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The Teacher

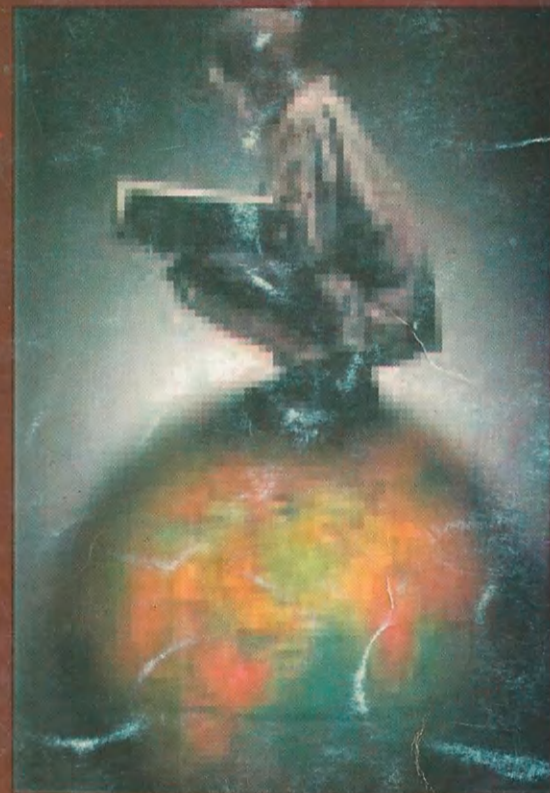
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INSIDE THIS ISSUE

Editorial	1
Reflections	2
Research	11
Interview	16



Quote of this Issue

“ Education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. ”

Anatole France (1844-1924)

The Teacher is published by the Faculty of Teacher Education, St. Mary's University College. The Teacher is a bi-lingual bulletin covering a wide range of relevant issues relating to education including research findings, reflections, interviews, and literary works. It serves as a forum among professionals in the area from within or outside the University College.

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EDITORIAL

It is the conviction of SMUC that to ensure an overall progress, quality should be the foremost agenda.

Right from its inception, St. Mary's University College has been striving to spread quality education in various fields of study. What is notable about the University College is its utmost endeavor in the area of Teacher Education.

Apart from Teacher Education training in the regular and extension divisions in the diploma and currently in the degree programs, SMUC has also been engaged in Distance Education in the diploma and degree programs reaching thousands of trainees all over the country. Recently, the University College has also embarked on a partnership scheme with Indra Gandhi National Open University and launched Master's program in various fields in Distance Education.

While spreading education is one good achievement by itself, it is the conviction of SMUC that it alone would not suffice to ensure an overall progress. On top of that, quality should be the foremost agenda. In this regard, the University College has set up a Research and Quality Assurance Center. Being part and parcel, the Teacher Education Faculty is doing its level best to that end. One such endeavor is envisaged through the active involvement of the Academic Staff from

the Faculty in the Higher Diploma Program training, which is being offered by experienced IFESH and VSO trainers from the USA and RSA. This program, which lasts for ten months, is believed to upgrade trainees' theoretical knowledge and practical skills.

Besides, this Bulletin is also believed to have a share in ensuring quality through encouraging both teachers and students to publish their works. Critical reflections on teaching and learning process, research papers, articles on experience sharing and current issues in education will be given a prime focus. It is believed that this Bulletin will do much on awakening teachers and trainees as well as creating and availing a forum for critical works and practical reflections.

In this maiden edition, articles on personal observations and reflections, research works, interviews with the Academic Dean and the Head of the Practicum and Apprenticeship Office of SMUC, poems and important sayings are incorporated.



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Addis Ababa*

REFLECTIONS

**THE HIGHER DIPLOMA PROGRAMME (HDP)
AT ST. MARY'S UNIVERSITY COLLEGE**

Karen Tulloch
HDP Team, (MoE)

The Higher Diploma Programme (HDP) was developed in 2003 to meet the identified needs of Teacher Educators and to support the implementation of the Teacher Education System Overhaul (TESO). The aim of the HDP is to improve the quality of education in Ethiopia through a practical training programme that will develop the skills and professionalism of Teacher Educators. This standardized programme is delivered through a school placement, lesson observations and feedback and four modules, each divided into two-hour sessions modeling active learning and continuous assessment. The HDP, the attainment of which will become a license for teacher educators, takes one academic year to complete and is undertaken alongside candidates' teaching commitments. Important components of the HDP are developing student-centered teaching and learning, becoming a reflective teacher, improving assessment and undertaking action research.

As the HDP is now approaching its fourth year, the intention is to transfer responsibility for supporting, moderating and managing the programme from the MoE (Ministry of Education) to Universities. Each University will oversee and support the HDP in the satellite Teacher

Education Institutes (TEIs) with which it is linked, including private TEIs. This year, consultation and preparation for this institutionalization has aimed to ensure readiness for the transition.

In October 2005, St. Mary's University College became the first private college to undertake and implement the Higher Diploma Programme. It is envisaged that other private institutions will follow suit. Therefore, the expansion of the HDP in these colleges is imminent.

St. Mary's has successfully been running two HDP groups. The group led by IFESH volunteer, Dr Nicholas Dima, has currently completed the programme and all of its candidates will graduate this year. The second group, led by VSO volunteer Karen Waters, started later in the year and will complete next semester. Candidates from both groups have enthusiastically cited the many benefits of the programme and have enjoyed the cooperative approach to professional development. The Leaders have trained Tutors who can competently lead the HDP in the future, thus ensuring the sustainability of the programme. The volunteers speak highly of the candidates and of the support and encouragement they have

received from the Management and Staff at St. Mary's.

It is such commitment and cooperation that have enhanced the smooth running and success of the HDP at St. Mary's. During visits, MoE and Addis Ababa University Moderators have been pleased with their findings and the hospitality and professionalism of Staff at the University College. There is evidence of exceptionally high standards and impressively competent and confident Teacher Educators at St. Mary's. The University College is extremely supportive of the HDP and the organization is impeccable, ensuring that the programme can be facilitated effectively.

The energy and enthusiasm at St. Mary's are a pleasure to experience. Every effort is made to ensure the success of the programme and the efficiency is exemplary. The dynamism exuded at this University College demonstrates a passion and commitment to improving quality. St. Mary's has set a very high standard as the first private university college to run the HDP and is a role model of excellent practice in doing so.

The Practicum is one of the major components in the Teacher Education Faculty. The Practicum has been offered at St. Mary's University College (SMUC) starting from the year 1996 Ethiopian Calendar. It is offered as one of the courses in the Teacher Education Programme. For the last three years it has been offered successfully and the involved parties have contributed and gained relevant experiences.

