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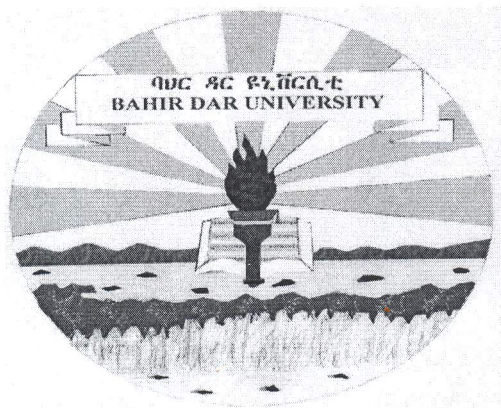
TeACHING COMPETENCE OF  
UPGRADED PRIMA.RY SCHOOL  
TEACHERS IN BASONA WERANA  
WOREDA AND DEBRE SIRHAN  
TOWN ADMINISTRATION NORTH  
SHOA ZONE Graduate Program,  
Faculty of Education and Behavioral

Minyilu, G/Egziabher Zikie

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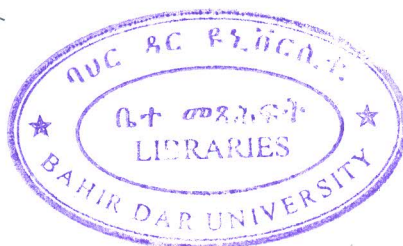


**TEACHING COMPETENCE OF UPGRADED PRIMARY  
SCHOOLTEACHERS IN BASONA WERANA WOREDA  
AND DEBRE BIRHAN TOWN ADMINISTRATION  
NORTH SHOA ZONE**

**BY**

**MINYILU G/EGZIABHER ZIKIE**

**Graduate Program, Faculty of Education and Behavioral  
Science, Bahir Dar University**



June,2012

**TEACHING COMPETENCE OF UPGRADED PRIMARY  
SCHOOLTEACHERS IN BASONA WERANA  
WOREDA AND DEBRE BIRHAN TOWN  
ADMINISTRATION NORTH  
SHOA ZONE**

A thesis submitted in partial fulfillment of the requirement for the  
Degree of Masters of Education in Curriculum Studies

By

Minyilu G/Egziabher Zikie

Dawit Mekonnen (PhD)

Advisor

Graduate Program, Faculty of Education and Behavioral  
Science, Bahir Dar University



June, 2012



The thesis titled "Teaching competence of upgraded primary School Teachers in Basona Werana wereda and DebreBirhan Town Administration, North Shoa Zone" by Minyilu G/ Egziabher Zikie is approved for the degree of Masters of Education in Curriculum studies.

Board of examiners

Name

Advisor Dawit Mekonnen (PhD)

External examiner Matebie Tafere (Ato)

Internal Examiner Alemayehu Bishaw (PhD)

Signature

Date approved 10/10/04 E.C.

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## Table of Contents

Acknowledgements-----	i
Table of Contents-----	ii
List of Tables -----	iv
List of Acronyms-----	v
Abstract-----	vi
CHAPTER ONE	
INTRODUCTION-----	1
1.1 Background of the Study-----	1
1.2 Statement of the Problem-----	4
1.3 Objectives of the Study-----	6
1.4 Significance of the Study-----	6
1.5 Limitation of the Study-----	6
1.6 Delimitation of the Study-----	7
1.7 Definition of Terms-----	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE-----	8
2.1. Knowledge base of Teaching-----	8
2.1.1. Subject matter knowledge -----	8
2.1.2. Methodological Skill -----	11
2.1.2.1. Teaching Methods and Strategies-----	11
2.1.2.2. Planning the Instruction-----	13
2.1.2.3. Classroom Organization and Management-----	14
2.2. The Role of Teacher Education in Providing Competent Teacher-----	15
2.3. The Concept of Teachers' Competency -----	16
2.4. Some Major Factors that Affect Teachers' Competence-----	19

2.4.1- Teachers' Attitude Towards their Profession-----	19
2.4.2-Teachers' Teaching Experience-----	20
2.4.3- Availability of Resources -----	20
2.4.4- Support from the School-----	20

### Chapter Three

3. Research Design and Methodology-----	21
3.1. Population, Sampling Techniques and Procedures-----	21
3.2. Data Collection Instruments -----	22
3.2.1 Questionnaire-----	23
3.2.2 Test-----	24
3.3 Data Gathering Procedures-----	24
3.4. Data Analysis-----	25

### Chapter Four

4. Analyzing and Interpretation of Data-----	27
4.1.Characteristics of the Respondents-----	27
4.2. Responses of the Subject Matter and Methodological Skills-----	30
4.3. Discussion-----	36

### Chapter Five

5.Summary, Conclusion and Recommendation-----	39
5.1. Summary-----	39
5.2. Conclusion-----	40
5.3. Recommendation-----	41
References-----	42

### Appendices

## List of tables

Table-1. Total number of people involved-----	22
Table 2-Upgraded teachers' sex and service year Training program and department-----	27
Table-3- Supervisors, directors and department heads sex, position, educational background and service year-----	28
Table=4- Teacher trainers sex, educational background and service in the college-----	29
Table-5- upgraded teachers' response regarding subject area knowledge before the training-----	30
Table-6- Supervisors, directors and department heads response about subject area knowledge of upgraded teachers-----	31
Table-7- Teacher trainers' response about subject area knowledge of upgraded teachers-----	32
Table-8- Test results of upgraded teachers-----	32
Table-9- upgraded teachers' response regarding methodological skill-----	34
Table-10- Response of supervisors, directors and department heads about methodological skill of upgraded teachers-----	35

## List of Acronyms

CPD- continuous professional development

ETA- Ethiopian Teachers, Association

ICDR- Institute for Curriculum Development and Research

MOE- Ministry Of Education

REB- Regional Education Bureau

SADC- South African Development community

TDP- Teacher Development Program

TEC- Teacher Education College

TESO- Teacher Education System Overhaul

TGE- Transitional Government of Ethiopia

TTI- Teacher Training Institute

## Abstract

*The main objective of this study was to explore the teaching competence of upgraded teachers. To achieve this objective data were collected through questionnaire from 114 upgraded teachers, 30 supervisors, directors and department heads, and 30 teacher trainers; and tests were used to evaluate subject area knowledge. The data were analyzed using percentages. And the tests were scored out of 100% , analyzed quantitatively, and rated as very poor <30%, poor 31%-49%, fair 50%-60%, good 61%-74%, very good 75%-84%, and excellent >84%. The result reveals that up graded teachers competence in subject matter knowledge is below the average or less competent. This implies that they have weakness in knowledge and understanding of the curriculum, maintaining the logical sequences and proper depth of their subject, relating the subject with other subjects, preparation of supplementary materials and the like. Generally they lack general background and deep understanding in the subject they teach. And they are not competent enough in methodological skills. This implies that these teachers are insufficient of such qualities that serve as enhancing students learning such as applying different active learning methods, addressing individual differences during classroom instruction, keeping accurate records of students' progress, applying valid scoring procedure and the like. So, it can be concluded that those identified upgraded teachers have less teaching competence for their level despite being upgraded to a diploma level. This suggests that the upgraded process and teacher education in primary education merits further scrutiny.*

# Chapter One

## 1. Introduction

### 1.1. Background to the problem

The quality of education is a central theme in education system. It is judged by focusing on students' performance, what students actually learn and how well they practice it. A number of researches have been conducted with the purpose of understanding how quality education could be achieved. And in some of the literature, teachers' competence is taken as the key factor (Westera, 2001; Medley and Shannon, 1994; and Shulman, 1986).

In the teaching learning process teachers' main task is to make students' learning effective and efficient. To do so, a teacher has to do several activities such as, planning properly, providing effective instruction and evaluating the learning using appropriate methods and techniques. That means, a teacher has to perform a number of activities inside and outside the classroom. The effectiveness of teaching is also closely linked to teachers' competence. Competent teacher would also create classroom condition and climate which is conducive for students' learning.

Teachers' competence is the body of professional knowledge that encompasses both skills and knowledge of the subject matter to be taught, and knowledge of general pedagogical principles (Grossman, 1995:54). On his part, Collins (1987:42) stresses that teachers' competence is a sufficiency of qualification and capacity, having knowledge, judgment, skill, strength and range of ability. Then, this idea implies that teacher competence is ability, skill, and attitude which are directly related to the requirements of competent teacher.

Clark and Starr (1994:36) further stated that teachers' competence is manifested when teachers have a mastery of subject matter knowledge they teach and professional skills to teach the subject to students based on individual differences. This is to mean that

teachers' effectiveness is the sum total of subject area knowledge to be taught and skills in methods of teaching (professional know-how).

Teachers' competence can be explained as the abilities teachers should exhibit. And the abilities are; knowledge about the subject matter, teaching the subject matter, student-teacher relationship, personal character, managing the classroom, and recording professional development (Stephens and Crawley, 2002; Jocelyn, 2011).

All the above explanations of teachers' competence focused mainly on subject area knowledge and methodology skill. Smith (1989:53) discusses teacher competence by categorizing into four, such as: personal qualities, teaching skills, professional attitude, and subject area and general knowledge. Likewise, Abdul, Mohd, and Lily (2010:610) explain teacher competency "A teacher has to enhance his or her competence in other elements such as subject knowledge, teaching process, classroom management, instructional planning, collegiality, concern on schools, students and on self to build the image and ability as a competent teacher".

The above idea implies that a competent teacher should have subject matter mastery with teaching skill, dedication for his profession, cooperation and friendliness with others and generally should have professional interest. But for this study Clark and Starr (1994) definition of competence, that is, mastery of subject matter knowledge they teach and professional skills to teach had employed as a conceptual frame work.

In the case of Ethiopia Teachers' teaching competence is a serious issue. A task force on teacher education (appointed by MoE) carried out an extensive and continuous studies and series of meetings on the quality and effectiveness of teacher education in Ethiopia (MoE,2003:33). Some of the major findings arise these disclosed that, the professional competence of teachers was deficient, the content knowledge of teachers was unsatisfactory, the teaching skills and techniques were very basic and teachers did not match up to the standards expectations of their profession.

In trying to address these serious problems, the Ethiopian government called for a complete Teacher Development System Overhaul (TESO) (MoE, 2003:2). This led to a “paradigm shift” within Teacher Education Colleges (TEC), introduction of practicum and a change in teaching methods. MoE (2003:9) indicated that at present teachers are weak at practical teaching and using student-centered learning methods. So for trainees to learn how to teach effectively, it is essential that the practicum and all aspects of teaching methods form the central core of their training process. The training programs were, for the first (1-4) 10+1, and for the second cycle (5-8) 10+3.

Even though TESO had been implemented, the problem was not solved. So another program called Teacher Development Program (TDP) was organized under General Education Quality Improvement Package. Within the program there were four areas of competence that teachers at all level should exhibit. These include: subject knowledge and the skills of teaching, classroom management, areas related to the school, and the educational system and the values, attributes, ethics and ability to professionalism in upholding the professional ethics ( MoE,2007:24).

