
	136	19	5	9	

Concerning the trainees, it is indicated that a total of 169 trainees were involved in filling the questionnaire, of which about 76% (114) of the respondents were males while 24% (55) of them were females. In terms of the year of study, 69 (41%) of the respondents were second year trainees while the remaining 100 (59%) were third year trainees. Moreover, concerning the age of the informants the majority of them, 136 (81%) were between the age range of 18 to 22 years old, which indicates that the majority of the trainees are young. The remaining 19% of the respondents are above the age of 22 years.

4.2. Recruitment and Selection Criteria for first Cycle Primary School Teachers

Attempt was made to identify the major criteria used to recruit and select the would-be primary school teachers as well as if there are variations among regions in the selection process and criteria. Accordingly, the information obtained from different sources revealed that even though some minor differences exist among regions, there are common criteria used in all the regions in the recruitment and selection criteria. The criterion is supposed to be revised every year based on various factors. Accordingly, minimum requirement pertaining to the academic performance of the candidates, physical and psychological wellbeing of the candidates, readiness to serve in the rural areas as well as passion for the teaching profession are among the common criteria set to select applicants for the teaching profession in all the regions. Specifically, it was observed that applicants who score a minimum GPA of 2.00 in the Ethiopian General Secondary Education Completion Examination (EGSECE), who are free from murmuring, stuttering, and any psychological disorder, as well as those who have the willingness and commitment to serve in different places including remote and hard-to-reach areas are allowed to be admitted to the profession. In addition, a minimum of a score of "D" is needed in Mathematics and English subjects to apply for the teaching position. The candidates' selection guideline indicates that even though both grades 12 and 10 completers are recently allowed to join the profession, the quota given for the former group is 40% while the latter group are given 60% in the selection process in some of the regions while 50 % for each group is used in others. In addition to these criteria, in a few of the regions, additional criteria such as membership in teachers' club in secondary schools will give priority for an applicant to get priority during selection and recruitment. However, according to some of the respondents who participated in the interview, lack of tomorrow's teachers club in most of the secondary schools is a challenge to get applicants who are members of the club during selection and recruitment of the potential candidates.

Concerning the competence of the candidates, the information obtained via interviews and FGDs in all the sample region bureaus and TTCs attested that the criteria invites all those who fail to join other professions. A teacher in FGD at one of the TTCs put that:

> I should say that the practice of automatic promotion in our primary schools is also implicitly applied in secondary schools as well although the policy does not allow free promotion in the latter. This is because the way students are made to learn, assessed and graded are very shallow which doesn't allow deep learning and critical thinking. The students also want simply the grades, not the knowledge. To add insult on injury, schools are evaluated by the number of students they promote to the next grade level, with little regard to what the students learn. This has contributed to the deterioration of the quality of education provided in our schools.

Different respondents at the sample regional bureaus and TTCs further underlined that during the selection and recruitment of trainees to the colleges, any student who failed to join other professions (such as in the TVETs) in the case of grade ten completers apply to join teacher training programs. In a similar vein, among the grade twelve completers, those who failed to join universities apply to join the profession. According to these respondents, in both cases, repeaters at the two levels are selected and recruited to become teachers, and one can imagine how the value and quality of the profession is deteriorating owing to such practice.

When compared to other professional occupations such as medicine or law, selection into teacher training programs is not competitive. Factors such as the quality of prospective applicants for teacher education programs and minimum entry requirements can highly influence the prestige of the profession. For example, it has been argued that those who enter the teaching profession are generally of lower academic achievement than those who enter other professional

occupations such as medicine or law (Hoyle, 2001). For instance, despite high demand for teachers or ease of access into the profession, many countries face challenges in recruiting new, particularly high-ability candidates and retaining quality teachers in schools. A recent study conducted on the career expectations of secondary school students by OECD (2015) reported that on average only 5% of students indicated that they planned to work in the teaching profession.

However, the interview conducted with all the informants in the sample teachers' training colleges from the sample regions indicated that the academic performance of grade 12 completers, in most cases, is by far better than that of grade 10 completers. An informant from one of the TTCs, for instance, mentioned that:

> Had there not been grade 12 completers in our classroom, the class would have remained entirely dormant. Emmm….ya, They are the ones who raise various issues for discussion and points of argument in the classroom. I consider them just as spice for our instruction.

On the other hand, in a way of explaining the low performance of those who join from grade 10, a Mathematics teacher at one of the TTCs put:

> Most of the trainees who join from grade 10 cannot even add a simple fraction and we are highly concerned what they can do after graduation. In fact, I personally feel I am committing crime by allowing such trainees to graduate.

The above information from the Mathematics teacher shows poor competence of the trainees in the subject. It was also discussed above that a minimum of a "D" grade in the subject is considered as a criterion in the selection of trainees to the TTCs. So, obviously one cannot expect good performance from such candidates.

In addition to their relatively better academic performance, the grade 12 completers are better than the grade 10 completers in terms of maturity. However, it doesn't mean that there are no competent candidates in the grade 10 completers. The information obtained from one of the deans at one of the TTCs attests this:

> Some grade 10 completers join the profession not because they fail to join preparatory education but due to socio-economic problems. Such students are very competent in our college. For instance, a student who scored a GPA of 4.00 in our college this year is grade 10 completer who does not want to join preparatory education due to financial problem.

Therefore, although most of the candidates who join the teaching profession are those who cannot afford to join preparatory education, it doesn't mean that this notion serves for all. There are high performing students in these groups who exceed even the grade 12 completers, though they are scant in number.

4.3. The Process of Candidates' Recruitment and Selection

Concerning the process of the candidates' recruitment and selection, the selection guidelines as well as the primary data obtained via interviews indicated that the Regional Education Bureau (REB) gives quota for districts or ***woredas*** and invite them to recruit the candidates based on the specific standard pertaining to age, sex, academic competence, physical and psychological well-being and as well as willingness to join the profession. The ***Woredas*** are required to prepare three folds of the candidates to be admitted in order to increase the pool for the selection. Special quota is also given for female applicants in order to increase their participation in the teaching profession. Besides, there is a high quota for grade 10 over grade 12 applicants. The Teachers' Training Colleges (TTC) are also given the criteria of selection, mandated to prepare the entrance exam

together with the regional education bureau, and conduct job interviews with the candidates during selection.

In relation to the quota system given for female applicants, the training colleges expressed their deep concern and explained that the quota is given at the expense of quality. One of the FGD discussants at one of the TTCs said;

> Due to the quota system for female students we are obliged to admit a female who scored 50 on the entrance examination by rejecting a male applicant who scored 75, we were totally disappointed as such practice cause a clear threat to the quality of education.

Similarly, concerning the minimum academic performance required of the candidates to join the teaching profession, one of the teachers in FGD put that; "የአንደኛ ደረጃ መምህር ለመሆን እኮ 10ኛ ወይም 12ኛ ክፍል መዉደቅ ብቻ ነዉ የምያስፈልገዉ". This roughly means "joining teaching profession at primary level doesn't require more than failing grade 10 or grade12". What a disgrace!!

In sum, the information obtained from the informants revealed that if quality is to be prioritized, the government should revisit the quota system as well as the selection criteria whereby only competent students are invited to apply and join the profession based on merit. Alternatively, if females are given quota over their male counterpart, they need to be differentially supported in the process of training so as to help them perform better. Otherwise, welcoming females at entry level and forgetting them afterward will do more harm than good. The informants argue that besides the quota based on gender, the quota allotted for grade 12 and grade 10 completers should be revised and the two groups should be given at least equal chance to compete and get admission. Particularly, in relation to the quota for the two grade levels (grade 10 & grade12) even though it is known that the grade 12 applicants are usually more competent and mature than the grade 10 applicants, the latter are given more chance to be selected than the

former group. This practice may sound logical in light of creating proportional employment opportunity, since the number of grade 10 completers exceeds the number of grade 12 completers, but it severely compromises quality.