In line with the Teacher Education System Overhaul (TESO) and the Ministry of Education's guideline, the major objective of the Practicum has been to provide for Teacher Education students opportunities whereby they might implement the theories learnt in the classroom. Students are provided with Practicum starting from the first year so that they might not face teaching methodology problems when they are out in the schools to teach upon graduation.

At St. Mary's the Practicum is facilitated through the Practicum and Apprenticeship Office. The Office establishes links with partner schools whereby students might be able to conduct their school observation and practice teaching. Currently, the Office has established links with 10 partner schools which include Dejatch Balcha Aba Nefso Primary School, Tesfa Kokeb Primary School, Ethiopia Irmeja Public Elementary School, Enat Ethiopia Elementary School, Frehiwot Kutre Aand Public Elementary School, Meskerem Aand Public Elementary School, Edget Behbret Elementary School, John F Kennedy Public Elementary School, Kidus Giorgis Public

PRACTICUM

*A summary of an interview held with Fisseha Tesfaye,
Head of the Practicum and Apprenticeship Office*

Elementary School, and Berhane Hiwot Public Elementary School. The Office works in collaboration with these schools and facilitates all the necessary arrangements for the students to work on the Practicum courses. Moreover, the Office arranges orientations for mentors, directors, and coordinators at the schools and student teachers, and tutors at the University College.

So far the Office has done a substantial amount of work in collaboration with all the concerned bodies and has achieved the implementation of the Practicum according to the guidelines of the MoE. The fact that the students, through the link, have been able to acquire the experience is a great achievement. The students have acknowledged that they have been able to have hands-on experience at the schools and through the reflection sessions and portfolio preparations. The feedback of mentors at the schools and the tutors at the University College reveal that the students have benefited and performed as per the guideline. In this regard, it is not only the University College that has benefited from the practice but also the schools as was revealed by the teachers who have worked together with the student teachers.

The schools have been grateful that the student teachers have been capable enough to share relevant information and provide meaningful support to the teachers at the schools.

According to the agreement entered with the partner schools, the University College has been rendering support in the form of computer training, workshop for teachers in their subject areas, and material resource support.

Reflecting on its experience up to now, the Practicum and Apprenticeship Office has a vision to upgrade its implementation of the Practicum. Since student enrollment is increasing from year to year at St. Mary's University College, the Office intends to increase the number of partner schools. Also, in order to equip all the participants that will be involved in the Practicum with the necessary skills and information, there is the intention to conduct more workshops and training on relevant areas. In an attempt to run the future activities effectively, implementation and follow up strategies are being revised, upgraded and formal documentation is underway. In the time to come, the Office is highly positive that the Practicum, with the support of the parties involved, would be conducted effectively and efficiently. The Office is also highly confident that new partner schools would follow suit and be conscious in contributing their share in the realization of the Practicum programme for the benefit of the nation as a whole.

ACTION RESEARCH FOR TEACHERS

Melaku Girma, Lecturer
St. Mary's University College

Perspective and Rationale

When teachers engage in classroom research, it is commonly called action research. In many ways action research is like any other research. It is the process of asking questions, seeking valid and objective answers, and interpreting and using the results. But it differs from other kinds of research in that its goal is to produce valid information and knowledge that will be of immediate application for the benefit of teachers or their students. And unlike some researchers, teacher researchers are more interested in knowledge about a specific situation (their own instruction) than general applications. In other words, action research is guided by the processes and standards of scientific inquiry, but it is not intended to inform the larger research or educational community. Instead, it is a process of acquiring information and seeking knowledge which serves an immediate need.

Why Action Research?

Today the notion of teacher as a researcher has gained widespread popularity in the United States, Great Britain, Canada, and Australia. In Great Britain much of the interest has stemmed from the works of such scholars as Lawrence Stenhouse (1975, 1983, 1984),

who has written widely about why action research is important, and David Hopkins (1985), who has provided concrete advice to teachers about how to conduct classroom research and use the results for teaching-learning improvement. In the United States many individuals, such as Oja and Smulyan (1989), have written about action research. In addition, the use of research & teachers as action researchers has been high on the agenda of major teacher associations in different countries. The individuals and organizations advancing action research worldwide base their argument on common premise—on the one hand, the role of the teacher and on the other, the process of improving classroom teaching.

The Autonomous Professional

Many believe that the time has come for teachers to become autonomous professionals. By this they mean that instead of teachers relying on principals, supervisors, or professors to tell them what to do, they should have command of their own knowledge and information to support decisions they make about teaching practices. Stenhouse (1984) has strongly supported this point of view.

Good teachers are necessarily autonomous in professional judgment. They do not need to be told what to do. They are not professionally the dependents of researchers or superintendents, or

innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other places or in other times. Nor do they reject advice, consultancy or support. But they do know that ideas and people are not of much real use until they are digested to the point where they are subject of teachers' own judgment...

For Stenhouse and others, the key to becoming an autonomous professional rests on teachers' disposition and ability to engage in self-study of their teaching and their classroom practices. Obviously, this is a revolutionary view of teaching and one that departs dramatically from traditional conceptions.

Information is Power

In addition to the point of view that teachers should be autonomous professionals, action research is also based on underlying principles about the processes of program improvement and the power of valid information to bring about improvement. New realities are constructed from new information & knowledge that challenges current ways of thinking. Thus, one can think of action research as a way to help construct new realities about one's teaching. It is a way for teachers to:

- Collect valid information about their classrooms.
- Use this information to make informed choices about teaching strategies and learning activities.

- Share the information with students in order to gain their ideas and internal commitment to specified learning activities & procedures.

Doing Action Research

To do action research successfully requires careful attention to several aspects of the process. The three important parts of the process include (1) deciding on problems to study and framing questions, (2) collecting valid information, and (3) interpreting and using this information for the purpose of improving one's instruction.

Steps in Action Research

Action research starts with classroom situations which teachers find unsatisfactory and in need of improvement. The process consists of isolating a problem for inquiry, taking action, collecting data, observing what happens, and then reflecting on the whole process before recycling into further study.

Problem and Question Formulation: overall considerations

The beginner teacher is confronted with literally hundreds of problems or questions that could be topics for action research. The most difficult part of an action research project, however, is identifying a specific problem for study & defining carefully the variables involved. David Hopkins (1985) has identified five principles to use in deciding on a problem for study.

1. The project should not interfere with the teacher's first job, which is teaching.
2. Methods of collecting data should not be too demanding of the teacher's time.
3. The methods used should produce reliable and valid information.
4. The problem studied should be one to which the teacher is committed and one which is capable of solution.
5. Ethical standard for research should govern teachers' research, just as it does any other research.