Moreover the 2007 National Learning Assessment (NLA) in grade 4 and 8 showed that the student achievement was below the required level. The achievement in grade 4 shows a reduction from the 1999/2000 baseline learning assessment (47.9% to 40.9%) and achievement in grade 8 also deteriorated from 42.6% to 39.8% (MoE, 2008:2). One of the key factors identified in relation to students’ low learning outcome was teacher training. As a result of this the one year certificate training program ceased and required all primary school teachers (1<sup>st</sup> and 2<sup>nd</sup> cycles) to be qualified a minimum of diploma level (MoE, 2008:39)

Due to this requirement, significant number of certificate graduate teachers were upgraded from certificate to diploma. MoE and Regional Education Bureaus (REB) give special emphasis for teachers’ competence for those at work by giving in-service training (summer program). The program was within three years, that is, three summer vacations, self study modules and three days tutorial per year (MoE,2008:40). And

since 2009 the training has been given within four summers by taking a minimum of 80 credit hours.

By now, there are teachers who are upgraded from certificate to diploma (10+1 to 10+3) through in-service program (summer, distance, and extension programs). Therefore, there is a need to study the competence of these teachers in order to improve the quality of education. It is also necessary to conduct the study to get some information about the effectiveness of the upgrading process, The present study strives for this.

## **1.2. Statement of the problem**

The wide range of literature in the area of teacher education confirms the importance of teachers in promoting students' learning. In order to promote students' learning, teachers should be competent to their level. Around the world there is a need and pressure on reforms in teacher education towards making the preparation of more functional for development of competencies they need in practice (Natasa,2011:21).

The problem of teachers' competence in many countries around the world has been treated by enhancing teachers with sufficient subject- specific knowledge, good classroom procedure (using good teaching methods), and by strengthening their collaboration with colleagues, students and parents (Irem,2011; Feryal,2010).

Now a days in Ethiopia, the requirement for teaching in the primary schools is college diploma, for the first cycle (1-4) cluster approach training and for the second cycle (5-8) linear approach training. Previously, certificate graduates taught different subjects for many years. As explained in the previous section, the reason for the changing of the requirement (from certificate to diploma) was teachers' competence on the basis of subject matter knowledge, teaching skill and the like (MoE, 2008). These certificate graduates were upgraded to diploma through varied programs (summer, distance and extension). When upgrading they were expected to have major subject area knowledge (because they were trained to teach all subjects in certificate) and updated with teaching skills.

However, formal and informal discussions in the college and outside the college disclose that the upgraded teachers display inadequacies in their competencies. The researcher's personal experience during higher diploma training and school placement had helped him to observe the problems. Moreover, the deployment of college trainees to the practicum had created him the chance to observe the upgraded teachers as they worked as mentor to the regular trainees of the college. Furthermore, as the researcher has been working as a teacher educator, he has got the opportunity to observe the competence of upgraded teachers during clustered school training on varied topics. Therefore, it is essential to examine whether the training offered made them competent in subject area and methodology for the level or not.

In order to examine teachers' competence, a variety of methods such as test, classroom rating scale, observation, and student rating can be used (Tsehai, 2005:72). For instance, Ma(1999) prepared a set of problems as a test and asked her samples to examine their knowledge and observe how they would explain to their students. Again Tsehai (2005) applied questionnaire and two tests, in which the questionnaire was used to assess teachers' awareness of fundamental concepts, learning principles, and problem solving approaches, where as the tests were intended to measure teachers' conceptual knowledge, knowledge and abilities of methods, activities and learning principles.

Tsehai's (2005) study was focused on present competence and the requirements of Mathematics teachers of first cycle primary schools while in this study the researcher wanted to assess the teaching competence of upgraded primary school teachers (from certificate to diploma). So the assessment will be carried out by using questionnaire and test. The teaching competence was examined with regard to subject matter knowledge, and methodological skills.

Based on these ideas, the following basic questions were developed.

1. To what extent do upgraded teachers have sufficient knowledge of the subject they teach?
2. To what extent can upgraded teachers use appropriate methodological skills in the teaching learning process?

### **1.3. Objective of the study**

The purpose of this study was, to assess the teaching competence of upgraded primary school teachers in Basona Werana Wereda and Debre Birhan Town Administration, with regard to the subject matter knowledge and methodological skills of upgraded primary school teachers.

### **1.4. Significance of the study**

Examining the competence of upgraded primary school teachers helps to obtain evidence regarding the strengths and weaknesses these teachers have on their work, which will have importance in decision making for the future. Hence, the findings of the research will help:

- Education officials (MoE, REB, Wereda Education Office) to be aware of the upgraded teachers areas of strengths and weaknesses thereby take necessary remedial actions.
- The upgraded teachers to be aware of their strong and weak parts so that they may strive to improve themselves.
- For Teacher Education Colleges (TEC) to sort out the deficient areas and concentrate on the areas of concern in their trainings.
- Serves as a starting point for further investigation on the issues understudy.

### **1.5. Delimitation of the study**

Teachers' teaching competence is consisting of various elements such as classroom organization and management, working with peer and parents, subject area knowledge,

methodological skill, areas related to the school and educational system and the like. But this study is delimited only on the subject matter knowledge and methodological skill of upgraded primary school teachers (from certificate to diploma).

### **1.6- Limitation of the study**

The study has not been completely free from any constraints.

One of the instruments used to collect data was test. Some up graded teacher samples were not voluntary to take the test. As a result further discussion was made to convince them. So the process of data collection was delayed due to the time spent on discussion.

### **1.7- Operational definition**

- Competence- is a concept used to show subject matter knowledge and methodological skill of up graded teachers from certificate to diploma level.
- In- service program- is a program conducted in Teacher Education College out of the regular program, such as extension, distance, and summer.
- Methodological skill- is the skill the upgraded teachers possess as variety of teaching methods, classroom management, and assessment skills on the subject they teach.
- Subject matter knowledge- the ability of the upgraded teachers to teach contents in the logical sequences and proper depth of the subject matter they teach demonstrated in their performance of the texts.
- Upgraded teachers- a certificate graduate elementary school teachers who were promoted from certificate to diploma with in- service program.

# Chapter Two

## 2. Review of Related Literatures

This chapter focuses on reviewing various literatures and research findings which are assumed to have reference to the study. As already mentioned, the main purpose of this study is to assess the teaching competence of upgraded primary school teachers in Basona Werana Woreda and Debre Birhan Town administration.

Accordingly this chapter is organized based up on knowledge base of teaching, the role of teacher education institution, concept of competency, areas of teachers' competency, and some factors that affect teachers' competency.

### 2.1. Knowledge base of teaching

There are various explanations about knowledge base of teaching from different scholars. Grossman (1985) and Shulman (1986) explained that Knowledge base of teaching is a body of professional knowledge that encompasses both knowledge of general pedagogical principles, skills and knowledge of the subject matter to be taught".

Knowledge base is intended to help professionals to equip with the essential knowledge needed for their professional practice. Accordingly knowledge base for teaching includes teachers' knowledge on subject matter and methodology. Westera (2001) and Grossman (1995) strengthen this idea and said that the knowledge bases of teaching are content knowledge, curriculum knowledge, general and pedagogical content knowledge. Then on this paper discussion will be made mainly on subject matter knowledge and methodological skills.

#### 2.1.1. Subject matter knowledge

The role of teachers is to help students build their own knowledge through acting on educational materials and engaging in meaning full experience. To create these

experiences teachers must possess an in depth understanding of concepts, assumptions, ways of knowing that are central to the discipline they teach.

Mathews (1992) indicates that competent teachers are knowledgeable and have a strong general background and understand the subject matter at high level. Similarly, knowledge of subject matter is universally considered as an essential attribute for effective teaching- learning process

Effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. These teachers are competent planners, able to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas (Dmitry, 2011). On the contrary, teachers who lack the theoretical background and understanding of their subject area can only interpret the events of their classroom on common sense.

As indicated by Spear, Brucker, and Alfano (2005:266), teacher subject matter or content knowledge informs more than the instructional approach in the classroom. Understanding central concepts, tools of inquiry, and structures of the discipline are crucial for integrated unit and lesson planning. In order to develop authentic cross-curriculum link, classroom teachers are required to have good content knowledge of the subject they teach in order that they can identify opportunities for cross-curriculum linkages (De Nobile, 2007). Further, through integrated planning, classroom teachers are able to create more authentic instructional strategies which serve to consolidate student learning and develop higher level thinking skills in their students (Davis and Simmt, 2006). Finally, teachers possessing subject matter knowledge are better able to interpret varied student response, prompt multiple interpretations, trace misconceptions, and plan rich learning experience for students (Davis and Simmt, 2006).

Curriculum theorists like (Parker and Rubin, 1996) explained that knowledge of subject matter involves exploring the characteristics, structure, and epistemology of a discipline, investigating why and how subjects are categorized into fields of study, and discovering

how disciplines are related. Teachers who know their subject, understand what is known and what cannot be known in their field (Wilson, Shulman, and Richert, 1990).

NCEE(1983,44) in USA explained about the use of subject matter knowledge for elementary school teachers as follows.

Teachers need to be prepared with subject matter knowledge in order to meet students' curricular needs is the recognition that teachers model to their students what an educated person is. For all teachers, but especially those at elementary school level, what they teach most is themselves, who they are. Day in and day out, they show students their values, beliefs, and knowledge, even as they teach the subject matter they are required to teach the illustrations they offer, the language they use, and the perspectives they take draw on their personal knowledge base.

Subject matter knowledge is thus more important for teachers because they must offer students much more than limited, superficial information about increasingly complex topics and because they should model to students what an educated person is.

Paula (2005) insists that mastery of the subject being taught and enthusiasm for sharing that knowledge tops the list. Approachability and accessibility are keys to effective teaching, as is respect for the students.

Subject matter knowledge is one of the major characteristics used to determine teachers effectiveness. Even though it seems difficult to measure ones subject matter knowledge without using standardized test, it is possible to examine using some indicators.

According to Abdulghani et al (2011:246) the indicators are:

- The ability to interpret syllabus contents and prepare both scheme of work and daily lesson plan with clear achievable objectives.
- Have sound knowledge of instructional language in spoken and written form and able to transfer that knowledge to learners.
- Understanding the curriculum and applying this effectively in teaching, making connection across subject matter where applicable.
- Match the content, teaching approach, students' development and learning in planning.
- The ability to use strategies for continuous improvement in knowledge and professional practice for self and the school.

### **2.1.2 Methodological skill**

Teaching is a process of guiding and enabling an individual to learn new ideas, skills and to develop values and attitudes (SADC, 2008:8). The main goal of teachers is to help students to learn. Since learners are different, they should learn in different ways. That is why teachers should use a variety of methods to cater to different learners.

#### **2.1.2.1 Teaching methods and strategies**

Teaching method is the way information is transmitted to the learners. Methods describe conceptually the instructional process, that is, not only how information gets from teacher to learner but also how the learners use it, interact with it, receive guidance, and get feedback.

Broun (1982), Colin and Chan (1982) explained teaching method and techniques as follows:

Method is the combination of teaching plans, strategies and techniques used to organize classroom practice. On the other hand, technique is a procedure of the most subordinate status designed to

achieve short term instructional objectives. In short, technique is the way the teacher handles different aspects of his/her instructional method.