Table: 4. College trainees mean ratings on the teachers' recruitment, selection and training

Group Statistics					
Recruitment, selection and training	year of stay in the college	N	Mean	Std. Deviation	Std. Error Mean
I believe that the current recruitment of the trainees is clear and transparent	second year	61	3.07	.72730	.09312
	third year	92	3.01	1.04297	.10874
The current trainees' selection criteria should be maintained	second year	60	2.32	.81286	.10494
	third year	91	2.84	.95759	.10038
I believe that competent students join the teaching profession	second year	60	2.62	.82527	.10654
	third year	92	2.47	1.15265	.12017
The existing training curriculum equips me with the necessary subject matter competence	second year	60	3.32	.72467	.09355
	third year	92	3.21	.92032	.09595
The existing training curriculum equips me with the necessary pedagogical skills	second year	61	3.36	.63332	.08109
	third year	91	3.56	.68652	.07197
The existing training approach helps me to develop strong professional commitment	second year	61	3.33	.65119	.08338
	third year	92	3.65	3.03255	.31617
Some of the content in the existing training curriculum is irrelevant	second year	61	2.51	.94204	.12062
	third year	92	3.13	.99689	.10393

Data in Table 4 above indicates trainees mean ratings on their perceptions related to trainees' recruitment, selection and training. A total of seven items were rated by the two groups of respondents. The mean ratings for most of the items indicated high values which implies respondents' positive opinions for the recruitment, selection and training process. However, some items were rated low by respondents. For instance, item number two, which states "The current trainees' selection criteria should be maintained for the future" was rated as 2.32 and 2.84 by the second and third year trainees respectively. These low mean ratings indicate trainees' negative attitude towards the current selection criteria and demand for improvements. The mean rating was very low for the second-year trainees relative to the third year. Similarly, item number three ("I believe that competent students join the teaching profession") was rated low by the two groups of respondents where the mean rating for the 2nd year trainees was 2.62 and that of 3rd year trainees was 2.47. This further indicates respondents didn't believe that competent applicants are joining the profession. Furthermore, an independent t-test data in Table 4.1 in the annex section show statistically significant mean differences for the two items i.e. items "I believe that the current recruitment of the trainees is clear and transparent" and "I believe that competent students join the teaching profession" meaning the groups of respondents have similar perception towards the items in their mean ratings. In short, from the above discussions it could be inferred that trainees seek changes in the areas related to selection and recruitment criteria as well as in attracting more competent applicants to the teaching profession.

4.4.The perception of trainees, trainers & officials on the current teacher training system in terms of producing competent teachers

Qualitative data obtained from the trainees, trainers as well as TTCs officials and education bureau officials revealed that the whole problem emanates from the admission system whereby students

who fail to join other profession as well as who select the profession as their last option are allowed to join the profession. The vice dean at one of the TTCs put it that;

> Most of the trainees are very young and do not worry about the moral and ethical issues of the profession and they take the same behavior to schools when they go to the teaching after graduation from the TTCs. The immaturity of the candidates, particularly at grade ten is also one of the challenges faced in the selection and recruitment of trainees to the TTCs. Academically, some of them cannot even properly write the English alphabet from A to Z. So, they can never be good role models for the children although the minimum recruitment is a grade of "D" in the subject for selection.

The above statement clearly indicates that those who currently join the TTCs after completing grade ten are too young; most of them are between 15-17 years old. This implies that these candidates are immature when they initially join the colleges. However, one may question to what extent these young candidates could really have passion for the profession, have teaching wisdom and transfer knowledge to students. The problem of candidates' ages and their maturity level as a challenge to the current training program was almost mentioned by all sample colleges visited during the field work.

The FGDs with teachers and in-depth interviews with officials revealed that most of the trainees consider the teaching profession as secondary and the last option after they exhaust all other opportunities. Accordingly, FGD with teachers in the TTCs indicated that most trainees attend other fields such as Accounting, Marketing, Secretarial Sciences, Health Sciences, etc. in private colleges in extension program side-by-side with the teaching profession. Thus, the trainees search for jobs first with those fields and come back to teaching only if they can't secure jobs in these fields.

Besides the problems related to maturity, lack of interest and incompetence of the trainees, the weak evaluation methods being used in the training colleges was presented as one of the challenges to the

quality of the graduates. One of the FGD discussants at one of the TTCs put "The norm referenced evaluation system we use under the current training system in our colleges is highly contributing towards creating incompetent graduates. The evaluation should be criterion based".

The informants discussed that the confusions in relation to the modalities of the training such as linear versus cluster and specialist versus generalist is creating problems for the colleges as well as the graduates.

Concerning the problems related to the curriculum being used for the training, the teachers maintain that the contents included in some courses are so bulky and redundant. For instance, they mentioned that contents from Biology, Chemistry, Mathematics, and Physics are included in the general science course. So, they complain that it is difficult to cover all the content from different subjects within the given period of time.

Table 5: Teachers' attitude towards the teaching profession

	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean
I joined teaching by my choice, not by force	12+2	49	3.51	.86897	.12414
	10+3	61	3.05	.99039	.12681
I stay in the teaching profession even under stressful situation	12+2	48	2.79	1.03056	.14875
	10+3	62	2.85	1.06889	.13575
I make all the possible effort to develop my teaching profession	12+2	48	3.31	.90286	.13032
	10+3	61	2.86	1.07200	.13726
I tell my students about the nobility of the teaching profession	12+2	49	3.08	.88593	.12656
	10+3	62	2.96	.78860	.10015
I inform parents about the progress of their children	12+2	49	3.33	.68883	.09840
	10+3	62	3.14	.92056	.11691
I respect the professional ethics of teaching	12+2	49	3.49	.89262	.12752
	10+3	62	3.05	1.03111	.13095
I show respect to my students	12+2	49	3.43	.73598	.10514
	10+3	62	3.05	.98226	.12475
I am ready to leave the teaching profession if I get another option	12+2	49	2.89	1.10387	.15770
	10+3	62	2.95	1.04689	.13296
I have strong passion for the teaching profession	12+2	49	3.18	.85813	.12259
	10+3	62	3.26	2.51511	.31942
I use every chance to make others understand the value of teaching profession	12+2	49	3.16	.92075	.13154
	10+3	62	3.07	1.02223	.12982
I am always punctual for class	12+2	49	3.29	.76376	.10911
	10+3	62	2.98	1.12340	.14267
I am happy to help students on academic issues	12+2	49	3.53	.71011	.10144
	10+3	61	3.02	.99149	.12695
I have smooth relations with students and co-workers	12+2	49	3.16	.85017	.12145
	10+3	61	2.93	.99781	.12776
I always go to class with full readiness and interest	12+2	49	3.33	.80072	.11439
	10+3	62	2.98	1.03214	.13108
I rarely prepare lesson plans for my course	12+2	49	3.02	1.05059	.15008
	10+3	62	2.97	.97456	.12377
Listening to students' diverse perspective gives me pleasure	12+2	49	3.53	.61583	.08798
	10+3	62	3.09	.91812	.11660
I feel happy when I share my experiences with students	12+2	49	3.16	1.02768	.14681
	10+3	62	3.00	1.04018	.13210
When I teach, I feel that I am shaping a human being.	12+2	49	3.28	.81650	.11664
	10+3	62	3.17	.98387	.12495

Besides the information obtained through interview and FGDs, the data in Table 5 above indicates teachers' mean ratings on their attitude towards the teaching profession. A total of 18 close ended

items were presented for respondents to rate. As it is vividly indicated in Table 5 the mean ratings for almost all of the items were in favor of the 12+2 diploma graduates than the 10 +3 diploma graduates. However, an independent t-test results in Table 5.1 for the items in the annex showed statistically significant differences for three of them only (items: 6,7, and11) since the alpha values were less than 0.05 for these items. Although no statistical significance were observed, the mean ratings for the remaining items were better for the 12+2 diploma graduates than for the 10 +3 graduates. For instance, if we look at the mean rating for the first item (I joined teaching by my choice, not by force), the mean ratings were 3.51 and 3.05 for the 12+2 and 10 + 3 diploma graduates respectively, although no statistically significant differences were seen, it was found out that the mean rating was relatively higher for the 12+2 diploma graduates than the 10 +3 diploma graduates. There are few items where the mean ratings for the 10 +3 diploma graduates were slightly greater in their mean ratings (for instance, items "I stay in the teaching profession even under a stressful situation" mean values of 2.79 and 2.86; ''I am ready to leave the teaching profession if I get another option" with mean values of 2.89 and 2.95 for the 12+2 diploma and 10 +3 diploma graduates respectively.

In general, the critical examination of the mean ratings for all of the items by the two groups of respondents was in favor of the 12+2 diploma graduates than the latter. Based on the results, it could be generalized that the 12 + 2 diploma graduates have relatively positive attitudes towards the teaching profession than the 10 +3 diploma graduates.