Specifying Problems and Questions

As with any research, a good problem for action research is one that (1) questions the problem area, (2) focuses on the relationships among variables, and (3) lends itself to empirical testing. In general, the recommendation for beginner teachers is to tackle problems from their own immediate experiences and concerns and pose questions that can be tested with rather straight forward plans and data collection efforts.

Gathering Information

Once a problem or question has been identified for inquiry, the following issue to be resolved by the teacher researcher is how to gather information. There are many techniques for doing this, some quite simple while others more complex. Four specific approaches to data collection are described below. The choice of

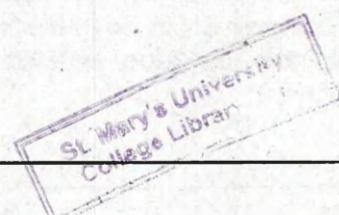
which approach to use depends on the question being asked and the time teachers have to gather and analyze the information.

Questionnaires

When teachers want information about the attitudes or opinions of their students toward some aspect of their teaching or classroom, the easiest and most economical way to gather this type of information is by giving students a questionnaire to fill out. Questionnaire format normally poses a question or makes a statement with which respondents can agree or disagree. For example:

My teacher treats all students equally.				
Agree strongly	Agree	Neither agree nor	Disagree	Disagree strongly
or				
Does the teacher help you when you are stuck?				
All the time	Most of the time	Sometimes	Hardly ever	Never

Sometimes teachers prefer more open-ended responses. In this case asking questions such as "What did you like best about the lesson?" or "What did you like least?" provides valuable information. This type of item will provide more in-depth information and will not be biased by the response categories. However, it can be a bit more difficult to organize and interpret the responses from such questions as compared to questions with definite response categories.



Interviews

Whereas questionnaires have the advantage of being easier to construct and score, they also have their disadvantages. One is never sure what students are actually thinking when they check one of the response categories. It is also difficult to write good questionnaire items that explore issues in any depth. An alternative way to collect information about student attitudes and opinions is to interview them.

Information can be obtained from students either individually, or in small groups through an interview. It is important to write interview questions ahead of time and keep them straight forward and direct toward the question for which answers are sought. The disadvantages of using interviews are that they are time-consuming, and it is frequently difficult to get students to express their feelings and opinions candidly.

Observations

Many questions require some type of direct observation of teaching and student behavior. The procedures for observation and the recording devices can vary according to the type of question being asked. Normally, better information is acquired if a specific observation instrument is designed and used. There are essentially three ways to collect information through observation. One, the teacher may ask a colleague to observe classroom interactions and collect the needed information. If this approach is used, the teacher researcher needs to make sure that the colleague understands

the observation instrument and can use it effectively. Many times, it is better to make audio or video recordings of a lesson and then observe and code specific behaviors from the video-tapes or audiotapes.

Notes, Diaries, and Journals

Taking careful notes or keeping a diary or journal is a fourth means for collecting information about classroom events, teaching, or students' behavior. In general, observations must be committed to paper as soon as possible after an event, and they are more helpful if they are guided by a specific set of questions posed ahead of time as compared to more general observations, which may come to mind. Notes and journals are particularly helpful for collecting information when the focus of inquiry is a particular student. They are also good ways to systematically study aspects of teaching, which are not amenable to observation, such as one's own thinking processes.

Interpreting and Using Information from Action Research

The final step in the action research process is to organize the results from a project and share it with others. Some teachers share the results with colleagues and use the data they have collected as a springboard for discussions about different approaches to teaching. Other teachers choose to share the results of an action research project with their students. The information collected in many projects can provide students

with insights about their classroom and the teaching approaches being used by the teacher. This type of information can also help students gain commitment to learning activities found effective and provide a vehicle for them to think about and help plan classroom activities.

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MANAGING THE MEGAMOTIVATED- ADDRESSING A PROBLEM THAT MANY MIGHT FIND ENVIABLE

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Traditionally, teachers have paid attention to learners with low motivation. In an effort to overcome the problems of these learners, they have typically adopted one or more of the following strategies:

- i. They are ultra careful about the choice of target language and choice of activity.
- ii. They design a large number of varied activities.
- iii. They use a variety of different media for language presentation and practice.
- iv. They also look for and use sources of language input from outside the classroom.
- v. They assess the students' progress meticulously and show them their results.

Have you ever thought that these techniques can also be employed with students who don't lack motivation? Do you mind that you should be doing even more to keep these particular students interested in their learning? It isn't often that you hear teachers express any concern about the 'megamotivated learners' (MMLs), or indeed, the class composed exclusively of MMLs. It is possible that such an apparent godsend could pose any sort of problem.

It could be possible that teachers are usually so concerned with making learning interesting that they don't fully meet the needs of MMLs. Because MMLs find language and learning intrinsically interesting, they may well feel they are wasting their time when teachers pour all their energies into arousing interest instead of, in their view, 'getting on with the job'.

Some ideas for dealing with MMLs are:

Speed and intensity

Make language-focused teaching both intensive and speedy. When teaching a vocabulary item, for example, exploit it for all it is worth: try to elicit from the students its exact meaning, stress pattern, pronunciation and collocational partners. We could also ask for examples of derivatives of that word in different word classes.

Delegation

Get the students to do most of the work. Allow them, for example, to take over the role of the teacher from time to time and to teach each other things. We might like to get them to write exercises and short tests for each other.

Involvement

Encourage students to shape the course. Ask them to comment on or improve the syllabus and

methodology. This will get them reflecting on the way they learn and what method works best for them. As well as making them feel that their opinions count, it will give you a good insight into what kind of things are likely to be successful in class.

Increased expectations

Get students to do longer, more demanding pieces of work. Examples of things they could do include projects, presentations and dissertations.

Homework

Give students plenty of homework to do. If you do this, you might want to tell them that it is up to them whether they do the homework or not. Trust them— you already know that they are anxious to learn, and they may wish to spend their time learning in another way.

In conclusion, if you are lucky enough to have a class of MMLs, it's not a question of making lessons interesting, but of recognising the fact that these students are really champing at the bit. They are eager to learn and you need to find a way to help them achieve maximum results by the end of the course.

(Adapted from English Teaching Professional, 2003)

Learning something new is what keeps life interesting. Doing something useful with new knowledge makes life meaningful. Getting caught up in dogma and recipe is boring. Nothing is standing still— and the more we learn, the more we see there is something to learn. The rules change when we are not looking. Now more than ever— you have to “keep your eyes on the road and your hands upon the wheel” (Jim Morrison-Roadhouse Blues).

In 1962, Thomas Kuhn wrote the Structure of Scientific Revolution and fathered, defined and popularized the concept of paradigm shift. Kuhn argues that scientific advancement is not evolutionary, but rather it is a “series of peace interludes punctuated by intellectually violent revolutions”, and in those revolutions “one conceptual world view is replaced by another.”