Teaching methodology according to Harry and Rosemary (2011:5) is the most critical factor which helps to improve students' achievement or close the achievement gap. The quality of students' learning is dependent on the effectiveness of the approach used by the teacher. Stephen (1998:7) strengthens this idea as "skillful teacher handles different aspects, has many methods at his command, so that able to communicate the content materials to students using methodologies that are appropriate for the age and abilities of the learners".

Mohd and krby (1990:49) recognized that the long range goal of a teacher is to help students become: self-directed and capable of learning on their own, operate with a sense of purpose in the classroom, respect all their students and help them meet new challenges, and seek to keep all their students involved in learning. According to Pratt and Reddy (2005) a competent teacher should understand the way how to teach his/her subject to students, so that he/she can demonstrate critical and analytical capacities in his/her teaching and apply different or varied methods of teaching.

Aggarwal (2001), Borich (1988), and MOE (2007) stated that a variety of teaching refers to the variability or flexibility of delivery during the presentation of a lesson which include using different types of methods and strategies, instructional materials, which help the teacher to motivate and sustain the interest of the learners. Effective teaching is enhanced by effective teacher. This can be true by making students more active and independent while the teacher is playing a guiding role and more of facilitator. The education and training policy of the transitional Government of Ethiopia (TGE) (1994) and ICDR (1999) also promote active learning. The New Education policy underscores that teaching is effective when students are learning: learning is effective only when it is meaningful to students, and learning is meaningful when students actively participate on it and can use it; connect to their lives.

Even the new education and training policy directs that:

Teaching must enable students to solve problems and use information from their environment to make life better for themselves and the society. Moreover, teaching must encourage students to communicate effectively about what they are doing and what they are learning. Teaching must encourage them to use it actively, critically and connect it the world they know.

Generally, a student in order to learn, he/she must act, solve problems, read, do, and practice activities, listen to his /her teacher and fellow students, which is facilitated and guided by the teacher

### **2.1.2.2 Planning the instruction**

Instructional objectives are used to operationalize educational goals, which are clearly defined, observable and measure students' behavioral changes and indicate learners' progress. In making decision about education, the first issue is to decide why to teach. To make the decision, educators need to define objectives and information about the role and responsibilities of the learners in relation to the intended objectives.

Teachers with well developed plans are in a position to clearly communicate learning objectives to their students. It is helpful for both teachers and students to differentiate between what students are supposed to do during class and why they are supposed to learn. Shalman (1987:64) states that well organized and integrated instruction plan is the most important component of educational delivery system. Rosenshine (1988) underlines the importance of lesson plan (instructional plan) saying every lesson needs a plan. The essentials in daily lesson plan are objectives, the subject matter (content), the activities and lists of materials needed, the assignment and any special notes. These essentials tell us what to do and how to do it.

Brown (1982) cited in Kumlachew (2009) emphasizes that one of the main failures of teachers is lack of dedication to teaching which often results in lesson not being properly prepared and planned.

### **2.1.2.3 Classroom organization and management**

Classroom organization is the process of arranging in a neat careful way or preparing the classroom for effective teaching learning process. This includes the arrangement of equipments, facilities, and personnel in the classroom. The most important aspect of classroom organization is management of time(Kumlachew, 2009:20). Berliner (1988) noted that proper organization of time depends a great deal on planning and on clearly setting out routines in the classroom. He further explains that teachers have the authority in classroom organization by sharing an agreed set of procedures in which they insist up on, like for example students' movement in the classroom, where equipments are kept and how to use with them and the like.

Classroom management is a term used to describe the process of ensuring that classroom run smoothly despite disruptive behavior and poor utilization of materials. The term also implies the prevention of disruptive behavior. According to Johnson (1988), classroom management can be defined as the process of establishing and maintaining the internal environment of the classroom condition and the group for attainment of educational goals.

Barbeta, Norona and Bicard (2005) see positive classroom management as the result of four factors; spiritual dimension (how teachers regard their students), physical dimension (how they set up the classroom environment), instructional dimension(how skillfully they teach the content), and managerial dimension (how well they address student behavior). Tracey (1990) also describes classroom management as a process consisting of key tasks that teachers must attend in order to develop conducive learning environment. He further pinpoints that teachers should prepare and apply: rules to set the climate of the classroom, procedure to go through the routines, disciplinary intervention, teacher-student relationship... Moreover Farrar (1987) comments that a competent teacher should decide when to teach the whole class, group, pair or individuals which is appropriate for particular learning process, create and maintain

purposeful and orderly environment for students, and maintain students interest and motivation.

The above concepts show that a competent teacher should have knowledge of principles that lie behind the keeping of good discipline and should be able to deploy the range of approaches to create and maintain a purposeful, orderly and safe environment for learning. It is because once teachers lose control of their classroom, it becomes increasingly more difficult for them to regain Moskowitz and Hayman (1976).

## **2.2 The role of teacher education institution in producing competent teacher**

Teacher education is an institutionalized educational procedure that is aimed at the purposeful preparation of teachers. As Sharma (1984:254), the concept of teacher education had undergone radical change. Now it had emerged to be a very wide and comprehensive stream. This days teacher education is not confined to training only. It is aimed at developing all rounded students' personality.

Without going into the many different definitions, it may be worthwhile to point out the concepts in the way teacher education has been viewed. For the purpose of discussion, in this study, the definitions provided by Aggarwal (1997), Shiundu and Omulandu (1992), and Benton and Benton (1975) are taken as working definitions.

Aggarwal defines the term teacher education as: "the knowledge, skill and ability which is relevant to the life of teacher as a teacher". A course in teacher education should seek to reshape the attitudes, the habit and the personality of teachers (1997:260).

Shiundu and Omulandu (1992) give the definition of teacher education as follows:

Teacher education is an institutionalized educational procedure that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly, in educational activity as their life work. Teacher education is carried out in colleges of education which have vocational as well as educational objectives (1992:227).

Another example is Benton and Benton's (1975:4) definition, "Teacher education refers to the structure, institutions, and processes by means of which men and women are prepared for work in elementary and secondary school."

From the above discussions, we can see that teacher education includes the study of academic disciplines, general knowledge and professional preparation which involve the study of subject areas necessary for equipping the trainees with subject matter knowledge and methods of instruction for imparting to his/ her pupils in his/ her area of specialization. Therefore teacher education institutions are expected to equip trainees with high quality training. AS MoE(2003:4) the role of teacher education institution is producing teachers who are academically qualified, professionally skilled, attitudinally and ethically committed for their profession. Moreover, teacher education institutions have responsibilities to equip trainees with pedagogical content knowledge, classroom organization and management curriculum understanding, subject knowledge and pedagogical skills (Liz and Maggie, 2006:185)

On the contrary if the teacher training is poor it leads to producing poor teacher and ultimately poor school system and poor teaching learning process. Hence, teacher education institutions here concerned the preparation of teachers with subject matter knowledge and pedagogical skills.

### **2. 3.The concept of teaching competence**

In everyday language, the term 'competence' has at least two different meanings: proficiency (the ability to do things effectively) or authorization (the ability to make good and right decisions) Torben (2009:1)

The word competence is defined in many ways by different authorities. Castling (1996) stated that competence is an underlying characteristics of a person that cause effective or even superior performance in a job. This competence can be traits motives, aspects of oneself or social role or body of knowledge or skill which one uses.

Anna, Tersa, and Ibis (2009:2) explained competence as follows.

The term competency has been subjected to multiple interpretation. In general, there are two clear approaches: one viewing competency as a personal skill or ability, linked to behavior efficiency and another approach which understands competency as strategic behavior, linked to the possibility of adjusting performance to the context demands.

With similar notion Gherede et al (1999) claim that competence is a combination of cooperate characteristics, skills, motivation, knowledge and technology that distinguish an organization from other. Hoffman (1999) says that professional competence is the effective exercise of capabilities that allow for the performance of occupation with regard to the levels required for the job. He goes on writing that professional competence is more than technical knowledge which makes reference to information, knowledge and knowhow. Davis and Durkin (1991) also stated competence as the ability to perform activities to the standards required in the employment using appropriate knowledge, skill and attitude. They further show that to improve competence, there is a need to increase not only knowledge but also understanding of how that knowledge can be applied, and seeks skill in applying it, and the attitude to apply it correctly. In the words of Regan (2001), Katane and Irena (2006), and Gupta (1999) competence is defined as: "the knowledge, skill, attitude or ability, value that enables teachers to effectively perform a function to some standard of success.

Teaching competence like other profession refers to teachers about their own capability in academic and professional domains. It is influenced by their own perceptions of how their capability and how themselves judge their skills which is closely related to actual performance.

Kiyomet (2010:168) explained about teachers competence as follows.

The common understanding related to teachers' competence is divided into three main areas as, field competencies (refers to the subjects that teachers will teach or students will learn, pedagogical competencies (carrying out their teaching role more effectively), and cultural competencies (knowledge about

social cultural background of students and teachers, team and collaborative work with others).

Robin (2001:4) defined teacher competence as “the capabilities to bring about desired outcomes of students engagement and learning. If teachers do not have ability or necessary qualities for teaching, the desired outcomes will not be achieved”. As already known, teaching requires competence, and competence in teaching depends upon the quality of teachers. Abdul et al (2010:610) strengthen this idea and state that, “the need for developing and attaining standards of competence has increased for all teachers in today’s competitive teaching environment. The standards and competence of teachers creates a professional and effective environment of “best teaching practice”.

According to Ellis (1984:2) three judgments must be made to identify a person as a competent teacher: “What standards must a teacher meet to teach satisfactorily rather than minimally?, What skills are required in general for a person to perform at this level?, and does the person in question have these requisite skills? Another scholar Irem (2011:163) identified five domains of competence such as: 1) planning teaching processes, 2) helping students to develop skills, 3) monitoring and evaluating students’ learning, 4) cooperation with the school, families and society, and 5) professional development.

The ultimate aim of any education is to make students a man of good character and useful citizen. This can be achieved through the quality of teaching learning process. And the teaching learning process is precisely on the shoulder of teachers, so that it requires competent teachers. Smith (1989) has suggested that a competent teacher should be prepared in four areas of teacher competence to be effective in bringing about the intended learning outcomes. They are:

- Theoretical knowledge about learning and human behavior.
- Knowledge in the subject matter to be taught.
- Display of attitude that foster learning and genuine human relation.
- Control of technical skills of teaching that facilitate students’ learning.

Whitty (1996:90) identifies two sets of qualities that characterize a competent teacher: professional characteristics and professional competences. Professional characteristics include professional values, personal and professional development, communication and relationship as well as synthesis and application. Professional competences include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teachers' role. On the other hand, Medley and Shannon (1994) hold that there are three dimensions of teacher quality: teacher effectiveness (the degree to which a teacher achieves desired effects upon students), teacher competence (the extent to which a teacher has the knowledge and skills), and teacher performance (how a teacher behave in the process of teaching).

## **2.4. Some major factors that affect teachers' competence**

The factors that affect teachers' competence is varied and complex enough. As stated by UNESCO (1990) for instance, in sub-Sahara countries factors such as knowledge of the subject matter, pedagogical skills and motivation are acutely affecting teachers' effectiveness and effective teaching. Therefore, some of the factors that influence teachers' competence such as: teachers' attitude towards the profession, teachers' experience, availability of instructional materials, and support from the school to be discussed as follows.