In addition to the attitude of the teachers who are already in the profession, the preference and attitude of the-would be teachers towards the profession was also examined and presented in Table 6.

Table: 6. Mean ratings of college trainees' on their attitude towards the teaching profession

Trainees Data	year of stay in the college	N	Mean	Std. Deviation	Std. Error Mean
Teaching was my first choice	second year	61	3.69	.67184	.08602
	third year	92	3.72	.66470	.06930
I feel that I joined the most respected profession	second year	61	3.64	.57830	.07404
	third year	92	3.60	.72718	.07581
I am eager to start teaching at school	second year	61	3.70	.49478	.06335
	third year	92	3.79	.54547	.05687
I will proceed to develop my qualification in teaching	second year	61	3.54	.67265	.08612
	third year	92	3.60	.82622	.08614
I joined teaching because I had no any other option	second year	60	1.68	.94764	.12234
	third year	92	1.88	1.07767	.11235
I like the teaching profession because my parents encourage me	second year	61	3.19	.81281	.10407
	third year	92	3.19	.99713	.10396
I confidently discuss about my field of study with my friends who are in other fields of study	second year	61	3.62	.52166	.06679
	third year	92	3.47	.94320	.09834
I regret to tell my field of study to other people	second year	61	1.62	.91586	.11726
	third year	91	1.70	.97176	.10187
I believe the government gives due regard to the teaching profession	second year	61	3.19	.87216	.11167
	third year	91	2.91	1.06090	.11121
I have determined to stay in the teaching profession for the future	second year	61	3.33	.74658	.09559
	third year	91	3.42	.95529	.10014

Data in Table 6 refers to current college trainees' (would be teachers) attitude towards the teaching profession. A total of ten questions were posed to examine the attitude of the trainees towards the teaching profession. As one could infer from the data, most of the items were rated high and very high by the would-be teachers showing their positive attitude for the profession. An independent

t-test was also used to see if there are statistically significant mean differences between the 2nd and 3rd year college students as presented in the annex section, table 6.1. This table further indicated that except item number 7 (which says, ‘’I confidently discuss about my field of study with my friends who are in other fields of study’’) where statistically significant difference was observed since the alpha value was less than 0.05 (0.001), there is statistically significant difference between the means of the two groups. For the remaining nine items no statistical differences were reported which shows similarity in the mean ratings between the two groups of respondents. As the mean ratings of the two groups on item seven indicates, the mean value for the second year (3.62) was greater than for the third year or graduating students with the mean rating of (3.47). This shows that those who are currently coming to the profession seem to have a better perception to confidentially discuss about their teaching profession to their friends who are outside the profession. As it could be seen from data in Table 6, all the negatively stated items were rated very low by the two groups of respondents which implies respondents' disagreements on these statements. This further indicates their positive attitude to the statements and thereby towards the profession.

The information obtained from the training college officials as well as regional education experts concerning the attitude of the current trainees and graduates for the teaching profession also supports the results of the quantitative data. A teacher training and professional development expert at one of the regional bureaus put that;

> Due to the current relative improvement on the teachers' salary, ladder structure, and some incentives such as ahouse or provision of land for teachers, there is some improvements on the attitude of the entire community as well as the teachers and trainees towards the teaching profession.

However, at primary level the remuneration as well as the incentive mechanisms for teachers are still not adequate when compared to the huge responsibilities given to them. Even though there are some improvements on the salary of teachers in financial terms, in reality, however, the increment is meaningless due to the prevalent inflation. On top of this, according to some respondents, salary increments for teachers are publicly discussed or talked about before its implementation. In addition, the process of salary increment takes more than a year as an agenda, and when it comes to its actual implementation, inflation has already increased and the increment doesn't bring any change to the life of the teacher; in short, the talk is more than the walk. As a principal in one of the sample schools put it, there is a joke told about teachers in relation to this "የ 3 ቀን አንበሳ የ27 ቀን ፈሳ". Roughly translated as, super hero for 3 days and corps for the rest of the 27 days. This implies, the first three days after salary teachers are hero as their pocket is full. But, after that they consume and finish their salary and can't even fulfill their basic needs.

Table 7: Teachers' mean ratings on classroom and instructional management skills

Group Statistics					
Classroom and Instructional Management Skills	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean
I control every student in the classroom	12+2	49	3.27	.83605	.11944
	10+3	61	3.15	.90987	.11650
I take care to benefit all students equally from my instruction	12+2	49	3.53	.73886	.10555
	10+3	62	3.21	.88960	.11298
I try to involve every student in the instruction	12+2	49	3.57	.76376	.10911
	10+3	61	3.03	.87497	.11203
I deal with students' misbehavior when it occurs	12+2	49	2.85	.97895	.13985
	10+3	61	2.67	.96127	.12308
I take corporal punishment when students disturb the classroom	12+2	49	2.33	1.12524	.16075
	10+3	62	2.73	.94382	.11987
I try to avoid possible causes for students' misbehavior.	12+2	48	3.08	.82083	.11848
	10+3	61	2.85	.98041	.12553
I try to make Learning an enjoyable activity by meeting the learning needs of different students	12+2	49	3.37	.69803	.09972
	10+3	62	2.97	1.13032	.14355
I help pupils to make connections between thinking in classrooms and in everyday contexts through stories, & analogies	12+2	49	3.12	.83248	.11893
	10+3	62	2.88	.99350	.12617
I complete a given instruction within the schedule	12+2	48	3.27	.79197	.11431
	10+3	61	3.08	.91824	.11757
I prepare lesson plans for each session	12+2	48	3.44	.82272	.11875
	10+3	62	3.32	.90126	.11446

In this study, teachers' pedagogical competencies were examined across four major indicators and rated by the two groups of teacher respondents. These were: teachers' classroom and instructional management skills, teachers assessment skills, teachers' application of active learning methods, and finally teachers' teaching aids utilization skills. Accordingly, data in Table 7 presents teachers' classroom and instructional management skills. As one could infer from the data in the table, ten items related to teachers' classroom and instructional management skills were rated by the two groups of respondents. Thus, all of the ten items were rated above average showing that both groups were better in their skills of classroom and instructional management. An independent t-test was also used to examine if there are statistically significant differences in the mean ratings of the two groups, attached in Table 7.1 in the annex section. Except in two of these items (items 2 and 7) where statistically significant differences were observed (alpha values less than 0.05), no statistical differences were observed for the remaining items. This shows similarity in the mean ratings between the two groups. However, a critical look at the mean ratings for each item indicates higher mean ratings for 12 + 2 graduates than for the 10 + 3 diploma graduates which shows that the former graduates were better in their skills related to classroom and instructional management skills. For instance, if you look at the mean ratings for the first item i.e. "I control every student in the classroom" (the mean ratings were 3.27 and 3.15 for the 12+2 and 10+3 diploma graduates respectively). Similarly, the mean ratings for the second item: "I take care to benefit all students equally from my instruction" were 3.53 and 3.21 for the 12+2 and 10+ 3 diploma graduates respectively and statistically significant difference was observed as discussed above and presented in Table 7.1 in the annex section. Again, the mean ratings were higher for the 12+2 graduates compared to the other group of diploma graduates. The same is true of the rest of the items where no statistically significant differences were observed and where the mean ratings were higher for the 12+2 graduates compared to the 10+3 diploma graduates. Besides, if one examines item

number 7 where statistically significant difference was seen between the groups on the item (on the item "I try to make learning an enjoyable activity by meeting the learning needs of different students") the mean ratings were higher for the 12+2 diploma graduates (3.37) and lower for the 10 + 3 diploma graduates (2.97).

In general, the overall mean rating results for all the ten items indicated in the above Table 7 proved that the 12+2 graduates were found to be better in their classroom and instructional management skills than the 10+3 diploma graduates.