Think of a paradigm shift as a change from one way of thinking to another. It's a revolution, a transformation, a sort of metamorphosis. It just does not happen, but rather it is driven by agents of change. Agents of change helped create a paradigm shift moving scientific theory from the Ptolemaic System (the earth at the center of the universe) to the Copernican System (the sun at the center of the universe), and moving from Newtonian Physics to Relativity and Quantum Physics. Both movements eventually changed the world view. These transformations were gradual as old beliefs were replaced by the new paradigms creating “a new gestalt”.

Agents of change are driving a new paradigm shift today. The signs are all around us. For example, the introduction of the personal

PARADIGM SHIFT

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computer and the Internet has had an impact on both personal and business environments, and is a catalyst for a paradigm shift. We are shifting from a mechanistic, manufacturing, industrial society to an organic, service-based, and information-centered society and developments in technology will continue to have an impact globally. Change is inevitable. It is the only true constant process.

To sum up, for millions of years we have been evolving and will continue to do so. Change is challenging. Human beings resist change; however, the process has been set in motion long ago and we will continue to co-create our own experience. Kuhn states that awareness is prerequisite to all acceptable changes of theory. It all begins in the mind of the person. What we perceive, whether normal or metanormal, conscious or unconscious, is subject to the limitations and distortions produced by our inherited and socially conditional nature. We are moving at an accelerated rate of speed and our state of consciousness is transforming and transcending. Many are awakening as consciousness expands.

In the reading you have gone through, I hope you have understood the why and how of scientific advancement: one conceptual world view is being continuously replaced by another no matter how resistant we human beings are to changes. Our thought is being transformed and transcended to awaken us and increase our level of reasonings and observations. This is, of course, possible if we acquire appropriate and adequate

education. Of those many but interrelated dimensions a shift of thought that is inevitable is the teaching/learning process.

For years, in most of the schools and at different levels of education, teachers have been taking up the largest even the whole activity in the process of teaching. Students have been passively receiving what their teachers talk to them. Teaching has been teacher-controlled and information-centered and a teacher has been working as a sole resource in classroom instructions.

Learners need to, however, actively participate in their learning so as to be able to maintain their interest and increase their power of reasoning and observation. Students need to learn and we teachers are, therefore, to facilitate, direct, guide and manage our students' learning.

According to constructivists' theory of learning, humans are born with faculties and have the ability to construct knowledge in their own mind through a process of discovery and problem-solving. This angle of thought is a paradigm shift from the theories of learning of the behaviourists and cognitivists.

Below I have put a summary of comparison between the two educational paradigms: the instruction paradigm and the learning paradigm, and the reader will be able to ask which position is educative and providing access for discovery.

Comparing Educational Paradigms

Instruction/Teaching Paradigm	Learning Paradigm
Mission & Purpose	
<ul style="list-style-type: none"> - Provide/deliver instruction - Transfer knowledge from faculty to students - Offer courses and programs - Improve the quality of instruction - Achieve access for diverse students 	<ul style="list-style-type: none"> - Produce learning - Elicit students discovery & construction of knowledge - Create powerful learning environments - Improve the quality of learning - Achieve success for diverse students
Learning Theory	
<ul style="list-style-type: none"> - Knowledge exists "out there" - Knowledge comes in chunks and bits; delivered by instructors and received by students - Learning is cumulative & linear - Fits the storehouse of knowledge metaphor - Learning is teacher-centered & controlled - "Live" teachers, "live" students required - The classroom & learning are competitive & individualistic - Talent and ability are rare 	<ul style="list-style-type: none"> - Knowledge exists in each person's mind and is shaped by individual experience - Knowledge is constructed, created - Learning is a nesting and interacting of frameworks - Fits learning how to ride a bicycle metaphor - Learning is student-centered & controlled - "Active" learner required, but not "live" students required - Learning environments and learning are cooperative, collaborative & supportive - Talent and ability are abundant
Teaching/Learning Structures	
<ul style="list-style-type: none"> - Atomistic, parts prior to whole - Time held constant, learning varies - 50-minutes lecture, 3/4 unit course - Classes start/end at same time - One teacher, one classroom - Independent disciplines, departments - Covering material - End-of-course assessment - Grading within classes by instructors - Private assessment - Degree/Diploma equals accumulated credit hours 	<ul style="list-style-type: none"> - Holistic, whole prior to parts - Learning held constant, time varies - Learning environments - Environment ready when student is - Whatever learning experience works - Cross discipline/department - Specified learning results - Pre/during/post assessments - External evaluations of learning - Public assessment - Degree/Diploma equals demonstrated knowledge and skills
Nature of Roles	
<ul style="list-style-type: none"> - Faculty are primarily lecturers - Faculty and students act independently and in isolation - Teachers classify and sort students - Staff serve/support faculty and the process of instruction - Any governance; independent actors 	<ul style="list-style-type: none"> - Faculty are primarily designers of learning methods & environments - Faculty and students work in teams with each other and other staff - Teachers develop every student's competencies and talents - All staff are educators who produce student learning and success - Empowering learning is challenging and complex - Shared governance: team work, independent actors

Reference:

- "Change", November/December 1995, PP. 13-25. Reprinted with permission of the Helen Dwight Reid Educational Foundation, Published by Heldref Publication, 319 Eighteenth St. NW Washington DC.



Major Psycho-Social Factors Contributing to Dropout among Secondary School Girls in Guraghe Zone

Summary of the Main Findings

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Our world is unfair in not putting every one at the same level and standard. Some people are rich while others are poor; some people are able while others are disabled; some are advantaged while others are disadvantaged. Therefore, it is not uncommon to see one being dominated by another. In order to minimize domination, international academic communities have been making efforts. As a result, different international conventions concerning human rights, especially the rights of children have been formulated. However, some countries do not seem serious in this regard. Violation of the international convention is seen everywhere and every time. For example, a school is a small world where children from different backgrounds and problems stay together. However, it seems true that those disadvantaged children are found to be given little attention and treated as inferior and incapable. For instance, girls in the third world

Likewise, even though the national census taken in 1995 showed that women constituted 51.1% of the whole Ethiopian population, their representation in education, employment and the like has been very low. Though the magnitude of the problem differs from custom to custom, about 60% of the peoples of Ethiopia, most of them being women, are believed to be victimized by harmful traditional practices (MOLSA, 1996). Thus, due to the long-standing traditions both at the family and community levels girls are still found to be subordinated. Their participation in learning, research work, development and decision making as well as employment is much lower than that of men. Nor do they enjoy the fruits of their labour as much as men do.