### **2.4.1 Teachers' attitude towards their profession**

Educators and researchers agree that teachers' negative attitude towards teaching profession has been one variable that hinders their effectiveness. In views of this, for instance, Pratt (1990) expressed that a new educational program can succeed only if teachers accept it. Other researchers like Arends (1991), Anderson (1995), Darge (200), and MOE (2002) also explained that teachers' attitude towards teaching profession greatly affect their effectiveness. As to the sources effective teachers have positive attitude towards their profession and work with their colleagues in the school and with parents of the students. Hence, having negative attitude towards the profession has got impact on teachers' effectiveness.

## **2.4.2 Teachers' teaching experience**

Eggen and Kauchak (2006) explained about teaching experience as follows. "Theoretically, it is assumed that reach experience (background) of teaching increases teachers' ability to teach effectively. Results of intensive research in the area indicate the positive correspondence of teachers' teaching experience in their actual performance in classroom". Regarding this, Patricia (2008) says that experience shows positive influence on classroom performance. Teachers gained skills through experience. So it is believed that more experienced teachers are more effective.

## **2.4.3- Availability of resources**

Several literature and research findings reveal that availability of instructional materials has an advert effect on the equity of education in general and teachers' effectiveness in particular. For instance, MOE (2003) and Amare (1999) described that the availability of instructional materials determine the quality of education and teachers' effectiveness. Chapman and Mahlak (1999) also made significant discovery that inadequacy of instructional materials negatively affect the effectiveness of teachers and quality of education. Hence availability of instructional materials is also one of the factors that influence teachers, effectiveness.

## **2.4.4- Support from the school**

Another factor, which is equally important for the success of a teacher is the support provided by school personnel. In view of writers such as Pratt (1980), and Good and Brophy (2000) cited by Burden (2003) the school principals and other auxiliary school personnel (unit leaders, department heads...) are key figures in blocking or promoting teachers' effectiveness. Thus, these school personnel have direct responsibility to work together with the teacher and this had its own role on teachers' effectiveness. In general teachers' effectiveness can be influenced by these and other factors. Hence, understanding on these factors is crucial in dealing with teachers' effectiveness.

# Chapter Three

## 3. Research Design and Methodology

Research design refers to the plan of action that links the philosophical assumptions to specific methods (Creswell, 2007). Since the main purpose of this study was to assess the teaching competence of upgraded teachers from certificate to diploma, a descriptive method was employed with the assumption that it could reveal the current situation or give the general picture of the up graded teachers on their teaching competence.

### 3.1 Population, Sampling techniques and procedures

The sources of data were: upgraded teachers from the two weredas (Bassona Werana and Debre Birhan Town Administration), supervisors, directors and department heads of the schools in which the selected upgraded teachers were teaching. The supervisors, directors and department heads were selected to participate in the study, because they were evaluating the competence of the teachers using the criteria set so they could show teachers' competence. Additionally, teacher trainers from Debre Birhan Teacher Education College were made to participate in the study, because they had practical experience in giving training to the upgraded teachers in in-service training.

The reason for the selection of two woredas as a center of the study was that the researcher had a long experience as a teacher at different Debre Birhan schools and at Debre Birhan Teacher Education College. In Bassona Werana woreda- there are 51 upgraded teachers. Then 39 teachers were taken as samples using convenience sampling, because these teachers are easily available for the researcher to collect data. In Debre Birhan town administration, there were 75 upgraded teachers and all of them had been taken as a sample using comprehensive sampling, because the number of samples is manageable.

The number of schools were fourteen and clusters were seven in which the up graded teachers were selected. Then seven Supervisors from the clustered schools, and fourteen directors of the schools were taken as sample by using comprehensive sampling. Also nine department heads were selected by using comprehensive sampling(Five department heads were up graded teachers, and were included on upgraded teachers response).

Teacher trainers from Debre Birhan Teacher Education College, there were 105 teachers and 30 teachers were selected by considering all departments by using random or probability sampling.

Table 1: Total number of samples involved

No	Type	Areas of involvement	No of samples	
			Available	%
1	Upgraded teachers	Filling the questionnaire and taking test	114	90.47
2	Supervisors	Filling the questionnaire	7	100
3	Directors	Filling the questionnaire	14	100
4	Department heads	Filling the questionnaire	9	64.28
5	Teacher trainers	Filling the questionnaire	30	28.57
			174	

### 3.2 Data Collection Instruments

In order to obtain pertinent information for the study, it is important to use various data gathering tools. Accordingly, questionnaire, and test were employed in this study.

### 3.2.1 Questionnaire

To examine the teaching competence of upgraded teachers a set of questionnaire was developed based on the literature review. Then the questionnaire comprised issues related to basic questions raised to the upgraded teachers, teacher trainers, supervisors, directors, and department heads in order to secure relevant information. Respondents in this study were speakers of Amharic language. Therefore, in order to elicit important information the questionnaire having both close and open-ended items were translated into Amharic language and later edited by language experts.

The questionnaire for the upgraded teachers consisted of 25 questions (21 close ended and 4 open ended) with two parts, the first was about their characteristics such as gender, years of service and qualification. The second part of the questionnaire was subdivided into two main parts that were derived from the objective of the study. The first nine items aimed at assessing the subject area competency, the second twelve items were on methodological skills, with rating scale of four: 1. Fair 2. Good 3. Very good and 4. Excellent. And the rest four were opinion questions.

The directors', department heads' and supervisors' questionnaire consisted of 24 questions (21 close ended and 3 open ended) with two parts; the first was about their characteristics such as gender, leadership position, years of service and qualification. The second part of the questionnaire was subdivided into two main parts, the first nine items focused on assessing the subject area competency, the second twelve items on methodological skills, and the rest three were opinion questions.

The teacher trainers' questionnaire consisted of seventeen questions out of which nine were close ended rated as 1. Fair 2. Good 3. Very good and 4. Excellent, and the rest eight were open ended. Further more, the researcher used Cronbach's alpha method to check the reliability of the questionnaire and the tests.

### **3.2.2 Test**

Tests were prepared to evaluate subject area knowledge of up graded teachers. It was prepared by subject specialist from college teachers based on the syllabus of teacher training and validated by other subject teachers in the college. During validation, three language, two natural science, one social science, and five Aesthetics questions had been changed due to lack of clarity and ambiguity. The number and items of the questions were decided by those college teachers and believed that it could measure diploma graduate with specified major subject. The tests were on five subjects such as: language- 30 questions consisting of Amharic and English and all were multiple choice, mathematics- 10 questions all were multiple choice, natural science- 20 questions consisting of physics, chemistry and biology, and the questions were 18 multiple choice and 2 are fill in the blank, social science- 35 questions consisting of history, geography, and civics and all were multiple choice, and aesthetics and physical education- 25 questions consisting of physical education, art and music and all were multiple choice.

### **3.3. Data Gathering Procedures**

Before data collection, consent was asked from supervisors, directors, department heads, and up graded teachers. The main data gathering tools for this study were questionnaire, and test. Then, the two sets of questionnaires (for the upgraded teachers, and supervisor, directors, department heads ) were constructed by the researcher, commented on the advisor and distributed for twenty upgraded teachers (five language teachers, three mathematics, three natural science, six social science, and three Aesthetics teachers), three supervisors, five directors, and ten department heads for the purpose of pilot test at five schools of Angolelana Tera wereda out of the two weredas under study and to refine the instruments based on the comments and suggestions obtained. The reliability of the questionnaire and tests had been computed and the coefficient alpha result for: subject area knowledge question items 0.84, and for methodological question items 0.88. So the questionnaire had a power to collect reliable data.

Regarding the tests reliability, the obtained alpha coefficient for language, mathematics, natural science, social science, and Aesthetics were 0.72, 0.69, 0.67, 0.77, and 0.80 respectively.

Then, some necessary amendments on spelling errors, ambiguous statements, redundant words, and difficult concept were improved. The necessary official contact was made with Basona werana wereda and Debre Birhan Town Administration Education offices to get lists and addresses of up graded teachers. Then letter was written to the selected sample schools to get permission and to adjust time to fill the questionnaire and take the test, and co-operated in the process of data collection. After that, the researcher distributed a total of 174 questionnaires which means 114 for the upgraded teachers, 30 for teacher trainers, 7 for supervisors, 14 for directors and 9 for department heads and all were filled and collected properly. A test was administered for up graded teachers and given by attaching with the questionnaire based on their major subject. The directors and supervisors were participated in the process of administering the test in addition to the researcher. So, at each school tests were given at the same time for all upgraded teachers.

The data gathered from the respondents in Amharic language was translated into English. Finally, the data collected through questionnaires were coded, tallied, and tabulated and were prepared for the analysis purpose.

### **3.4. Data Analysis**

The data collected from the respondents were organized and statistical computations were made to assess the teaching competence of upgraded teachers by using Statistical Package for Social Science (SPSS) version 16.0.

This study had used quantitative research approaches. Therefore;

A- For the data obtained through the sets of questionnaires percentage was employed to analyze various characteristics of the sample population. This statistical tool

helped to give the better picture of the characteristics such as age, sex, work experience, academic qualification and field of specialization.

B. The tests were scored out of 100%, analyzed quantitatively, and rated as very poor <30%, poor 31%-49%, fair 50%-60%, good 61%-74%, very good 75%-84%, and excellent >84% on the basis of elementary and high schools grading with some modifications. Elementary and high school grading is: 90%-100% excellent, 80%-89% very good, 60%-79% good, 50%- 59% fair, and below 50% poor.

## Chapter Four

### 4. Analysis, interpretation and discussion of data

In an attempt to answer the basic questions raised at the beginning of the study, data have been gathered. Thus, this chapter deals with the presentation and analysis of the data gathered through questionnaire and test. It is assumed that the data obtained from the respondents would give more or less sufficient information about the teaching competence of up graded teachers.

#### 4.1. Characteristics of the respondents

Table 2 Upgraded teachers sex, service year, training program and department

Items		Frequency	%
Sex	Male	54	48.2
	Female	59	51.8
	Total	114	100
Years of Service	4-7 years	7	6.1
	8-14 "	11	9.6
	15-21 "	26	22.8
	>21 "	70	61.4
Training program	Distance	51	44.7
	Extension	40	35.1
	Summer	23	20.2
Department	Language	32	28.1
	Mathematics	16	14
	Natural science	17	14.9
	Social science	31	27.2
	Aesthetics	18	15.8

As it could be understood from the table, the greater portion of the population(51.8%) are females and 48.2% are males, and their service is: 70% are above 21 years, 26% are between 15-16, 11%are 8-14, and the rest 7% are between 4 and 7. Regarding their training program: 44.7% were trained with distance, 35.1% with extension and 20.2% with summer program. So that most of them were trained with distance program. And also their department, 28.1% language, 27.2% Social science, 15.8% Aesthetics, 14.9% natural science, and 14% are mathematics.