Table 8: Teacher's Mean Ratings on Assessment Skills

Assessment Skills	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean
I relate the assessment to the objectives of the course	12+2	49	3.27	.93040	.13291
	10+3	62	3.19	1.00554	.12770
I provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success	12+2	49	3.20	.76321	.10903
	10+3	61	3.00	.94868	.12147
I provide feedback that pupils find helpful and which indicates what they need to do to improve	12+2	49	3.14	.84163	.12023
	10+3	62	3.05	.96543	.12261
I provide regular opportunities for pupils to review and reflect together on their progress	12+2	49	3.16	.71726	.10247
	10+3	59	2.89	.84476	.10998
I use the outcome of assessment of pupils to inform appropriate changes in teaching	12+2	49	3.10	.84767	.12110
	10+3	62	3.11	.92515	.11749
I allow students to know how I assessed them	12+2	48	3.23	.85650	.12363
	10+3	62	2.92	.83565	.10613
I use a variety of assessment techniques for my course	12+2	49	3.33	.77427	.11061
	10+3	62	3.08	.91074	.11566

Data given in Table 8 further discusses teachers' mean ratings on their assessment skills. As one could see from the data in the table, a total of seven items were presented for the respondents for ratings. Accordingly, all of the items were rated above average and no statistically significant differences were reported as could be seen from data in Table 8.1 in the annex section since the alpha values were greater than 0.05. This implies both groups of respondents rated all the items in a similar way. However, if we look in to each of the mean ratings for the items, still the mean ratings for the 12+2 diploma graduates are far better than for the 10 +3 graduates. This further indicates that the former 12+2 diploma graduates are better in students' assessment skills than the latter.

Table 9: Teachers' Mean Ratings on Teaching Aids Utilization Skills

Teaching Aids Utilization Skills	Educational Qualification	N	Mean	Std. Deviation	Std. Error Mean
Teaching aids are not necessary in my subject	12+2	49	2.12	1.07301	.15329
	10+3	62	2.31	1.20910	.15356
I rarely use teaching aids in my lesson because of their shortage in my school	12+2	48	2.67	1.05857	.15279
	10+3	62	2.65	1.05732	.13428
I always use teaching aids at the beginning and end of the lesson	12+2	49	3.16	.79966	.11424
	10+3	62	2.81	1.02171	.12976
I cannot see the importance of teaching aids in promoting students' learning	12+2	48	2.54	1.20210	.17351
	10+3	62	2.22	1.20680	.15326
I prepare relevant teaching aids from local materials	12+2	49	3.12	.97110	.13873
	10+3	62	2.97	.99124	.12589
I use teaching aids in the middle of my lesson	12+2	48	2.73	1.00508	.14507
	10+3	61	2.85	.90987	.11650
Teaching aids are usually visual materials	12+2	46	3.00	.94281	.13901
	10+3	61	3.00	.89443	.11452

Table 9 refers to teachers' mean ratings on the importance of using teaching aids and their skills in classroom instructions. As it could be inferred from data in the table, the two groups of respondents indicated the importance of using teaching aids with varying mean differences. However, no statistical differences were observed between the groups as indicated in Table 9.1 in the annex section where the alpha values for all of the items were greater than 0.05 indicating no significant difference in their ratings for the items. Yet, the mean ratings for the 12+2 diploma graduates indicate that they use teaching aids better than the 10+3 diploma graduates. If one critically examines each item, for instance, item number 1 ("teaching aids are not necessary in my subject") which is negatively stated, the mean ratings were 2.12 and 2.31 for the 12+2 and 10+3 diploma graduates respectively. This implies that the former 12+2 diploma graduates disagree on the statement than the 10+3 graduates where their mean rating was lower than that of the latter. Except item number four which states that I cannot see the importance of teaching aids in promoting students' learning where the mean rating of the 12+2 diploma graduates is greater for a negatively stated statement, in the remaining items the mean values were better for the 12+2 graduates than the 10+3 in all of the items. This further indicates that the pedagogical competency of teachers in teaching aids utilization is better for the 12+2 diploma graduates than for the 10+3 graduates.

In addition to the quantitative data, the direct observation made by the researchers using observation checklist attested that the former 12+2 diploma graduates are better in the utilization of various teaching aids in their instruction. It was observed that in terms of timing for the utilization of the aids, the relevance of the aids and the effort to link the teaching aids to the instruction were by far better for the former diploma graduates as compared to the 10+3 diploma graduates.

Unit Five

Summary of Major Findings, Conclusions and Recommendations

Based on the results and discussions presented in the previous chapter, the following major findings were identified and presented.

5.1. Summary of Major Findings

This section presents the summary of major findings under the major thematic areas of the research.

A. The Practice in Relation to the Recruitment, Selection and Training.

1. The analysis of both quantitative and qualitative data revealed that the recruitment process invites both grade 10 and grade 12 completers, with different quota systems where 60% and 40% (for grade 10 and 12 applicants respectively) was used in some while 50 % for each was used respectively in others. All students with a minimum GPA of 2.00 in EGSECE and completion of grade twelve (very recently) could apply for the training. Even though an entrance examination is administered to the applicants, more chance is given for females over males and for grade 10 applicants over the grade 12 applicants, regardless of their score on the entrance exam. On top of this, minimum of a "C" grade in English and Mathematics subjects is used as a minimum admission requirement.
2. It was found that the selection process is by-and-large transparent and participatory in that it is done collaboratively with ***woreda*** education office, regional education bureau, and training colleges. However, as stated above the selection criteria is very loose and allows all the lowest performing students to join the profession.

3. The analysis also revealed that the current primary school teachers' training program is affected by frequent changes in the modality of the training, bulky and sometimes irrelevant curriculum and teaching modules. This has affected the quality of preservice training programs offered in the TTCs.
4. Concerning the attitude of the stakeholders for the teaching profession, there is an improvement on the attitude of the trainees for the profession mainly due to some efforts taken by the government to improve the life of teachers such as providing housing, land, and salary increments. However, there is still a lot to be done in this regard. As the college trainees in FGD in all the sample colleges discussed, apart from little remuneration and incentive systems for primary school teachers, the fact that the profession attracts students with poor academic performance, has significantly contributed to the prevalence of the existing low attitude towards the profession.
5. In connection to the grade 10 and grade 12 completers who apply for the training in the profession, almost all respondents maintain that admitting trainees from grade 10 should stop. This is because, the grade 10 students are physically, mentally, psychologically and morally not matured to shoulder the grand responsibilities given to teachers, particularly for those who are supposed to shape the behavior of children at lower primary level.
6. Regarding the commitment and passion of the trainees for the profession, it was found that most trainees have low interest for the teaching profession and that is why most of them engage in additional trainings in different fields, side-by-side with the teachers' training program.

7. Concerning the pedagogical competence and professional commitment of the former 12+2 diploma graduates and current 10+3 diploma graduates, the former were found better in both dimensions.
8. As of the mode of trainees' evaluation in the TTC, it was revealed that the existing norm reference trainees' evaluation was found a threat to the production of competent teachers for the level under study.
9. Besides the concerns related to the mode of evaluation, the bulky contents and some irrelevant issues included in the curriculum prepared for this training as well as the frequent change in the mode of training were found to be a critical challenge to the program.

B. Challenges encountered in the current primary school teachers' recruitment, selection & training program

The data obtained from the large pool of informants revealed various challenges in relation to the recruitment, selection and training process of the first cycle primary school teachers. The following were the major ones.

Challenges related to recruitment

1. Poor competence of the applicants

The major challenge in relation to recruitment is that the vast majority of the applicants to the teaching profession are those who tried all other options and fail to compete. The GPA or raw score required of applicants to this profession is set to the minimum (that is a GPA of 2.00). Besides, the poor quality of the applicants is clearly proved as most of them came to apply for this post because they failed to get other opportunities in other professions.

2. Maturity level of the applicants

Teachers are not only professionals but also critical role models particularly for children in the lower primary schools. Teachers are required to be emotionally, physically and psychologically mature and morally responsible citizens. In this regard, since most of the applicants who join the teaching profession are in the age ranges of 15-18, they hardly satisfy the above criteria and hence they cannot shoulder the huge responsibilities required of teachers and the teaching profession.

3. Disinterested applicants

The majority of the applicants use this profession only as a temporary shelter until they secure another job. The information obtained from informants revealed that the majority (more than 85%) of the teachers are ready to leave the profession if they secure other options. Likewise, only very few trainees join the profession with full interest and confidence. It was also reported by different groups of respondents during the field survey that most of the teachers in the profession including the would be teachers in the TTCs pursue their education in distance, evening and other modalities not simply to improve their qualification but expecting other chances in other professions for employment after graduation.