The 1996 annual statistics abstract of the Ministry of Education shows that girls' representation in the country's institutions of learning is much lower than that of boys.

students, their high attrition rate lessens their number in high schools. As indicated in the same source, among the factors contributing for girls' withdrawal from high school, psycho-social problems and unfavourable school conditions were mentioned to be the main ones. Yet, due emphasis is not given to minimize such problems. Even the little effort being made by the Ministry of Education in giving assertiveness training is limited to those girls at the tertiary education level. Environmental factors which indirectly lead girls to psycho-social problems are still given less attention.

Though girls' school dropout is becoming the headache of all schools in the country, the problem seems to be more serious in some regions like in Southern Nations & Nationalities where more than 52 ethnic groups are living; among which the Guraghe Community, the focus of this study, is found (Ethiopian Education Statistics

little support from the community to attend school. As a result, their number in schools is very minimal and the dropout rate is high. According to Ayalew (2002), girls in Guraghe zone constitute more than half of the zone's children of school age. In education, however, they represent only 33.4% and 29.2% of the primary and secondary students respectively. Thus, hoping that the result of the study will help professionals such as policy makers, counsellors, social workers, and all concerned bodies in Guraghe zone to improve the situation of girls in schools, I have conducted this study and answered the following research questions:

- a) What is the current dropout rate of girls in the sample schools?
- b) What are the most common contributing factors to girls' dropout in the sample schools?
- c) How did psychological problems develop among girls?

All these questions are answered briefly based on the research design mentioned in the following paragraphs.

Both qualitative and quantitative research designs were used in the study. Consequently, questionnaires, semi-structured interviews, unstructured observations, and document reviews were applied to collect the data. For the survey part, about 100 girls from both schools were selected randomly. For the case study, 6 girls, 3 from each school, were selected using purposive stratified sampling technique. 4 teachers, two from each sex group and

school, two school directors from each school and one psychologist were also interviewed.

The study indicated that girls' dropout rate is found to be lower than that of boys' due to the substantial support given to girls and other unknown reasons. Concerning psychological problems, unassertive behaviour, loneliness, inferiority, and low self-esteem are found as the major psychological problems contributing to girls' school dropout. Whereas, different ways of harassment, lack of study time, lack of knowledge among parents about girls education, financial problem, number of children in the family, unplanned marriage and pregnancy, shyness, loneliness, and poor communication are found to be some of the social problems of girls in Guraghe zone.

Finally, as it was introduced in the study, appropriate statistics were applied to see if grade level has any relation with the factors about which the research was dealing. As a result, cross tabulation showed that peer influence and grade level have direct relation i.e., peer influence is found to be high at about middle grades (10 and 11) and less influence has been seen at lower and highest grades (9 and 12 respectively).

Moreover, Spearman correlation was used to see if grade level and all the entire factors summarised in the study have any relation. As a result, the correlations

showed that almost all of the factors have negative relationships with grade level and most of the relations are found to be significant both at 0.01 and 0.05 level; particularly, academic failure, health problem, peer influence, unplanned pregnancy, marriage, harassment of girls, and inability to cover school as well as uniform expenses are identified to be significant at 0.01 levels. This shows that the probability of those factors to be influenced by grade level is very high. Similarly, lack of study time, poor teaching method, lack of psychological support, limited knowledge of students about guidance and counselling in school, and lack of educational motivation are found to be significant at 0.05 levels.

Surprisingly, most of the statistically tested findings also directly and indirectly appeared in the qualitative part of the study. For example, here unwanted marriage, pregnancy, and sexual harassment are found to be decreased when grade level increased. This was also discussed in the qualitative study that girls were forced to get married at their early age. At the same time, it has been discussed that older girls sometimes escape from unwanted marriage and pregnancy for they run away to cities. Similarly, lack of school material appears to be minimised by the older girls themselves for they were trying to find some means of income.

Besides, the result also indicated that some girls have negative attitudes towards females and they justified their own reasons for saying so. Probably, it needs further studies and efforts to avoid such feelings among girls. Otherwise, it may prevent them from sharing ideas and putting their hands together, which is obviously relevant to struggle for their rights. Furthermore, mothers are found to be more serious in their culture and strong in influencing girls; whereas fathers appeared to be autocratic. Finally, it is evident that older brothers and some times older sisters are found to make efforts to return their younger sisters to their school. Most of the girls responded that they have come to their school again because of their brothers' efforts. There was one informant girl who has also managed to come back to her school because of the support from her older sister. From this it seems possible to see three points. First, boys have access to get money and appear to be economically able in comparison to girls. On the other hand, children are seriously trained to support their younger siblings and their families. Third, the new generation attaches positive value to girls' education more than that of the older ones.

Recommendations

In the light of the findings of the study and related theories, I would like to conclude my thesis with the following four main categories of recommendations:

A. At Community Level

In order to improve the life of girls in the community in general and in the family in particular, raising awareness among the community should be the focus of any concerned body. In other words, the application of Information Communication and Education (ICE) is relevant. Along this line, some of the particular activities are:

- ❖ Concerned bodies including Schools need to establish a frequent contact with parents and communities to give and receive information concerning girls' problems, achievements, programs, etc.
- ❖ The community should be made aware of the negative impact of culture on girls' education and disseminate information about girls' achievement and exemplary work.

B. At School Level

The schools should not focus only on providing additional tutorial classes to help girls. They also have other social and psychological needs to be taken into consideration, which indirectly contribute to their academic achievements. It is to mean that schools in general and teachers in particular need to help the girls in a holistic way.

C. At Government Level

The government should focus on cultural and harmful traditions which affect girls

The government should make due emphasis on the application of relatively successful counseling in secondary schools and should arrange rules which allow counselors to do so.

School counselors should be given training to be efficient in their careers.

The government should revise rules, guidelines, policies, etc, so that they would contribute to making a real difference in the lives of girls. In this case, the government needs to be ready to accept the comments from professionals and citizens and to change policies based on comments as well as evaluation studies.

The government needs to give due attention to the International Child Conventions and add efforts to implement them as much as possible.

D. To Interested Researchers

Besides the expected findings, this study has shown different unexpected indications which need further studies. One of such unexpected findings is the negative attitude of girls towards their female classmates. So, for any interested individual it might be a research problem. On top of that, this research work has some knowledge gaps. It is to mean that the researcher didn't have access to the current information about the two sample schools and the research problem was based on the reports prepared before two years. So, researchers are advised to cover this gap and

recent data of the schools. As a male researcher there could be less probability of getting all the desired information during interview with girls. Thus, female researchers are encouraged to contribute their share in this area.