Table 3 Supervisors, directors, and department heads sex, educational background, service year and position

Items		Frequency	%
Sex	Male	26	80
	Female	4	28
	Total	30	100
Educational Background	Diploma	8	26.7
	Degree	22	73.3
Position	Supervisor	7	23.3
	Director	14	46.6
	Department Head	9	30.1
Years of service	4-7 years	7	23.3
	8-14 "	5	16.7
	15-21 "	7	23.3
	>21 "	11	36.7

As table 3 reveals, the large proportion of the respondents is male which is 80% and small proportion is female (20%), their educational background 73.3% are first degree holders while only 26.7% are diploma holders, 46.6% are directors, 30% are department heads and 23.3% are supervisors. And also their years of service shows that 36.7% are

above 21 years when 23.3% are 15-21 years, 5% are 8-14 years and the rest are below 7 years. Thus, most respondents have bachelor degree and served more than 21 years. So they can give convenient responses

Table 4 Teacher trainers sex, educational background and service in the college

Sex	Frequency	%	Educational background	Frequency	%	Service in the college	Frequency	%
Male	26	86.7	First degree	5	16.7	1-5years	5	16.7
Female	4	13.3	Second degree	25	83.3	6-10year	16	56.3
Total	30	100	Total	30	100	Above 10	9	30
						Total	30	100

The above table indicates that of the teacher trainers 86.7% are males and 13.3% are females. 83.3% have second degree and 16.7% have first degree. Regarding their service in the college, 56.3% have served for 6-10 years, where as 30% are above 10 years, and 16.7% are below 5 years in their service.

#### 4.2. Responses of the respondents about Upgraded teachers' subject matter and methodological competence

Table 5 Upgraded teachers' response regarding subject area knowledge before the training

No	Subject area knowledge		1	2	3	4	$\Sigma$	X
1	Knowledge and understanding of the curriculum and policies of MoE	B	5	46	46	17	114	2.66
		A	-	6	59	49	114	3.38
2	Ability to prepare supplementary materials, related to the contents of the subject	B	10	50	38	16	114	2.53
		A	1	11	60	42	114	3.25
3	Understanding of the central concepts, ideas and methods of inquiry of the subject matter you teach.	B	4	29	63	18	114	2.83
		A	1	4	38	71	114	3.6
4	Ability of relating your subject to other related subjects	B	4	36	54	20	114	2.81
		A	-	4	53	57	114	3.46
5	Ability in relating new knowledge to prior knowledge	B	4	37	55	18	114	2.78
		A	-	5	46	63	114	3.51
6	Ability to use strategies for continuous improvement in knowledge and professional practice for self and the school	B	9	37	52	16	114	2.66
		A	1	12	52	63	114	3.31
7	Ability in maintaining the proper depth of your subject	B	3	29	64	18	114	2.84
		A	-	6	41	67	114	3.54
8	Understanding how students develop and how they learn contents of the subject	B	4	29	57	20	114	2.78
		A	-	6	48	60	114	3.47
Mean							A	2.74
							B	3.69

**Note** that throughout the table B- stands Before training, A- stands After training, and 2.5 is average mean Hence, 1-Fair 2-Good 3-Very good 4- Excellent

As can be seen from table 6 the responses of the upgraded teachers show that their subject area knowledge (as measured through the indicators 1-9) was reported to be above the average mean 2.74 before the training and 3.69 after the training. Their response indicates that they are competent and good enough at subject area knowledge. The two mean results indicate that there is a difference of performance before and after the training.

Table 6 Supervisors, directors and department heads response about subject area knowledge of upgraded teachers

No	Subject area knowledge	1	2	3	4	$\Sigma$	X
1	Knowledge and understanding of the curriculum and policies of MOE	20	8	2	-	30	1.4
2	Ability to prepare supplementary materials, related to the contents of the subject.	12	14	2	2	30	1.8
3	Understanding of the central concepts, ideas and methods of inquiry of the subject matter they teach	13	15	2	-	30	1.63
4	Ability of relating their subject to other related subjects	11	15	3	1	30	1.8
5	Ability in relating new knowledge to prior knowledge	11	19	-	-	30	1.63
6	Ability to use strategies for continuous improvement in knowledge and professional practice for themselves and the school	11	15	4	-	30	1.77
7	Ability in maintaining the proper depth of their subject	13	17	-	-	30	1.57
8	Understanding how students develop and how they learn concepts of the subject	9	16	4	1	30	1.9
Mean							1.66

The response of the supervisors, directors and department heads on the above table indicates that subject area knowledge of up graded teacher was found to be below the average mean (1.66). This implies that up graded teachers under study are deficient in subject knowledge.

Furthermore, the mean score computed for each indicator shows that these upgraded teachers subject knowledge is below average.

Table 7 Teacher trainers' response about subject area knowledge of upgraded teachers

No	Subject area knowledge items	1	2	3	4	Σ	X
1	Their understanding of the central concepts of the courses they took	9	14	7	-	30	1.87
2	The ability of instructional language	14	14	1	1	30	1.57
3	Their class participation while they were attending the in service program	11	10	9	-	30	1.93
4	The ability to relate their major subject to other related subjects	7	16	6	1	30	1.77
5	The ability to apply different methods while they were engaged in different activities	15	14	1	-	30	1.53
6	The ability to take an active part in doing independent and group work	19	8	3	=	30	1.47
7	Knowledge in their major subject and the ability to understand in depth	6	17	6	1	30	2.0
8	The ability in relating new knowledge to prior knowledge	4	13	12	1	30	2.23
9	The ability to use different resources and apply in the classroom while they were learning	5	13	8	4	30	1.83
Mean score							1.8

Table 7 shows that teacher trainers' response strengthened the result of table 6 and upgraded teachers subject knowledge is reported to be below average mean (1.8).

Table 8 Test results of upgraded teachers

Level	Language		Mathematics		Natural scie.		Social scie.		Aesthetics	
	F	%	F	%	F	%	F	%	F	F
Very poor	3	9.4	2	12.5	4	23.52	9	29	3	16.7
Poor	18	56.2	9	56.25	10	58.88	14	45.2	8	44.4
Fair	8	25	5	31.25	3	17.6	5	16.1	6	33.3
Good	3	9.4	-	-	-	-	3	9.7	1	5.6
Very good	-	-	-	-	-	-	-	-	-	-
Excellent	-	-	-	-	-	-	-	-	-	-
Total	32	100	16	100	17	100	31	100	18	100

The response of up graded teachers on table 6 indicates that they are competent and good enough on their subject knowledge. But their test result on table 8 indicates that:

Language teachers- 9.4% had got very poor result, 56.2% got poor result, 25% fair result, and 9.4% good result (34.4% had passed and 65.6% couldn't pass the test), mathematics teachers- 12.5% had got very poor result, 56.25% got poor result, and 31.25% fair result (31.25% had passed and 68.75% had failed the test), natural science teachers- 23.52% had got very poor result, 58.88% got poor result, and 17.6% fair result (82.4% had failed and 17.6% had passed), social science-29% had got very poor result, 45.2% got poor result, 16.1% fair result, and 9.7% good result (74.2% didn't pass and 25.8% had passed), and Aesthetics- 16.7% had got very poor result, 44.4% got poor result, 33.3% fair result, and 5.6% good result (61.1% failed and 38.9% had passed the test). No one could get good, very good and excellent result in mathematics and natural science, and very good and excellent in language, social science and Aesthetics.

When the test result is compared with regard to subject area, highest percentage of upgraded teachers (82.4%) had failed in natural science, 74.2% in social science, 68.75% in mathematics, 65.6% in language, and 61.1% in Aesthetics respectively.

Furthermore when the results of all upgraded teachers was computed 70.2 % were below the average (50%), that is, 18.4% very poor and 51.8% poor.

Table 9 upgraded teachers' response regarding methodological skill

No	Methodological skill items		1	2	3	4	$\Sigma$	X
1	The ability to prepare scheme of work and daily lesson plan	B	2	17	63	32	114	3.08
		A	-	2	29	83	114	3.72
2	The ability to deal with the relationship between teaching and life experience of the students	B	2	34	53	25	114	2.89
		A	-	2	54	58	114	3.49
3	Your ability to match contents, teaching approaches and students' development and learning plan	B	5	34	61	14	114	2.75
		A	-	5	53	56	114	3.45
4	The ability to apply different active learning methods in the classroom	B	1	38	56	19	114	2.82
		A	-	5	50	59	114	3.47
5	The ability to provide enough time for activities	B	3	36	51	24	114	2.85
		A	-	7	56	51	114	3.39
6	The ability in addressing individual differences during classroom instruction and apply different strategies to understand all students	B	4	31	56	23	114	2.86
		A	1	9	49	55	114	3.39
7	The ability to use different reinforcement	B	2	26	59	27	114	2.96
		A	-	3	39	72	114	3.61
8	Flexibility in accepting individual student question and offering appropriate answer	B	6	41	49	18	114	2.69
		A	2	11	60	41	114	3.23
9	The ability to design and implement appropriate, valid and reliable assessment tools for instructional design	B	4	17	42	51	114	3.22
		A	1	2	26	85	114	3.71
10	The ability to establish and maintain effective collaboration with fellow teachers, parents, students (stake holders)	B	3	23	51	37	114	3.06
		A	-	5	28	81	114	3.67
11	The ability to keep accurate records of students' progress and apply valid scoring procedure	B	2	28	54	30	114	2.98
		A	1	3	59	51	114	3.47
							B	2.92
							Mean	
							A	3.69

The responses of upgraded teachers on the above table shows that their methodological skill as measured by 12 indicators reported to be above the average

mean, 2.92 before the training and 3.69 after the training. Their response implies that they are competent on their methodological skills. And also the mean result shows that there is a difference of performance before and after the training.

Table 10. Response of supervisors, directors and department heads about methodological skill of upgraded teachers

No	Methodological skill items	1	2	3	4	$\Sigma$	X
1	The ability to prepare scheme of work and daily lesson plan	6	14	7	3	30	2.23
2	The ability to deal with the relationship between teaching and life experience of the students	11	15	4	-	30	1.77
3	The ability to match contents, teaching approaches and students' development and learning plan	-	17	12	1	30	2.47
4	The ability to apply different active learning methods in the classroom	10	18	2	-	30	1.73
5	The ability to provide enough time for activities	8	20	2	-	30	1.8
6	The ability in addressing individual differences during classroom instruction and apply different strategies to understand all students	5	15	9	1	30	2.13
7	The ability to use different reinforcement	7	12	11	-	30	2.13
8	The flexibility in accepting individual student option and offer appropriate answer	6	16	8	-	30	2.07
9	The ability to design and implement appropriate, valid and reliable assessment tools for instructional design	7	10	13	-	30	2.2
10	The ability to establish and maintain effective collaboration with fellow teachers, parents, students (stake holders)	7	13	10	-	30	2.1
11	The ability to keep accurate records of students' progress and apply valid scoring procedure	7	14	9	-	30	2.07
						Mean	2.08

Even though the response of up graded teachers implies that they are competent enough by themselves, the responses of supervisors, directors, and department heads

on table 13 show that upgraded teachers' methodological skill as measured by 11 indicators was found to be below the average mean-2.08. In addition, the mean score of each indicator of the methodological skill implies that they are less competent. This indicates that they are inadequate in methodological skill.