Challenges related to selection process

4. The quota system

As clearly indicated on the applicants' selection guideline, female applicants, even if their performance is less than their male counter parts, are given more chance of being selected. So, notwithstanding the affirmative action given for females, the approach should not severely compromise quality. For instance, if male and female applicants have equal performance or GPA, giving the priority for the female applicant may be logically sound. However, admitting an

applicant whose performance is by far below the others simply because of gender will jeopardize the quality of education.

Likewise, the quota allotted for the grade 10 completers (60%) and for grade 12 (40%) is equally arguable. It is vivid that the latter groups are physically and mentally mature and most, if not all, are academically better than the former groups, yet a large quota is allotted for the 10 grade completers. Again, this decision may be socially acceptable but academically debatable.

Challenges in the Teachers' Training Process

5. Lack of residence/dormitories for trainees

It was also observed during the field survey that in most of the TTCs there was no students' dormitories for the would-be teachers in the colleges and trainees are forced to live in rental houses and the colleges pay them 400 Ethiopian birr(amount less than 15 dollars) per month for the rent. This was highly complained about by trainees, particularly female trainees, that the amount given is by any standard not enough to rent a house and to cover their food and other expenses. One of the informants at Begemidir college said; "By now the minimum amount one should pay for house rent is about 250 birr in our town. The remaining 150 birr from the total of 400 student's allowance, obviously could not support them for other monthly expenses, including food". Besides, when trainees live outside their campuses, the time they spent for their studies in the campus as well as in the libraries will be reduced due to the time taken to travel from home to the colleges. On top of this, lack of the necessary facilities like dormitories was also considered by the trainees as low attention given to the profession by the government. Particularly the problem of dormitories was highly pronounced by female students as it is difficult to rent houses and live outside their campuses and sometimes they may be forced to experience sexual harassments. This and other factors affect the quality of training provided at these colleges.

6. The frequent changes in the training modality

The informants at different levels, particularly those from the training colleges, maintained their grave criticism on the turbulent changes in relation to the training modality. It was revealed that the modality is frequently changing, for instance, from linear to cluster, generalist to specialist, etc which remains to be a threat to the continuity in the program, including teaching materials preparation, curriculum design, and other related issues.

7. Challenges related to the curriculum

It was also found out that the bulky contents of the curriculum and teaching modules vis-à-vis the limited time pause a challenge to the effectiveness of the program. The time allotted for each course doesn't match the comprehensive contents included in a given course. One of the Biology teachers complained "I have to either shallowly discuss the contents or cut some of them to finish it within the limited time". Moreover, some of the contents included in some courses such as general sciences are less relevant for the level. This is because, as indicated by FGD discussants at one of the TTCs, the modules are prepared by less qualified individuals from the colleges and above all, with minimum commitment since there is no payment for the preparation of the modules.

8. Challenges in relation to students' assessment.

The assessment approach currently used in the colleges is the norm reference assessment. That means, the performance of the students is judged in normative aspect by comparing the trainees with each other. Such assessment, as discussed by the informants is another threat to the production of quality graduates who attain the objectives of each course and properly fulfill the requirements of the entire program.

5.2. Conclusions

Based on the major findings from the study, the following conclusions were drawn:

As it is discussed in the findings of the study, the selection and recruitment criteria of the trainees to the teaching profession for the lower primary schools was found to be transparent. The selection criterion was revised every year based on various factors. In addition, the minimum requirement of the academic performance of the candidates, physical and psychological wellbeing of the candidates, readiness to serve in the rural areas as well as being interested in the teaching profession are among the common criteria set to select applicants for the teaching profession in all the regions. Although the criterion set is very clear inviting candidates who completed grade ten in the past, and grade twelve completers/graduates who failed to join universities are recently invited to apply to become would be teachers in the recent years. It could be concluded that even grade ten completers who are applying for the teaching profession are those who failed to get other opportunities in other fields or professions in the TVETs in the country and used teaching as the last resort and as a transition to other employment opportunities. In general, most of the applicants are those who failed to get other opportunities and are joining the profession without their interest. This has a direct affect on the quality of the graduates from TTCs and thereby affects the quality of education offered in the lower primary schools in Ethiopia.

The maturity level of the candidates, particularly those who join from grade ten is a very serious challenge faced in the selection and recruitment of trainees to the TTCs. The age of grade ten completers was raised as a serious concern by different respondents particularly by TTC trainers. It is obvious that the graduates are assigned to teach in the lower primary schools in the country, which is said to be a foundation year for children next to the KGs. According to Lickona (1991), in the advanced countries where quality of education is said to be at its highest stage,

priority is given for highly qualified and committed teachers to teach at this level. Yet, the opposite is true in Ethiopian case. Teaching, particularly at the lower levels should be recognized as both complex and challenging, requiring high standards of professional competence and commitment. Evidence further suggests that the instructional quality in a classroom and student achievement largely depend on different types of teacher characteristics, specifically on their knowledge, skills, beliefs, values, motivation and metacognition. Hence, there is a need to improve the existing practices in the teachers' recruitment, selection and deployment of first cycle primary school teachers in Ethiopia.

Efforts in the improvement of the profession should be aimed at initial teacher education into a higher level in terms of pedagogy, capacity building, permanent professional development and selection of suitable candidates for teacher profession. As professionals, teachers are expected to process and evaluate new knowledge relevant to their core professional practice and to regularly update their profession's knowledge base. Indeed, one of Hargreaves's (2000) recommendations for re-professionalizing teaching is for teachers to implement a rigorous knowledge base that supports their professionalism. In this regard, the role of teachers' training curriculum becomes decisive. And yet, as it was discussed earlier, the trainers in the TTCs complain about the quality of the existing curriculum, although it needs further in-depth scrutiny, in producing competent, committed and motivated teachers in the lower primary schools in Ethiopia. Teaching should be recognized as both complex and challenging, requiring high standards of professional competence and commitment. The need for a stronger focus on teacher knowledge, skills, values and dispositions should be the focus of any curriculum revision in teachers' training programs in Ethiopia.

One of the important factors that determine teachers' commitment in their profession is their initial attitude towards the profession. As it was observed in this study the current trainees who

are joining the profession are those who fail to join other professions, and ready to leave the profession if they get other job opportunities. When teachers lack positive attitudes to their profession, they will not fully use their potential to teach in classrooms. This further affects the quality of education and thereby contributes to poor academic achievements of students and sustains the vicious circle. Although the Ethiopian government is doing its best to improve teachers' life standards by providing housing and land, intermittent increase in salaries and other fringe benefits, due to the increasing inflations and the rising living costs in the country the efforts cannot bring the necessary changes in the life of teachers. Hence, there is a need to revisit actions being taken by the government to improve the life of teachers and thus the status of teaching profession in Ethiopia.

5.3. Recommendations

Based on the findings and conclusions, the following recommendations are forwarded by the researchers.

As the findings from this study indicated, there is a need to promote evidence-based suggestions. Thus, the current study would help as a valuable input to revisit the existing recruitment, selection and training policy of the first cycle primary school teachers in Ethiopia.

1. It was found out that the recruitment and selection of teachers for the lower primary schools in Ethiopia was ineffective in producing competent teachers for the profession in the lower primary schools. Particularly the immaturity level of the grade ten completers who join the profession ought to be revised by the government so as to improve the quality of teachers at this level. Hence, there is a need to raise the grade level of the candidates from grade ten to the minimum of grade twelve completion by the federal as well as regional governments in the coming years. However, special attention needs to be given to the four emerging regions

in Ethiopia as they may not be able to get potential candidates for the profession as it exists now. The use of alternative approaches such as successful completion of grade twelve to join universities but interested to join the teaching profession at the diploma level ought to be encouraged during selection and recruitment of teachers in Ethiopia.

2. The situation for the teaching profession should be improved in order to attract competent, passionate and committed applicants to the profession. So, the government should revise the incentive and remuneration system, as well as career structure for teachers, particularly at primary level as this level is a building block for the higher level of learning/education. In order to attract competent applicants to the profession obviously there is a need to improve the existing salaries, fringe benefits, etc for teachers. Therefore, the Government ought to still revisit the existing remunerations for teachers in general and first cycle primary school teachers in particular.
3. If the issue of quality education we all aspire for is to be achieved, the policy makers, the trainers, education bureau officials and other stakeholders need to revisit the selection and training guidelines of the first cycle primary school teachers. Particularly, priority should be given for the grade 12 completers as they are relatively more mature and academically better as compared to the grade 10 completers, as the evidences vividly indicated.
4. It was reported by the informants that the exit exam is given at the end for the trainees. However, the purpose of the exit exam is not clear as both who pass as well as those who fail the exam are considered equal and deployed to different areas for teaching missions. It was thus recommended that exit exam should be given strictly and with purpose and only those who pass the exit exam should be deployed while those who fail should be given additional training as in the case of other professions.