To conclude, though the dropout rate of girls in the sample schools is found to be lower than it was before, they have still very different complications which need different researches and attentions. Especially, their cultures are found to be the root causes of the other problems. Currently, significant efforts are being made by the government and schools. However, the special support given to girls by the schools is one directional, i.e. additional tutorial class. Nevertheless, schools need to know that "the social context is both the means to the end and the end itself." (Befring, in Johnsen & Skjorten, 2001)

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Cycle of the 'Spearheads'?

I bubbled
What my home did,
And was acclaimed
Smart;
I imitated
What my nurses claimed,
And was praised
Right;
I copied
What my teachers told,
And was called
Excellent;
I said
What my instructors asserted,
And was awarded
Certificate;
And I wrote
What my professors wrote,
And became a distinction graduate;
At last I declared
All that I heard and believed
To the street parade and the world:
"I am a Spearhead."
Yet none seemed to comprehend
Then, I furiously to my students told:
"Of the world and me one must be mad,
Me?
Absolutely not!"
Then, they heard
and
I
called
Them
RIGHT.

Tariku Abas, Lecturer
St. Mary's University College

COMMUNICATIVE COMPETENCE AND THE LABOUR MARKET

Bekalu Atnafu, Lecturer
St. Mary's University College

In the near past I conducted a research entitled "Demands of the Labour Market and Performance of Graduates from the Addis Ababa University, Department of Foreign Languages and Literature". The study was conducted at the Ministry of Information.

The primary aim of the study was to explore the link between the demands of the labour market (Ministry of Information) and performance of graduates of the Addis Ababa University of the Department of Foreign Languages and Literature. To this end, both quantitative and qualitative methods of data collection were employed.

All employed graduates at the Ministry of Information were the subjects of the study. In order to enrich the study, various section heads of the target organization were also taken into account.

It was found out that the courses graduates took in their stay in the university could not raise the students' English language proficiency to the level required in the target situation. That is, graduates' competence seemed to be very low right after graduation or before getting experience. This implied that there might be some mismatch between training offered by the institution and the skills needed by the labour market.

However, the data further showed that employed

graduates made improvements as they went through their years of experience. This further implied that work experiences or further reading might help the employees develop the required skills in their positions.

With the advent of globalization and the ICT revolution, developing the required level of performance in English language is no longer a luxury. The results of the study showed that the trainees did not have the required level of language competence. In this regard, it can be said that employers' demands are not met. In today's world of globalization where good command of English has become all the more important, such poor performance is a critical shortcoming.

In order to respond to the changing world of work and to avoid any mismatch between the demand of the labour market and the courses given, higher education institutions should play a significant role in proactively shaping the graduates along with the direction of technological changes. To this end, an effort should be made to upgrade their program along with the changing world of work. In order to deal with a global world, their programs should be revised periodically.

The more closely the learning is linked to real life, the more meaningful it is. That is, helping

learners to develop the range of transferable skills requires active learning strategies where learners take as much responsibility for their own learning as they can.

Coming to the question of competence, remedial language program and methods of teaching which emphasize on task-based interactive instruction should be introduced so as to help trainees develop the necessary competence. In addition to this, courses should enable the graduates to curb their problems. Courses should focus on practice rather than theory; learners should get the opportunity to produce or use language items in similar circumstances to those that prevail in normal communication.

To respond to the changing world of work and skill requirement of the labour market, the graduates should be skilful and competent. Furthermore, trainees should internalize that what counts most in the work place is the competence rather than the certificate.

What is expected of the graduates in the work place is a transferable language competence. Regardless of this fact, trainees are looking after the certificate rendered at the end of the program rather than focusing on the development of competence.

INTERVIEW

The Academic Dean's Office of St. Mary's University College (SMUC) is responsible for running, monitoring, and supervising matters related to the Academic Programme of the University College. Currently, the Academic Dean, Ato Tedla Haile, is in charge of the Office. Ato Tedla shares his experience with a particular focus on the Teacher Education Faculty of SMUC.

↳ **Would you tell us your current job and responsibilities?**

I am working as the Academic Dean of the University College with the responsibilities of overseeing the day-to-day operations of academic programs in the conventional mode of learning.

↳ **What are your work experiences, challenges, and achievements in brief?**

It is eighteen years since I took up teaching the English Language as a profession. Through the years I secured teaching positions in institutions of higher learning and in a language school at different times. A little over a year now my deanship role has made me devote my time fully to office work. But still it does my heart good to learn more and more from colleagues and literature on teaching and learning.

↳ **What are your likes and dislikes with regard to the teaching/ learning profession?**

The most rewarding aspect of being in class with students is the challenging environment that leads to further reading, which in turn would be helpful to both parties – the teacher and students. Even more, my satisfaction has always been enhanced when I see my former students succeed in their career development. There is

nothing I dislike about the profession, but it frustrates me to see a change in societal values, not in a positive sense, toward the teaching profession.

↳ **Could you share us the most satisfactory part of your job when you have been teaching?**

In my teaching career I have encouraged students to speak to one another without any reservation. It does not give me comfort when students keep quiet in a language class just because there is someone facing them assuming the role of a 'teacher'. In this respect, the most satisfactory aspect of teaching is the feedback that one gets from students. It gives impetus to continuous improvement by way of creating dynamism in the classroom environment. A teacher who does not encounter challenges in class may like it as such; being a traditionalist who sees the students as 'a receptacle to be filled'.

↳ **When, why and how has the Faculty of Teacher Education been opened? How is it progressing?**

The entire Teacher Education Programs are the brain child of the Founder cum President of the University College. Being a teacher educator himself, he wanted to uphold the ideals of the public higher education institution he

was working for. With that noble cause and three fields of studies to begin with – English, Mathematics and Geography – the diploma programme in Teacher Education was initiated in 2002. The Faculty took its present shape in 2005 having four departments and is overseen by a dean. To the delight of the faculty members, graduates from the various departments have always become successful in securing employment. In terms of overall performance, save generating income, the Faculty is the leading one in the University College.

☞ ***In your opinion what should be done in the area of teaching/learning in general & in the Faculty of Teacher Education of SMUC in particular?***

Financial considerations aside, teaching/learning should not be confined to the classroom. Teacher educators need to transfer their skills to instructors from the non-teaching areas of studies. The public has become wary of the standards of education from time to time. Ethical issues have taken the center stage in the national education agenda. The Faculty of Teacher Education has a lot to do in this regard. As St. Mary's adage goes 'when education goes wrong, nothing can go right'.

☞ ***What advice and direction can you give to those who are engaged in the teaching/learning profession?***

No more advice of the kind that you are bored of since teacher educators are intellectually mature enough to reflect on their strengths and weaknesses. Directions? No. Teacher educators can direct themselves.