In addition, for open ended question asked to explain factors that affect the teaching competency of up graded teachers, majority of the respondents replied that:

- Some teachers took the training for the sake of salary increment with distance program without any support so that couldn't develop their knowledge and teaching skill—they took the course without considering their background.
- Due to quota system some teachers trained on the subject they didn't have background for summer training, during the training they are forced to take too much courses with in short time.
- Lack of knowledge and confidence on the subject they teach.
- In efficient to use new teaching methodologies.

#### **4.3. Discussion**

The main purpose of this study was to examine the teaching competence of up graded teachers in two selected Woredas of North Shoa Zone. The discussion, regarding this purpose, is presented on competence of subject area knowledge, methodological skills, and the adequacy of the training.

As could be seen from tables 6 and 7 one can understand that as assessed in terms of subject area knowledge, these up graded teachers are less competent. This less competence in subject matter implies that the teachers under study have limitations or weakness in understanding of the curriculum, maintaining the logical sequences and proper depth of their subject, relating the subject with other subjects, preparing supplementary materials and the like. At the same time, when the test results of all upgraded teachers was computed 70.2 % were below the average (50%). This means that these teachers lack general background and deep understanding in the subject they teach which enable them to make the subject relevant, accessible and interesting

for the students. This could be due to various reasons such as the process of training, teaching experience, attitude towards the profession, availability of resources, their background, and support from the school personnel.

The finding shows that up graded teachers competence in subject matter knowledge is nearly or below the average. This indicates that those teachers are less competence in teaching their subject. Related to this, researchers revealed that teachers' subject matter knowledge determines to great extent their effectiveness Ryan cited in Fontana (1995), Mathews (1992), Darge (2000), Rao and Reddy (2005). According to these scholars subject matter knowledge plays a prominent role in determining teachers' effectiveness. MOE (2003) also forwarded in the same way that a sound knowledge of subject matter entails a conceptual mastery of the subject and the ability to communicate well. This shows that subject matter knowledge is one of the qualities of competent teacher.

Furthermore as can be deduced from table 10 up graded teachers are not competent enough as judged in terms of methodological skills. This implies that these teachers are insufficient of such qualities that serve as enhancing students' learning. This might be due to the training process, experience, their interest for their profession, support from the school and the like. Thus, upgraded teachers lack the most important thing that bridge students and the teaching materials (resources). Several literatures stipulated that teaching method is an important quality used to determine teachers' competence. In this regard Aggarwal (2001), Sadaker and Sadker (2003) and MoE (2007) justified that instructional variety can be addressed through varying models of presentation using different instructional aids, displaying of different mechanisms, use of attention seeking devices, and use of mix of reward and reinforcement. And these are said to be important qualities of competent teacher.

Applying a variety of teaching methodology is a serious problem among teachers. For instance Reda (2001) indicates that teaching in higher education did not go beyond doing good lecture. According to his investigation, instructors were not highly involved in finding out students understanding of concepts before sharing their own understanding

of the lesson under discussion. He also investigated that instructors didn't provide time for students to construct and work on problems with potential for evoking a fresh look at the concepts previously discussed.

Generally, the result of this study showed that up graded teachers under study are less competent in: using instructional language, preparing supplementary materials, understanding of the central concepts and maintaining the proper depth, ideas and methods of inquiry of the subject matter they teach (subject matter knowledge) and applying different active learning methods, addressing individual differences during classroom instruction, keeping accurate records of students' progress and applying valid scoring procedure and the like (methodological skill).

# Chapter Five

## Summary, conclusion and recommendation

### 5.1 Summary

The main objective of this study was to explore the teaching competence of upgraded teachers.

Specifically, the study aimed at assessing the subject area knowledge and methodological skill of the up graded teachers.

So, in an attempt made to meet the above stated purpose of the study, three basic questions were raised. The basic questions were:

- To what extent upgraded teachers have sufficient knowledge of subject they teach?
- To what extent upgraded teachers used appropriate methodological skills in the teaching learning process?

To answer the basic questions, data were collected from upgraded teachers, supervisors, directors, department heads, and teacher trainers.

Regarding the instrument, three types of questionnaire and test were used in data collection.

After data were collected percentage, was employed to analyze various characteristics of the sample population. On the other hand, mean score of alternative level was employed to justify the aggregate level of effectiveness of up graded teachers when examined in terms of the qualities identified as the whole sum of each of the specific indicators. Standard deviation was also used to measure the spread of scores about their mean so that the variability of responses is compared.

Hence majority of respondents (supervisors, directors, unit leaders, and teacher trainers) revealed that up graded teachers are less competent in their subject matter knowledge. The test result indicated that

- 1- Language teachers- 65.6% were below average (50%), that is 9.4% had got very poor result, 56.2% got poor result in the test given to them.
- 2- Mathematics teachers- 68.75% were below average in which 12.5% had got very poor, and 56.25% got poor result.
- 3- Natural science teachers- 82.4% were below average, specifically 23.52% very poor result, and 58.88% poor result.
- 4- Social science- 74.2% were below average, that is, 29% had got very poor, and 45.2% got poor result.
- 5- Aesthetics- 61.1% were found below average in which 16.7% had got very poor result, 44.4% got poor result.

Generally when the results of all upgraded teachers was computed 70.2 % were below the average (50%) that is, 18.4% very poor and 51.8% poor. Large percentage of supervisors, directors, and unit leaders indicated that these teachers under study are less competent in terms of methodological skill.

Generally, the computed mean score for each indicators of subject knowledge and methodological skill items falls below average.

## **5.2 Conclusion**

The teaching competence of up graded teachers in Bassona Worana Woreda and Debre Birhan Town Administration was assessed by using the subject matter knowledge and methodological skills. Accordingly, from the findings it can be concluded that majority of upgraded teachers in the specified Woredas are less competent in terms of subject matter knowledge and methodological skill. The less competence (below average) in the subject matter implies that the teachers under study have weakness in using instructional language, preparing supplementary materials, understanding of the central concepts and maintaining the proper depth, ideas and methods of inquiry of the subject matter they teach.

This means that these teachers lack strong back ground and adequate understanding in the subject they teach which enable them to make the subject relevant, accessible and interesting for the students.

Less competence in methodology indicates that these teachers lack skills to apply different active learning methods, addressing individual differences during classroom instruction. Generally speaking they lack qualities to assist students' learning.

### **5.3 Recommendation**

In light of the major findings and conclusions of the study, it appears reasonable to suggest the recommendations mentioned here under, with hope that they could be helpful to improve the teaching competency of these up graded teachers in general.

It has been found out that up graded teachers in the two specified werewdas are less competent in terms of subject matter knowledge and methodological skills.

So:

1. Educational institutions like wereda education office, Zone education department, and regional education bureau need to organize and conduct short term and long term training for up graded teachers on the basis of subject matter knowledge in which these up graded teachers specialized and teaching methodology.
2. Supervisors, school leaders and concerned bodies should facilitate and strengthen CPD in schools by organizing and supplying necessary materials that can fill the gap of up graded teachers.
3. Up graded teachers by themselves should find materials that would help them to improve their competence, got further consult from teacher trainers and their colleagues to stiffen their performance.

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III- Open ended items

22. Do you feel that you are competent in your major subject for your level? Yes  
Or No

Give reason for your response

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23. In your opinion if there are factors that hinder your teaching competency would you please mention them?

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24. What could be the solutions for the problem?

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25. What are your suggestions to improve teacher competency in general?

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# Appendix-B

## Bahir Dar university

### faculty of Education and behavioral science

### Department of curriculum studies(Post graduate program)

#### Questionnaire to be filled by Directors and department heads

Dear respondents, the main objective of this questionnaire is to collect information regarding upgraded teachers subject matter knowledge and methodological knowledge. It is expected to identify some major problems encountered by teachers. The study is targeted only who are up graded from certificate to diploma. Your heart full cooperation in evaluating those teachers by completing the questionnaire has paramount importance.

Thus you are kindly requested to fill the questionnaire. I sincerely express my thank for your unreserved cooperation in advance.

#### Part-I- Background information

Direction- Please forward your personal data by making "X" or tick on the space provided.

1. Sex    Male ----            Female-----
2. Qualification-----
3. Leadership position-----
4. Years of service in leadership- 1-5----    6-10----    11-15---    16-20----  
21 and above-----
5. Total years of service-----

#### Part II- Teachers subject matter and methodological knowledge.

Direction:- The following points are some of the indicators of subject matter and methodological knowledge, please indicate the degree of your agreement using "X" mark under the level of agreement that corresponds to the item.

Indicator- 4- Excellent    3- very good    2. Good    1- Fair

No	Subject matter knowledge	1	2	3	4
1	Teacher's ability to use instructional language clearly				
2	Teacher's knowledge and understanding of the curriculum and policies of MOE and applies in teaching				
3	Teacher's ability to prepare supplementary materials, teaching materials, medias for the subject he/she teaches.				
4	Teacher's understanding of the central concepts and methods of inquiry of the subject matter he/she teaches				
5	Teacher's ability of relating his/her subject to other related subjects				
6	Teacher's ability in relating new knowledge to prior knowledge				

		1	2	3	4
7	Teacher's ability to use strategies for continuous improvement in knowledge and professional practice for self and the school				
8	Teacher's ability in maintaining the proper depth of his/her subject in accordance with the students' ability				
9	Teacher's understanding how students develop and how they learn				
	Methodological knowledge				
10	Teacher's ability to prepare scheme of work and daily lesson plan				
11	Teacher's ability to deal with the relationship between teaching and life experience of the students				
12	Teacher's ability to match contents, teaching approaches and students' development and learning plan				
13	Teacher's ability to apply different active learning methods in the classroom				
14	Teacher's ability to provide enough time for activities				
15	Teacher's ability in addressing individual differences during classroom instruction and apply strategies to meet the students' need				
16	Teacher's ability to use different reinforcement				
17	Teacher's flexibility in accepting individual student option and offer appropriate answer				
18	Teacher's ability to design and implement appropriate, valid and reliable assessment tools for instructional design				
19	Teacher's ability to establish and maintain effective collaboration with fellow teachers, parents, students (stake holders)				
20	Teacher's ability to keep accurate records of students' progress and apply valid scoring procedure				
21	Role model with in the school and in the society both through behavior, performance and appearance				

### III- Open ended items

22. In your opinion if there are factors that affect the teaching competency of those teachers (up graded) please briefly mention them.

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23. If there are problem regarding the competency of those group of teachers would you please describe the possible solution?

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24. What are your suggestions to improve teacher competency in general?

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## Appendix- C

Bahir Dar university

Faculty of Education and behavioral science Department of curriculum studies(Post graduate program)

### **Questionnaire to be filled by Teacher trainers**

Dear teacher, the purpose of this questionnaire is to collect relevant information for the study that investigates the competency of up graded primary school teachers (from certificate to diploma). Your genuine information plays a great role for the success of the study. Hence, you are kindly requested to provide the necessary information. I would appreciate it if you make it convenient for me by completing the questionnaire carefully.

Thank you in advance!

Part-I- Background information

Direction- Please forward your personal data by making "X" or tick on the space provided.

1. Sex- Male----- Female-----
2. Qualification-----
3. Field of study-----
4. Experience (service year) in current job-----

II. Direction:- The following points are some of the indicators of up graded teachers' competency through in service program. Please indicate the degree of your agreement using "X" mark under the level of agreement that corresponds to the item.