5. It was also found that there is turbulent change in the modality and system of teacher training. Therefore, it is recommended that the aimless change in the modalities and system of training should be avoided and stability should be maintained after a proper teacher training system for the first cycle primary level is carefully identified and introduced. It is better to build on the one identified by research than always introducing new modalities.
6. It was revealed that the trainees cannot properly attend the training due to lack of dormitories in the colleges as well as high living costs. The students are given 400 birr pocket money every month and this amount is not enough for all monthly expenses, including house, rent and food. Therefore, the government need to think about providing accommodation(dormitory) services for the students. And as a matter of urgency, increase the monthly pocket money based on the existing market situation until the time that provision of dormitory is possible.
7. The research also revealed that the weak norm referenced evaluation system in the colleges is contributing to the poor quality of the TTC graduates. Thus, it is recommended that strong criterion based evaluation mechanism should be instilled in the colleges so that only competent trainees can qualify and graduate.
8. The bulky and unnecessary content included in the curriculum by less qualified individuals who prepared it was also reported as one of the threats to the training process. Therefore, it is recommended that rigorous discussions and debates should be organized on the overall aspect of the training program for this level, including the curriculum revision, and pertinent contents should be included by qualified scholars.

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ANNEXES

Annex 1. Table 4.1. Trainees' perception on the recruitment, selection and training process.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I believe that the current recruitment of the trainees is clear and transparent	Equal variances assumed	16.895	.000	.356	151	.722	.05470	.15363	-.24884	.35825
	Equal variances not assumed			.382	150.583	.703	.05470	.14316	-.22816	.33757
The current trainees' selection criteria should be maintained	Equal variances assumed	2.575	.111	-3.453	149	.001	-.51850	.15018	-.81525	-.22174
	Equal variances not assumed			-3.570	139.696	.000	-.51850	.14522	-.80561	-.23138
I believe that competent students join the teaching profession	Equal variances assumed	16.249	.000	.868	150	.387	.14928	.17196	-.19051	.48906
	Equal variances not assumed			.929	148.638	.354	.14928	.16060	-.16808	.46663
The existing training curriculum equips me with the necessary subject matter competence	Equal variances assumed	2.518	.115	.782	150	.435	.11014	.14084	-.16815	.38844
	Equal variances not assumed			.822	144.641	.412	.11014	.13401	-.15473	.37502
The existing training curriculum equips me with the necessary pedagogical skills	Equal variances assumed	.005	.943	-1.813	150	.072	-.19978	.11017	-.41746	.01789
	Equal variances not assumed			-1.843	135.642	.068	-.19978	.10842	-.41419	.01462
The existing training approach helps me to develop strong professional commitment	Equal variances assumed	1.506	.222	-.822	151	.412	-.32431	.39458	-1.10391	.45530
	Equal variances not assumed			-.992	103.339	.324	-.32431	.32697	-.97276	.32415
Some of the contents in the existing training curriculum are irrelevant	Equal variances assumed	.000	.984	-3.863	151	.000	-.62224	.16106	-.94047	-.30401
	Equal variances not assumed			-3.908	133.611	.000	-.62224	.15922	-.93715	-.30733

Annex 2:

Table 5.1. Independent t-test for teachers' attitude towards teaching profession.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I joined teaching by my choice, not by force	Equal variances assumed	1.551	.216	2.561	108	.012	.46102	.18001	.10421	.81784
	Equal variances not assumed			2.598	107.124	.011	.46102	.17745	.10925	.81280
I stay in the teaching profession even under stressful situation	Equal variances assumed	.412	.522	-.312	108	.755	-.06317	.20233	-.46422	.33787
	Equal variances not assumed			-.314	102.896	.754	-.06317	.20138	-.46257	.33622
I make all the possible effort to develop my teaching profession	Equal variances assumed	.810	.370	2.297	107	.024	.44365	.19318	.06069	.82660
	Equal variances not assumed			2.344	106.475	.021	.44365	.18927	.06843	.81887
I tell my students about the nobility of the teaching profession	Equal variances assumed	1.662	.200	.715	109	.476	.11389	.15920	-.20164	.42942
	Equal variances not assumed			.706	97.006	.482	.11389	.16139	-.20643	.43421
I inform parents about the progress of their children	Equal variances assumed	2.628	.108	1.148	109	.254	.18137	.15799	-.13177	.49451
	Equal variances not assumed			1.187	108.709	.238	.18137	.15281	-.12151	.48425
I respect the professional ethics of teaching	Equal variances assumed	5.209	.024	2.374	109	.019	.44141	.18590	.07296	.80986
	Equal variances not assumed			2.415	108.058	.017	.44141	.18278	.07911	.80371
I show respect to my students	Equal variances assumed	7.005	.009	2.254	109	.026	.38018	.16865	.04592	.71445
	Equal variances not assumed			2.330	108.723	.022	.38018	.16314	.05683	.70354
I am ready to leave the teaching profession if I get other option	Equal variances assumed	.377	.541	-.262	109	.794	-.05365	.20498	-.45991	.35261
	Equal variances not assumed			-.260	100.525	.795	-.05365	.20626	-.46285	.35554
I have strong passion for the teaching profession	Equal variances assumed	1.888	.172	-.198	109	.843	-.07439	.37576	-.81913	.67035
	Equal variances not assumed			-.217	78.139	.828	-.07439	.34214	-.75551	.60673
I use every chance to make others understand the value of teaching profession	Equal variances assumed	.804	.372	.528	109	.599	.09875	.18710	-.27208	.46958
	Equal variances not assumed			.534	107.096	.594	.09875	.18481	-.26762	.46512
I am always punctual for class	Equal variances assumed	10.575	.002	1.609	109	.111	.30184	.18759	-.06996	.67365
	Equal variances not assumed			1.681	106.794	.096	.30184	.17961	-.05422	.65791
I am happy to help students on academic issues	Equal variances assumed	2.692	.104	3.054	108	.003	.51422	.16836	.18049	.84795
	Equal variances not assumed			3.164	106.705	.002	.51422	.16250	.19207	.83637
I have smooth relation with students and co-workers	Equal variances assumed	.373	.543	1.276	108	.205	.22884	.17938	-.12673	.58441
	Equal variances not assumed			1.298	107.601	.197	.22884	.17627	-.12058	.57826
I always go to class with full readiness interest	Equal variances assumed	1.992	.161	1.913	109	.058	.34266	.17916	-.01243	.69775
	Equal variances not assumed			1.970	108.971	.051	.34266	.17397	-.00215	.68747
I rarely prepare lesson plan for my course	Equal variances assumed	.228	.634	.273	109	.785	.05267	.19282	-.32949	.43483
	Equal variances not assumed			.271	99.335	.787	.05267	.19454	-.33332	.43865
Listening to students' diverse perspective gives me pleasure	Equal variances assumed	6.431	.013	2.840	109	.005	.43384	.15277	.13106	.73662
	Equal variances not assumed			2.970	106.400	.004	.43384	.14607	.14426	.72342
I feel happy when I share my experiences with students	Equal variances assumed	.214	.645	.825	109	.411	.16327	.19778	-.22872	.55526
	Equal variances not assumed			.827	103.701	.410	.16327	.19750	-.22839	.55492
when I teach, I feel that I am shaping human being.	Equal variances assumed	2.548	.113	.620	109	.537	.10829	.17470	-.23795	.45454
	Equal variances not assumed			.634	108.718	.528	.10829	.17093	-.23050	.44709