☞ ***As you know, currently the Higher Diploma Programme (HDP) is being carried out at SMUC. Do you have anything to say on what is expected from HDP?***

St. Mary's is proud of being the first private higher education institution to run the Higher Diploma Program. The credit goes to the Ministry of Education, IFESH–Ethiopia, VSO and the partner schools at the Lideta sub-city. At the portfolio review sessions recently held at Adama University, Adama/Nazareth, the HDP moderators and other participants appreciated what our trainees accomplished. In this regard, the team work exercised by the HDLs, tutors and trainees need to be noted here. Their training will definitely make a difference in their performance; and hence, students will be the final judges in that respect.

The road to success is not straight. There is a curve called Failure, a loop called Confusion, a speed breaker called Friend, red lights called Enemies, caution lights called Family. You will have flats called Jobs. But, if you have a spare called Determination, an engine called Perseverance, an insurance called Faith, you will make it to a place called Success.

The Best Thing to Guide

To your creator	- Devotion
To yourself	- Tolerance
To your wife	- Your Heart
To your father	- Humanity
To your mother	- Good conduct
To your children	- Good example
To your employer	- Hardwork
To your friend	- Sincerity
To your enemy	- Forgiveness
To mankind	- Charity

Source: *How to open the door to your future*

Tirsit Fiseha
Ethiopian Light & Power Authority (ELPA)

The views and reflections expressed in the Bulletin don't necessarily represent those of the Faculty of Teacher

ታሪክን ለምን እንማራለን?

መንግስቱ ጉብኤ፣ ለክቸረር፣ ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ

«ታሪክ የሕይወት መምህር ነው።»

ሲ.ሲ.ሮን (ሮማዊ ጸሐፊ)

ታሪክ የሰው ልጆች ከተፈጥሮ ወይም ከአካባቢያቸው ጋር ለዘመናት የነበራቸውን ግንኙነትና የኑሯቸውን ውጣ ውረድ ለማሸነፍ ያደርጉት የነበረውን የትግል ጉዞ አገልግቶ የሚያሳይ የሀብረተሰብ ሳይንስ ክፍል ነው። ሰዎች አሁን ካለባቸው የሳይንስ ርቀትና የቴክኖሎጂ ምጥቀት ወይም ክፍተት የሆነ የሰልጣኔ ደረጃ ለመድረስ ለረጅም ዘመናት አያሌ ተሞክሮቻችንና የዕድገት ደረጃዎችን አልፏል። ዛሬ አምረውና ደምቀው እፁብ የተባሉ የዓለም ጥበባት ሁሉ መሰረታቸው ትናንት ነው። ይህንን ሁሉ የሚያሳውቀን ደግሞ ታሪክ ነው። ስለሆነም ታሪክ ለሰዎች አካባቢያቸውን ለመረዳትና ለመጠቀም ለረጅም ጊዜ ያደረጉትን የትግል ጉዞ አገልግቶ የሚያሳይ መነፅር በመሆኑ የዛሬው ትውልድ አዳዲስ ሃሳቦችን የማመንጨት፣ ለችግሮች መፍትሔ የማፈለግ፣ ጠንክሮ የመስራትና ታግሎ የማሸነፍ ልምድ እንዲያዳበር ያግዛል።

የታሪክ እውቀት ተተኪው ትውልድ ባህሉን እንዲያውቅ፣ ቅርሱን እንዲጠብቅና እርሱነቱን እንዲገነዘብ ያስችለዋል።

ታሪክ ሦስት ዘመናትን ትናንት፣ ዛሬና ነገን የሚያገናኝ የድርጊትና የጊዜ ስንሰለት ነው። ስለሆነም ስለተለያዩ አጋጣሚዎች መሰረታዊ ግንዛቤ እንዲኖረን፣ ወቅታዊ ሁኔታዎችን በቀላሉ ለመረዳት እንድንችል፣ ነገሮችን ከስር መሰረታቸውና ከተለያዩ አቅጣጫ የማየትና የማስተዋል ልምድ እንዲኖረንና አንድን ነገር በጭፍን ከመቀበል ይልቅ ምክንያታዊ (logical) ለመሆን ይጠቅማል።

ታሪክ ሰዎች በማንኛውም የሀይወታቸው ጉዳይ ያላለፉት የልምድ ዘገባ ነው። በመሆኑም በቂ መረጃ ያለው (Well-informed)፣ በራሱ የሚተማመን (Self-confident) እና ውሳኔ ለመስጠት የሚችል (Decision maker) ዜጋ ለማፍራት የጉላ አስተዋጽኦ ይኖረዋል። ታሪክ በዕለት ተዕለት የሀይወታችን ጉዳይ ውሳኔ ለመስጠት የሚያስችል የአዕምሮአችን ትውስታ በመሆኑም የትናንት ውሉ-አችንን በመመርመር፣ ዛሬን በጥበብ ለመኖርና ለነገውም በቂ ዝግጅት ለማድረግ የሚያስችል ትምህርት ለጭ ዘርፍ ነው።

ታሪክ ሰዎች ከአንድ ትውልድ ወደ ሌላው ሲሸጋገሩ ያላቸውን የለውጥ ሂደት የሚያሳይ ዓብይ ትምህርት ነው። ያለፈው ዘመን ከእርሱ በፊት ካለውና ተከትሎት ከመጣው ጋር ያለውን ልዩነትና አንድነት ያስረዳል። ስለሆነም ያለፉ ስህተቶችን ለማረም፣ መልካም ጅምሮችን ለመከተልና ለመፈጸም ብሎም የፀባይ ለውጥ ለማምጣት የሚያስችል ሰፊ የዕውቀት ገበያ ነው።

ታሪክ የዛሬው ትውልድ ከቀደሙት ወገኖቹ ምን እንደተላለፈለት ወይም ምን እንዳገኘ የሚረዳበትና የእርሱን ማንነት የሚያውቅበት ዓይነተኛ መንገድ ነው። ስለሆነም የታሪክ እውቀት ተተኪው ትውልድ ባህሉን እንዲያውቅ፣ ቅርሱን እንዲጠብቅ፣ እርሱነቱን እንዲገነዘብ ያስችለዋል። ከዚህ በተጨማሪ ታሪክ ዓለም አቀፋዊ እውቀትና ግንዛቤ ያለው፣ ሃገር ወዳድና ተቆርቋሪ ትውልድ ለመቅረጽም የሚኖረው ድርሻ የላቀ መሆኑ ግልፅ ነው።