Indicator- 4- Excellent 3- very good 2. Good 1- Fair

No	Items	1	2	3	4
1	Their understanding of the central concepts of the courses they took				
2	Their ability of instructional language				
3	Their knowledge in their major subject and the ability to understand in depth				
4	Their class participation while they were attending the in service program				
5	Their ability to relate their major subject to other related subjects				
6	Their ability to apply different methods while they were engaged in different activities				
7	Their ability to take an active part in doing independent and group work				
8	Their ability to collaborate with colleagues in the classroom and outside the classroom				
9	Behave according to the professional code of ethics				

III. Forward your opinion

10. Do you think that trines gain knowledge in cognitive, affective and psychomotor from the in- service training? Yes/No

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11. Give reason for your response

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12. Do the courses they took in the college have relevance for the subject they teach? Yes or No \_\_\_\_\_

13. Give reason for your response

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14. How do you evaluate the course organization, course load (credit hour) taken at once, their performance during the in service training (summer,, extension, and distance); the training process in general?

14.1.summerprogram\_\_\_\_\_

14.2.Extensionprogram\_\_\_\_\_

14.3.Distanceprogram\_\_\_\_\_

15. Do you think that are there factors that hinder up graded primary school teachers teaching competency? Yes or No \_\_\_\_\_

16. If yes, what could be the possible solutions?

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17.What are your suggestions to improve teacher competency in general?

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# Appendix-D

## የቋንቋ ጥያቄዎች

ትንቢት ለኛውን መልስ መርጠው ፊደላትን ብቻ በተሰጠው ስፍራ ላይ ይጻፉ።

1. “አፄ ቴዎድሮስ” የሚል ንባብ አቅርበው “አፄ ቴዎድሮስ የት ሞቱ? “ የሚል ጥያቄ ቢያቀርቡ መልሱን ለመስጠት ተማሪዎች በየትኛው ስልት እንዲያነቡ ይመክራሉ?

- ሀ. በጥልቅ
- ለ. በአሰሳ
- ሐ. በግርፍ
- መ. በሂሳብ ንባብ

ሠ. ሁሉም መልስ ነው።

2. የአጭር ልቦለድ ባህርይ የሆነው የትኛው ነው?

- ሀ. ቁጥብነት
- ለ. ጥድፊያ
- ሐ. ነጠላ ውጤት
- መ. ሁሉም

ሠ. ሀ እና ሐ መልስ ናቸው

3. አንድ ጥምር ቃል ፍቺው ከሁለቱ ተጨማሪ ቃላት ተናጠላዊ ፍቺ ያልተመሠረተ ሶስተኛው ክልና ካለው ምን ቃል ነው?

- ሀ. ጥምር ቃል
- ለ. ፊሊክ
- ሐ. ዘይቤ
- መ. ምሳሌያዊ ንግግር

ሠ. መልሱ የለም

4. ለስነ-ቃል ተለዋዋጭነት ባህሪ ምክንያት የሚሆነው የትኛው ነው?

- ሀ. የክያኒው ግላዊ ተሰጥኦ
- ለ. መረሃቱ
- ሐ. የፈጠራ ሥራዎች እክላ

መ. የአከናወን ስልቱ      ሠ. ሁሉም መልስ ነው።

5. በአንድ አንቀፅ ውስጥ የሚገኙ ዓ.ነገሮችን ብዛት የሚወስነው ፡-

- ሀ. የአንቀፁ ግጥምጥምነት
- ለ. ሀይለቃሉ የሚይዘው ኃሣብ

ሐ. የፀሐፊው ዓላማ      መ. የአያያዣቹ ብዛት      ሠ. “ለ እና “ሐ” መልሶች ናቸው

6. ስለቋንቋ ጥንት አመጣጥ የተሰነዘሩ መላምቶች ውስጥ የሚካተተው የትኛው ነው?

- ሀ. መለኮታዊ መላምት
- ለ. የሆኔት መላምት
- ሐ. የሥነህይወት መላምት

መ. የመልስ ማዋቀር መላምት      ሠ. ሁሉም መልስ ነው።

7. አንድ ዓይነት ትርጉም ያላቸውና በቅርፅ የሚለያዩ ምዕላዶች ምን ይባላሉ?

- ሀ. ዘረምዕላድ
- ለ. ምዕላድ
- ሐ. ቃል
- መ. ሐረግ
- ሠ. መልሱ የለም

8. የአማርኛ ዓረፍተነገር ማሰሪያ አንቀጽ ሳቢ ግስ ከሆነ አብሮ የሚዋቀር አይቀራው የዓ.ነገር ክፍል የትኛው ነው?

- ሀ. መስተዋድዳዊ ሐረግ
- ለ. አ.ሳቢ ስማዊ ሐረግ



C. Yes, he is at home.

D. I am very glad. Extend my greeting to you brother.

16. \_\_\_\_\_ the sisters have been selected for admission

- A. Neither                      B. None                      C. Each                      D. Both

17. Your brother has submitted his application; when are you submitting \_\_\_\_\_?

- A. You                      B. Your                      C. Yours                      D. Your's

18. One of the boys \_\_\_\_\_ the test.

- A. has failed                      B. have failed                      C. are failing                      D. is failing

19. The boys as well as their teacher, \_\_\_\_\_

- A. has come                      B. is coming                      C. have come                      D. has been coming

20. Which one of the following is the correct way of asking a question?

- A. When you came back from the wedding?  
B. When did you come back from the wedding?  
C. When you did come back from the wedding?  
D. When did you came back from the wedding?

21. One of the following is wrong about language

- A. Language is arbitrary but not vocal.  
B. Language is a system of arbitrary vocal symbols used only for human.  
C. Language is an imperfect means of thought.  
D. Language can be symbolized.

22. The production, transmission and perception of speech sounds can be studied by \_\_\_\_\_

- A. phonology                      B. Phonetics                      C. Morphology                      D. Syntax

23. One of the following is not the parameter of describing consonant sounds.

- A. place of articulation                      B. Manner of articulation

C. voice

D. height of the tongue

\_\_\_\_\_ 24. \_\_\_\_\_ is a minimal meaningful, recurrent unit in the syntactic description of a certain language.

A. Phoneme

B. Morpheme

C. allophone

D. all

\_\_\_\_\_ 25. \_\_\_\_\_ creates new words from old ones.

A. Inflectional morpheme.

B. Bound morpheme

C. Derivation morpheme

D. Free morpheme

\_\_\_\_\_ 26. In which one of the following sentences is the noun modified correctly?

●A. The boy is my friend in a blue jacket.

B. The teacher teaches very well who came from Bahir Dar.

C. The woman whose husband is a teacher talks a lot.

D. The driver lives in our neighbor who has a car.

\_\_\_\_\_ 27. A protagonist is part of \_\_\_\_\_.

A. plot

B. setting

C. Point of view

D. Character

\_\_\_\_\_ 28. One of the following is different from the others in relation to prose fiction.

A. Forest

B. time of right

C. clothing

D. weather

\_\_\_\_\_ 29. An element of drama which is used to reveal characters and develop the plot of drama is called \_\_\_\_\_.

A. Dialogue

B. Staging

C. Soliloquy

D. Plot

\_\_\_\_\_ 30. . Look at the extract taken from the short story:

The countess is a great talker: she talks to everyone... and tells all the news. She is a walking newspaper! The princess did not want her to see the letter, so she quickly put it back in the envelop and laid it on a table.

The underlined sentence has a \_\_\_\_\_ figurative speech.

A. Simile

B. Metaphor

C. synecdoche

D. metonymy

## Appendix- E

### Mathematics

- If the truth value of  $p \Rightarrow q$  is true and  $q$  is false, then the truth value of  $p$  is \_\_\_\_\_.  
A. False      B. True      C. Either true or false      D. True or false
- Let  $\Delta$  be a binary operation on the set of integers defined by  $a \Delta b = a + b + 5$ ,  $\forall, b \in \mathbb{Z}$ , then find the identity element.  
A. 0      B. 1      C. -5      D. -10
- Let  $f(x) = 2^{3x}$ . Determine the value of  $X$  for which  $f(x) = 64$   
A. 1      B. 2      C. 3      D. 4
- Which one of the following is not true about natural logarithm for any positive real number  $X, Y$ ?  
A.  $\ln XY = \ln X + \ln Y$       B.  $\ln \frac{x}{y} = \ln x - \ln Y$   
C.  $\ln x^y = (\ln X)^y$       D.  $\ln X = \frac{\text{Log } X}{\text{Log } e^y}$
- The supplementary angle of  $80^\circ$  is \_\_\_\_\_.  
A.  $10^\circ$       B.  $20^\circ$       C.  $120^\circ$       D.  $100^\circ$
- Which one of the following trigonometric function is an even function?  
A.  $f(x) = \sin x$       B.  $f(x) = \cos x$       C.  $f(x) = \tan x$       D. all
- If  $A = \begin{bmatrix} 2 & 1 & 0 \\ 1 & 1 & 4 \\ 3 & 2 & 5 \end{bmatrix}$ , then find  $|A|$ .  
A. 1      B. 2      C. -3      D. -4
- In a class of 40 students, 5 of them scored less mark in a test. Find the percentage of students those scored less mark.  
A. 15%      B. 27%      C. 14.5%      D. 12.5%
- The volume of a cylinder with diameter 10cm and height 5cm is:  
A.  $125\pi \text{ cm}^3$       B.  $150\pi \text{ cm}^3$       C.  $200\pi \text{ cm}^3$       D.  $245\pi \text{ cm}^3$

10.  $\lim_{x \rightarrow 1} \frac{x^3-1}{x-1}$  is A. 0 B. 3 C. 5 D. undefined

## Appendix-F

Natural science

True/False item

1. Glycolysis is the first step in both aerobic and anaerobic respiration.
2. Vitamins are required in large amount for normal physiological process of our body.

Multiple choice item

3. A branch of biology that studies about the interaction of organism is:  
A. Genetics B. Ecology C. Cytology D. Physiology
4. In which of the following taxonomic order do human beings assign?  
A. Chordata B. Mammalia C. Hominoids D. Primate
5. If you throw a ball vertically upward, which one of the following quantity is zero at the instant it reaches its maximum height?  
A. acceleration due to gravity B. the final velocity of the ball  
C. the initial velocity of the ball D. the displacement of the ball
6. Which one of the following represents a unit vector?  
A.  $i + j$  B.  $\frac{1}{2}i + \frac{1}{2}j$  C.  $\frac{1}{\sqrt{2}}i + \frac{1}{\sqrt{2}}j$  D.  $3i+4j$
7. Which one of the following is true about inclined projection?  
A. the vertical motion is a motion with constant velocity.  
B. the horizontal motion is a motion with constant acceleration.  
C. Range of the projectile is maximum for  $\theta = 45^\circ$  D/ all of the above
8. If a physics text book is placed on a table. It obeys  
A. Newton's 1st law of motion B. Newton's 2nd law of motion  
C. Newton's 3rd law of motion D. A and C
9. A certain force is applied on an object of mass  $m_1$  produces an acceleration of  $3m/s^2$ . The same force applied on a second object of mass  $m_2$  produces an acceleration of  $6m/s^2$ . What is the value of the ratio of  $\frac{m_1}{m_2}$ ?  
A. 3 B. 2 C. 18 D.  $\frac{1}{2}$

10. Two identical charged particles of each  $10\mu\text{c}$  are placed at a distance of 2m apart. What is the net electric field exactly midway between the charges? ( use  $k = 9 \times 10^9 \text{ Nm}^2/\text{c}^2$ ,  $\mu = 10^{-6}$  )

- A. 0.9 N/C      B. 9N/C      C. 100N/C      D. zero

11. The amount of current in a circuit increases when two resistors are connected:

- A. in series      B. in parallel  
C. the value of current is the same in both cases      D. none

12. The velocity of a car increases uniformly from 10m/s to 20m/s for 2seconds. What is the distance covered by the car during this time?