Annex 3

Table 6.1. Independent t-test for college trainees attitude towards teaching profession.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teaching was my first choice	Equal variances assumed	.215	.644	-.361	151	.719	-.03974	.11022	-.25751	.17804
	Equal variances not assumed			-.360	127.693	.720	-.03974	.11046	-.25831	.17884
I feel that I joined the most respected profession	Equal variances assumed	1.214	.272	.374	151	.709	.04152	.11095	-.17770	.26074
	Equal variances not assumed			.392	145.970	.696	.04152	.10597	-.16792	.25096
I am eager to start teaching at school	Equal variances assumed	1.625	.204	-1.020	151	.309	-.08856	.08684	-.26013	.08301
	Equal variances not assumed			-1.040	137.005	.300	-.08856	.08513	-.25690	.07978
I will proceed to develop my qualification in teaching	Equal variances assumed	.390	.533	-.448	151	.655	-.05684	.12695	-.30768	.19399
	Equal variances not assumed			-.467	144.646	.641	-.05684	.12181	-.29760	.18391
I joined teaching because I had no any other option	Equal variances assumed	1.191	.277	-1.155	150	.250	-.19710	.17067	-.53432	.14012
	Equal variances not assumed			-1.187	137.211	.237	-.19710	.16610	-.52556	.13135
I like teaching profession because my parents encourage me	Equal variances assumed	3.561	.061	.007	151	.994	.00107	.15327	-.30177	.30391
	Equal variances not assumed			.007	144.572	.994	.00107	.14710	-.28967	.29181
I confidently discuss about my field of study with my friends who are in other fields of study	Equal variances assumed	10.890	.001	1.092	151	.277	.14469	.13253	-.11717	.40655
	Equal variances not assumed			1.217	146.910	.225	.14469	.11887	-.09023	.37961
I regret to tell my field of study to other people	Equal variances assumed	.019	.890	-.511	150	.610	-.08035	.15717	-.39090	.23020
	Equal variances not assumed			-.517	133.894	.606	-.08035	.15533	-.38757	.22688
I believe the government gives due regard to the teaching profession	Equal variances assumed	2.060	.153	1.738	150	.084	.28463	.16378	-.03898	.60824
	Equal variances not assumed			1.806	143.763	.073	.28463	.15760	-.02688	.59615
I have determined to stay in the teaching profession for the future	Equal variances assumed	2.586	.110	-.618	150	.538	-.08971	.14525	-.37672	.19729
	Equal variances not assumed			-.648	146.406	.518	-.08971	.13844	-.36331	.18389

Annex 4

Table 7.1: An Independent t-test on Classroom and Instructional Management Skills as Perceived by Teachers

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I control every student in the classroom	Equal variances assumed	.155	.695	.699	108	.486	.11777	.16840	-.21603	.45156
	Equal variances not assumed			.706	106.014	.482	.11777	.16684	-.21302	.44855
I take care to benefit all students equally from my instruction	Equal variances assumed	5.406	.022	2.031	109	.045	.32093	.15800	.00778	.63409
	Equal variances not assumed			2.076	108.709	.040	.32093	.15461	.01449	.62738
I try to involve every student in the instruction	Equal variances assumed	.297	.587	3.394	108	.001	.53864	.15872	.22402	.85326
	Equal variances not assumed			3.444	107.221	.001	.53864	.15638	.22864	.84864
I deal with students' misbehavior when it occurs	Equal variances assumed	.006	.938	.995	108	.322	.18501	.18592	-.18352	.55354
	Equal variances not assumed			.993	102.134	.323	.18501	.18630	-.18450	.55452
I take corporal punishment when students disturb in classroom	Equal variances assumed	2.939	.089	-2.033	109	.045	-.39928	.19643	-.78860	-.00995
	Equal variances not assumed			-1.991	93.478	.049	-.39928	.20052	-.79744	-.00111
I try to avoid possible causes for students' misbehavior.	Equal variances assumed	2.701	.103	1.310	107	.193	.23087	.17630	-.11862	.58037
	Equal variances not assumed			1.338	106.561	.184	.23087	.17261	-.11132	.57307
I try to make Learning an enjoyable activity by meeting the learning needs of different students	Equal variances assumed	4.202	.043	2.168	109	.032	.39961	.18429	.03434	.76487
	Equal variances not assumed			2.286	103.459	.024	.39961	.17479	.05297	.74624
I help pupils to make connections between thinking in classrooms and in everyday contexts through stories, analogies etc	Equal variances assumed	1.365	.245	1.330	109	.186	.23535	.17701	-.11548	.58618
	Equal variances not assumed			1.357	108.601	.177	.23535	.17339	-.10831	.57902
I complete a given instruction within the schedule	Equal variances assumed	.313	.577	1.132	107	.260	.18887	.16690	-.14200	.51974
	Equal variances not assumed			1.152	106.061	.252	.18887	.16398	-.13624	.51397
I prepare lesson plan for each session	Equal variances assumed	.598	.441	.689	108	.493	.11492	.16687	-.21584	.44568
	Equal variances not assumed			.697	105.042	.487	.11492	.16493	-.21211	.44195

Annex 5

Table 8.1 Teachers' Mean Ratings on Assessment Skills

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I relate the assessment to the objectives of the course	nces assumed	.668	.416	.386	109	.700	.07176	.18602	-.29692	.44044
	Equal variances not assumed			.389	106.266	.698	.07176	.18432	-.29367	.43718
I provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success	Equal variances assumed	.137	.712	1.221	108	.225	.20408	.16712	-.12717	.53534
	Equal variances not assumed			1.250	107.999	.214	.20408	.16322	-.11945	.52762
I provide feedback that pupils find helpful and which indicates what they need to do to improve	Equal variances assumed	.435	.511	.541	109	.589	.09447	.17451	-.25141	.44035
	Equal variances not assumed			.550	107.912	.583	.09447	.17172	-.24592	.43486
I provide regular opportunities for pupils to review and reflect together on their progress	Equal variances assumed	.190	.664	1.736	106	.085	.26496	.15261	-.03760	.56752
	Equal variances not assumed			1.763	105.940	.081	.26496	.15031	-.03305	.56297
I use the outcome of assessment of pupils to inform appropriate changes in teaching	Equal variances assumed	.683	.410	-.064	109	.949	-.01086	.17048	-.34874	.32701
	Equal variances not assumed			-.064	106.585	.949	-.01086	.16873	-.34536	.32363
I allow students to know how I assessed them	Equal variances assumed	.593	.443	1.908	108	.059	.30981	.16242	-.01212	.63175
	Equal variances not assumed			1.901	99.967	.060	.30981	.16293	-.01344	.63306
I use variety of assessment techniques for my course	Equal variances assumed	.003	.958	1.507	109	.135	.24589	.16311	-.07740	.56917
	Equal variances not assumed			1.536	108.388	.127	.24589	.16004	-.07133	.56310

Annex 6

Table 9.1 Teachers' Mean Ratings on Teaching Aids Utilization Skills

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teaching aids are not necessary in my subject	Equal variances assumed	3.501	.064	-.836	109	.405	-.18400	.22004	-.62012	.25211
	Equal variances not assumed			-.848	107.494	.398	-.18400	.21697	-.61410	.24610
I rarely use teaching aids in my lesson because of their shortage in my school	Equal variances assumed	.019	.890	.106	108	.916	.02151	.20338	-.38163	.42464
	Equal variances not assumed			.106	101.149	.916	.02151	.20341	-.38200	.42501
I always use teaching aids at the beginning and end of the lesson	Equal variances assumed	5.894	.017	2.006	109	.047	.35681	.17786	.00430	.70932
	Equal variances not assumed			2.064	108.994	.041	.35681	.17288	.01417	.69945
I cannot see the importance of teaching aids in promoting students' learning	Equal variances assumed	.002	.969	1.364	108	.176	.31586	.23162	-.14325	.77497
	Equal variances not assumed			1.364	101.396	.175	.31586	.23151	-.14336	.77508
I prepare relevant teaching aids from local materials	Equal variances assumed	.123	.727	.824	109	.412	.15471	.18779	-.21748	.52689
	Equal variances not assumed			.826	104.070	.411	.15471	.18733	-.21678	.52619
I use teaching aids in the middle of my lesson	Equal variances assumed	1.741	.190	-.671	107	.504	-.12329	.18385	-.48775	.24117
	Equal variances not assumed			-.663	95.917	.509	-.12329	.18606	-.49262	.24603
Teaching aids are usually visual materials	Equal variances assumed	.111	.740	.000	105	1.000	.00000	.17877	-.35447	.35447
	Equal variances not assumed			.000	94.250	1.000	.00000	.18011	-.35759	.35759

Annex 7:

Data gathering tools

Questionnaire for first cycle primary school teachers

Instruction:

Questionnaire designed to assess the recruitment, selection and training as well as to measure the pedagogical skill and professional commitment of the two groups of teachers; the 10+3 and 12+2 graduates.