- A. 60m      B/ 40m      C/ 30m      D/ 15m

13. Which one of the following is correct representation of elements?

- A. AL      B. mN      C. na      D. Ni

14. Select the one that has triple bond.

- A.  $O_2$       B.  $Cl_2$       C.  $I_2$       D.  $N_2$

15. Which one of the following is general formula for alcohol?

- A.  $C_n H_{2n}$       B.  $C_n H_{2n} O_2$       C.  $C_n H_{2n+1} O_H$       D.  $C_n H_{2n} O$

16. If in reaction:  $2Mg + O_2 \rightarrow MgO$ , liberated heat energy  $\Delta H_f = -430\text{KJ/mole}$ : then what amount of energy absorbed on reverse reaction?

- A. -430KJ/mole      B. 430 KJ/mole      C. 215KJ/mole      D. -215KJ/mole

17. Which one is most abundant in universe ?

- A. Oxygen      B. Hydrogen      C. Helium      D. Silicon

18. Select the one that is monosaccharide.

- A. Starch      B. Cellulose      C. Dextrose      D. Glucose

Short answer item

19. Write the two major laws of Mendel.

A) \_\_\_\_\_

B) \_\_\_\_\_

20. List down the materials and conditions required for the process of photosynthesis.

\_\_\_\_\_

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## Appendix-G

**Answer the following questions by choosing the correct answer**

1. Tensional forces results:
  - A. rock layers being squeezed by forces directed towards each other.
  - B. rock layers being pulled apart or stretched
  - C. formation of folded mountains
  - D. layers of rock slide past each other.
2. The landform created as result of the explosion of volcano by Fissure
  - A. Plateau B. Valley C. Volcano D. plain
3. Which landform is created in the upper course of the river?
  - A. Waterfall B. delta C. Ox-bow lake D. U-shape valley
4. The semetic language cover all the following area except
  - A. The Arabian peninsula B. Europe C. The Northern Ethiopian Highland
  - D. The Tigris-Euphrates river valleys in the Fertile Crescent.
5. The climate of Ethiopia is highly determined by
  - A. Altitude B. latitude C. Pressure D. Distance from sea
6. which one of the following is less significant in the rise of population size
  - A. Birth B. Migration C. Death D. None of the above
7. Which of the following statement is not correct about Stars?
  - A. Stars are found in group B. stars are eternal C. Stars can produce their own energy D. all
8. Map is:
  - A. a representation of reality B. representing realty three dimension
  - C. is a reduced representation of reality D. All
9. Which is the natural resource is said to be inexhaustible resource
  - A. Soil B. Forest C. Solar energy D. Air
10. One of the following is the cause for resource depilation
  - A. Population pressure B. lack of wariness C. weak policy D. All
11. One of the following is true about the planet Mercury
  - A. It is the second nearest planet next to Venus C. It does not have atmosphere
  - B. Its atmosphere is dominantly carbon dioxide D. it is said to be the Red planet
12. The main difference between different geological Eras is
  - A. The position of the land and the sea C. The kind of Climate
  - B. Plant and Animal life D. All

\_\_\_\_\_ 13. One of the following weathering type differ from the other

A. Frost Action

C. Rain action

B. Temperature change

D. Plant and Animal action

\_\_\_\_\_ 14. One of the following determinant of population has a little significant in changing

population size of Ethiopia.

A. Birth

B. Death

C. Migration

D. None of the above

\_\_\_\_\_ 15. The type of rainfall which is common in Ethiopia is

A. Orographic rainfall

C. Conventional Rainfall

B. Cyclonic Rainfall

D. "A" and "C"

\_\_\_\_\_ 16. The major theme of the Berlin conference of 1884-1885 was.

A. Issue of partitioning Africa peacefully among the major colonial powers without war

B. Issue of future African economic development.

C. Issue of isolating Britain and France from the scramble of Africa.

D. Breaking up the monopolistic position of Britain in the partition of Africa.

\_\_\_\_\_ 17. Which one of the following **is** the long-term cause for the Second World War?

A. The invasion of Poland by Germany C. The establishment of Rome Tokyo Berlin Axis.

B. The occupation of Manchuria by the Japanese D. The involvement of USA in to

the war. \_\_\_\_\_ 18. The final collapse of the Roman Empire was resulted by

A. The invasion of the Ottoman Turks.

C. The burning and destruction of

Rome.

B. The introduction of Islam to the region.

D. Invasion of Barbaric tribes of

Germany.

\_\_\_\_\_ 19. Of the following one **is not** the consequence of the American Revolution?

A. The continuation of the strong hands of the British colonizers.

B. The declaration of independence and the end of the British rule.

C. The ratification of the American constitution.

D. The emergence America as economically strongest state in the world.

20. Renaissance was

- A. A religious movement started in Western Europe to propagate Christianity.
- B. Intellectual movement for the revival classical Greco-Roman civilization.
- C. First started in France and then expanded to other countries of Europe.
- D. Had brought about dramatic change in political ideology of leaders.

21. The so called "Legitimate commerce" between West Africa and Europe happened

- A. After Trans Atlantic Slave trade and before colonialism
- B. During and after colonial period.
- C. During the colonial period.
- D. During the Trans Atlantic Slave Trade.

22. Which one of the following played a neutral role between the Monrovia and the

Casablanca groups?

- A. Emperor Hailesilassie
- B. Kwame Nkrumah
- C. Julius Nyerere
- D. Nelson Mandela

23. Among the following one was the last to achieve its independence from French colonialism?

- A. Namibia.
- B. Zimbabwe.
- C. South Africa.
- D. Djibouti.

24. Which one of the following is the political result of the European exploration of

Africa?

- A. Abolition of human bondage in the country.
- B. Mass evangelization of the continent.
- C. The breaking up of African independence.
- D. The beginning and prevalence of Islam in the continent.

25. The first tropical African country to achieve its independence was

- A. Ghana
- B. Cameroon
- C. Ethiopia
- D. Egypt

26. Which one of the following is the long-term cause for Ethio-Italian war of 1930s?

- A. Italians defeat at the battle Adwa.
- B. Political crisis in Eritrea.
- C. The Walwal incident.
- D. The discovery of petroleum in

Ogaden



## Appendix-H

### Aesthetics

- \_\_\_\_\_ 1. A food item which is used as an immediate source of energy is\_\_\_\_\_.
- A. Vitamins    B. Minerals    C. carbohydrates    D. Protein
- \_\_\_\_\_ 2. The ability of the body to do daily activities effectively is:
- A. Physical fitness    B. Endurance    Flexibility    D. None
- \_\_\_\_\_ 3. Which one of the following fitness component is used to resist  
External force?
- A. Strength    B. flexibility    C. endurance    D. body composition
- \_\_\_\_\_ 4. The instructional process to include special needs students in physical  
education is called \_\_\_\_\_.
- A. Recreation    B. Adapted physical education  
C. Entramural    D. Extramural
- \_\_\_\_\_ 5. One of the following is not true about administration of competition.
- A. There will be two byes if the number of teams become six for  
knock out competition.  
B. There will not bye if the number of teams is even in single league  
competition.  
C. The formula  $n-1$  helps to know total number of matches in single  
knockout competition.  
D.  $2^n$  is a formula to know total number of byes.
- \_\_\_\_\_ 6. The best dribbling type where players seek to penetrate between  
Crowded opponent players is:

- A. Speed dribbling
- C. spin dribbling

- B. control dribbling
- D. None

7. Which position is essential in basket ball competition until the Opponent's team attacking style becomes known?

- A. 1-3-1
- B. 2-2-1
- C. 1-2-2
- D. all of the above

8. A type of pass in foot ball which requires timing and accuracy is:

- A. Center pass
- B. lofted ball pass
- C. Behind pass
- D. All

9. In 4X100 relay one runner should cover \_\_\_\_\_meters.

- A. 400
- B. 100
- C. 200
- D. A and B

10. Which one of the following is not the function of libero in volley ball?

- A. Service
- B. Spike
- C. Block
- D. All

11. A volley ball technique which is used to start the game is\_\_\_\_\_.

- A. Sitting
- B. Blocking
- C. serving
- D. Spiking

12. What is the beginning of line?

- A. Shadow
- B. point
- C. Direction
- D. All

13. While using water paint the lightest value can be checked by:

- A. mixing the color with white
- B. mixing with its complement
- C. Adding more water to the mixture
- D. adding more pigment

14. What was the purpose of symbols and signs of the time of Ethiopian stone age cave art?

- A. Bracelet
- B. Politics
- C. Information
- D. A and B

15. The top view style of rock hewn of Lalibela (Bete giorgis) is:

- A. Kierotic
- B. Crosfication
- C. Frontal
- D. All

16. Which line type is representing movement?

A. Diagonal    B. Vertical    C. Horizontal    D. Circle

17. Methods that are used during print making are:

- A. Direct and indirect            B. Paper cut and potato printing  
C. Wood cut and screen print    D. All

18. Which one of the following is additive method of sculpture?

- A. Casting    B. Modeling    C. Curving    D. Bending

19. Among the following which one is direct printing?

- A. Potato printing                  B. Hand stamp printing  
C. A and B                              D. none of the above

20. A six sharp music scale is known as \_\_\_\_\_.

- A. F/FA    B. E/MI    C. C/DO    D. G/SOL

21. The natural minor scale of G/SOL major scale is:

- A. F/FA    B. E/MI    C. C/DO    D. G/SOL

22. Which one of the following musical instrument cannot be used for  
Dancing and singing?

- A. Mesenko            B. Negarit    C. Kebero    D. Kirar

23. How many types of interval are there?

- A. 4            B. 5            C. 6            D. 7

24. A famous composer in Ethiopian music history and the first to use  
notes in composing music was \_\_\_\_\_.

- A. Mulatu Astatkie    B. Kidus Yared    C. Tilahun Gessese    D. All

25. In world music history, well known in his music works and  
compositions and started to sing at the age of 6 was \_\_\_\_\_.

- A. Bah (Barok)                          B. Mozart (Classics)

## Declaration

I the under signed, declare that this thesis comprised my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that non-adherence to principles of academic honesty and integrity, misrepresentation/ fabrication of any idea/ ideas/ fact/ source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the source which have not been properly cited or acknowledged.

Signature: \_\_\_\_\_



Name: Minyilu G/ Egziabher

University Id No- 068/2003

Date \_\_\_\_\_

10/10/04 E.C.