This research is designed to assess the practices, challenges and prospects of the first cycle primary schools teachers' recruitment, selection and training and propose feasible recommendations. Besides, the research aims to scrutinize and compare the pedagogical skill and professional commitment of 12+2 diploma and 10+3 diploma holder primary school teachers.

So, please read the following items carefully and indicate your answer by ticking under any of the four levels of practice and attitude scale considering your own practice and attitude for the teaching profession. Since the quality of this research is entirely dependent on the information you provide, please try to give us genuine information. The information provided is used only for the purpose of this research and it is fully confidential.

Background information

Region…….

Organization/school name----------

Sex…….age…….

Position ----------

Experience in the position…….

Qualification…… 12+2 diploma ☐ 10+3 diploma ☐

I	Teacher' Pedagogical Skill				
No.	**A. Classroom and instructional management skill**	3 Always	Most of the time	1 Rarely	Not at all
1	I control every students in the classroom				
2	I take care to benefit all students equally from my instruction				
3	I try to involve every students in the instruction				
4	I deal with students' misbehavior when it occurs				
5	I take corporal punishment when students disturb in classroom				
6	I try to avoid possible causes for students' misbehavior.				
7	I try to make Learning an enjoyable activity by meeting the learning needs of different students.				
8	I help pupils to make connections between thinking in classrooms and in everyday contexts through stories, analogies etc				
9	I complete a given instruction within the schedule				
10	I prepare lesson plan for each session				
	B. Assessment skill				
11	I relate the assessment to the objectives of the course				
12	I provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success				
13	I provide feedback that pupils find helpful and which indicates what they need to do to improve				
14	I provide regular opportunities for pupils to review and reflect together on their progress				
15	I use the outcome of assessment of pupils to inform appropriate changes in teaching.				
16	I allow students to know how I assessed them				
17	I use variety of assessment techniques for my course				
	C. The application of active learning method				
18	I establish good relationships with pupils so that they feel supported, valued and respected				
19	I use starter activities that engage and stimulate pupils' interest				

20	I challenge pupils to consider apparently conflicting ideas				
21	I ensure pupils understand what they are to do in the lesson and how this links with previous learning				
22	I give engaging activities for students that that enhance better understanding				
23	I use various techniques for stimulating pupils' thinking in a range of task				
24	I encourage pupils to engage in collaborative work, such as writing, problem solving and presentation				
25	I organize seating arrangements and mixture of pupils to enable effective teamwork				
	D. Teaching aids utilization skill				
26	Teaching aids are not necessary in my subject				
27	I rarely use teaching aids in my lesson because of their shortage in my school				
28	I always use teaching aids at the beginning and end of the lesson				
29	I cannot see the importance of teaching aids in promoting students' learning				
30	I prepare relevant teaching aids from local materials				
31	I use teaching aids in the middle of my lesson				
32	Teaching aids are usually visual materials				
II	**Attitude for teaching profession**				
33	I joined teaching by my choice, not by force				
34	I stay in the teaching profession even under stressful situation				
35	I make all the possible effort to develop my teaching profession				
36	I tell my students about the nobility of the teaching profession				
37	I inform parents about the progress of their children				
38	I respect the professional ethics of teaching				
39	I show respect to my students				
40	I am ready to leave the teaching profession if I get other option				
41	I have strong passion for the teaching profession				

42	I use every chance to make others understand the value of teaching profession				
43	I am always punctual for class				
44	I am happy to help students on academic issues				
45	I have smooth relation with students and co-workers				
46	I always go to class with full readiness interest				
47	I rarely prepare lesson plan for my course				
48	Listening to students' diverse perspective gives me pleasure				
49	I feel happy when I share my experiences with students				
50	when I teach, I feel that I am shaping human being.				

Questionnaire for Teachers Training Institute (TTI) Trainees

Instruction:

Questionnaire designed to assess the recruitment, selection and training as well as to measure the pedagogical skill and professional commitment of the 10+3 diploma training for primary schools.

The research also to assess the practices, challenges and prospects of the first cycle primary schools teachers' recruitment, selection and training and propose feasible recommendations. Besides, the research aims to scrutinize and compare the pedagogical skill and professional commitment of 12+2 diploma and 10+3 diploma holder primary school teachers.

So, please read the following items carefully and indicate your answer by ticking under any of the four levels of practice and attitude scale considering your own practice and attitude for the teaching profession. Since the quality of this research is entirely dependent on the information you provide, please try to give us genuine information. The information provided is used only for the purpose of this research and it is fully confidential.

Background information

Region…….

Name of the TTI----------

Field of the training…….

Year of the training. 1st 2nd 3rd

Sex…….age…….

No.	Items	Strongly agree	agree	disagree	Strongly disagree
A	**Trainees attitude and value for the teaching profession**				
1	Teaching was my first choice				
2	I feel that I joined the most respected profession				
3	I am eager to start teaching at school				
4	I will proceed to develop my qualification in teaching				
5	I joined teaching because I had no any other option				
6	I like teaching profession because my parents encourages me				
7	I confidently discuss about my field of study with my friends who are in other fields of study				
8	I regret to tell my field of study to other people				
9	I believe the government gives due regard to the teaching profession				
10	I have determined to stay in the teaching profession for the future				
B	**Suggestions for improvement on the training, recruitment and selection process**				
11	I believe that the current recruitment of the trainees is clear and transparent				
12	The current trainees selection criteria should be maintained				
13	I believe that competent students join the teaching profession				
14	The existing training curriculum equips me with the necessary subject matter competence				
15	The existing training curriculum equips me with the necessary pedagogical skills				
16	The existing training approach helps me to develop strong professional commitment				
17	Some of the contents in the existing training curriculum are irrelevant				

18. Please indicate the **strengths** of the current diploma teacher training approach……

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19 Please indicate the **weaknesses** of the current diploma teacher training approach……

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20. Please suggest what improvements are required on the recruitment, selection and training approach of the existing teachers training program for first cycle primary schools

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Interview guide

For education bureau officials, teacher training institutes deans, and school principals

Region…….

Organization/school name----------

Position of the interviewee----------

Experience in the position…….

Qualification……..

1. What are the current practices in the recruitment and selection process of the first cycle primary school trainees (the 10+3)
2. How do you evaluate the **pedagogical competence** of the 10+3 graduate teachers in terms of;
    i. Classroom and instructional management
    ii. Students' assessment skill
    iii. Application of active learning skills and
    iv. Utilization of teaching aids
3. How do you evaluate the **professional commitment** of 10+3 graduates in terms of;
    i. Their attitude towards the teaching profession?
    ii. Determination to stay in the profession even under stressful situation?
    iii. Professional ethics?
4. Is there difference between 10+3 and the former 12+2 diploma graduates in terms of the above competencies? If yes, what are the differences and why do you think this happened?

5. What are the challenges in the training of the current 10+3 first cycle teachers training?
6. What are the practices and challenges in the deployment of first cycle primary school teachers?
7. What do you suggest on the selection and training of the first cycle primary schools teachers' training program?

FGD for TTC Trainers

Region…….

Name of the TTC----------

Sex…….. age…….

Experience in teaching…….

Qualification……..

1. What are the current practices in the recruitment and selection process of the first cycle primary school trainees (the 10+3) to the TTC
2. How do you evaluate the academic performance of the trainees who join the teaching profession?
3. What do you think is the attitude of the trainees towards the teaching profession?
4. How do you compare the previous 12+2 and the current 10+3 diploma training program for first cycle primary schools?
5. What are the challenges in the training of the current 10+3 diploma program?
6. What do you suggest on;

   6.1. The mode of training?

   6.2.Selection and recruitment process of first cycle primary schools teachers?

Classroom observation checklist

Region…… town……

School name…….grade level……..subject observed…….

Qualification of the teacher……12+2 diploma 10+3 diploma

Experience…….

No	Pedagogical skill	High	Medium	Low
1	Proper management of classroom			
2	Involve all students in the classroom			
3	Gives equal opportunity for boys & girls in classroom participation			
4	Uses active learning approaches			
5	Prepares quality lesson plan for the session			
6	Use pertinent teaching aids			
7	Proper flow of the lesson; review the past, introduction, process and summary.			
8	Voice of the teacher is audible			