ታሪክ ሰዎች በማንኛውም የሀይወታቸው ጉዳይ ያላለፉት የልምድ ዘገባ ነው።

ታሪክ በመረጃ የተደገፈና ሳይንሳዊ የጥናት ዘዴን ተከትሎ የሚጻፍ እውነት (fact) ስለሆነ ከአፈ ታሪክ (legend) ፍፁም የተለየ ነው። የታሪክ መረጃዎች አንድን ታሪክ ከቦታ ከዘመንና ከሌሎች ተዛማጅ ነገሮች ጋር በማገናዘብ ትክክለኛነቱን የሚያረጋግጡ እማኞች ናቸው። ታሪክን ትክክለኛ የሚያደርገው ተቀባይነት የሚያስገኝለትና ከአፈ-ታሪክ የሚለየው ዋነኛው ነገርም በመረጃ ተደግፎ የሚጻፍ በመሆኑ ነው።

ታሪክ በመረጃ የተደገፈና ሳይንሳዊ የጥናት ዘዴን ተከትሎ የሚጻፍ እውነት ስለሆነ ከአፈ-ታሪክ (Legend) ፍፁም የተለየ ነው።

በአጠቃላይ ታሪክ ለማንኛውም ነገር መሰረትና መነሻ በመሆኑ የሚሰጠው ጠቀሜታ አጠያያቂ አይደለም። አለበለዚያ 'ታሪኩን የማያውቅ ሰው ከብዙ ሴቶች መካከል እናቱን ለይቶ የማያውቅ ልጅን ይመስላል' እንደሚባለው ነው የሚሆነው።

ታሪክ ሰዎች አካባቢያቸውን ለመረዳትና ለመጠቀም ለረጅም ጊዜ ያደረጉትን የትግል ጉዞ አገልግቶ የሚያሳይ መነፅር በመሆኑ የዛሬው ትውልድ አዳዲስ ሃሳቦችን የማመንጨት፣ ለችግሮች መፍትሔ የማፈለግ፣ ጠንክሮ የመስራትና ታግሎ የማሸነፍ ልምድ እንዲያዳበር ያግዛል።

"There is no present or future—only the past, happening over and over again—now."

Eugene O'Neill

በተማሪ ተኮር የትምህርት አቀራረብ የመምህሩ ሚና

ደረጃ ነጋሽ፣ አዲስ አበባ ዩኒቨርሲቲ

መምህሩንና ተማሪዎች በክፍል ውስጥ የመማር ማስተማር ሂደት የሚያደርጉትን ተሳትፎ መሰረት በማድረግ የትምህርት አቀራረቦችን መምህር ተኮር እና ተማሪ ተኮር አቀራረብ በማስተካከል የሥነ-ትምህርት ባለሙያዎች ሲመድቡ ይታያል።

በመምህር ተኮር የትምህርት አቀራረብ ተማሪዎች ከመምህርቸቸው የሚቀርብላቸውን ገለጻ አዳምጠው በመጻፍ በትምህርት ሂደቱ ፍዝ ተሳታፊዎች (passive learners) ሲሆኑ መምህሩ በተቃራኒው የመማር ማስተማር ሂደቱን በበላይነት በመቆጣጠር ብቸኛ የአውቀት ምንጭ ተደርጎ የሚታይበትን የትምህርት አቀራረብ የሚገልጽ ጽንሰ ሀሳብ ነው።

ተማሪ ተኮር የትምህርት አቀራረብ በአንጻሩ ተማሪዎች በመማር ማስተማር ሂደቱ ዋና ተዋናይ በመሆን በትምህርቱ በሰፊ ተሳትፎ የሚሳተፉትን የመምህሩ ሚና ለትምህርት ሂደቱ መሳሰሉን መቃናት ምቹ ሁኔታዎችን በመፍጠር ላይ ትኩረት ያደረገን ዘመናዊ የትምህርት አቀራረብ ያመለክታል። (Hilary 1989ና Barbara Mtritu 1995)

ተማሪ ተኮር የትምህርት አቀራረብ ለመማር ማስተማር ሂደቱ መጎልበት ጉልህ ድርሻ እንዳለው የታወቀው እንደ Hayward ከ1905 ቀደም ብሎ ሲሆን እንደ Dewey ደግሞ በ1950ዎቹ ገደማ መሆኑን የO'sullivan መረጃ ይጠቁማል። (<http://www.aishe.org/readings/2005-1/online-mcmhon-19th-Oct-scl.htm>)

ይኸው ድረ-ገጽ ጨምሮ እንደጠቀመው ተማሪ ተኮር የትምህርት አቀራረብ በተለያዩ ጸሃፊዎች የተለያዩ ስያሜዎች እንደተሰጡት ያሰገነዝባል። ከስያሜዎቹም መካከል፡- Taylor (2002) በሁኔታዎች አስገዳጅነት ሊለዋወጥ የሚችል የትምህርት አቀራረብ /Flexible Learning/

Burnard. (1999) ተምክሯዊ የትምህርት አቀራረብ /Experiential Learning/

Burnardad (1999) በራስ መማር የትምህርት አቀራረብ /Self-directing Learning/ የሚሉት ጥቂቶች ሲሆኑ Temechegne(2002) በበኩላቸው አቀራረቡ በብዙዎቹ ምሁራን ተሳተፊ የትምህርት አቀራረብ /Participatory Learning/ እየተባለ እንደሚጠራ ጠቅሰዋል።

ከላይ እንደተመለከተው ይህ ዘመናዊ የትምህርት አቀራረብ በአገራችን የትምህርት ሥርዓት የቆየ ታሪክ ባይኖረውም በሰጠነት አገራት ግን ለባርካታ ዓመታት ሲያገለግል መቆየቱን መገንዘብ ይቻላል። ይሁን እንጂ ከቅርብ ዓመታት ወዲህ ተማሪ ተኮር የትምህርት አቀራረብ በአገራችን ስርዓት ትምህርት ውስጥ ሰፊ ቦታ ተሰጥቶ በተለይም በጣት ከማቆጠሩ ዓመታት ጀምሮ የሰርዓት ትምህርት ቁሳቁሶችን ሲያዘጋጁና ትምህርትና ስልጠናዎች ሲሰጡም የተማሪ ተኮር አቀራረብ ገጽታን ተሳብሰው ሲካሄዱ ይታያል።

በዚህ አቀራረብ ተማሪዎች የሚማሩትን ይዘት ይመርጣሉ፣ የማስተማሪያ መንገዱን ይጠቁማሉ፣ እንዲሁም በምዘና መንገዶች ላይ ሃሳብ ይሰጣሉ። ይህ ሲሆን ደግሞ ተማሪዎች በመማር ማስተማሩ ሂደት ያላቸው ተነሳሽነትና ተሳትፎ ከፍ ይላል። (Tudor 1993)

ሌላው የተማሪ ተኮር የትምህርት አቀራረብ ልዩ ገጽታ የተማሪዎች የቀድሞ እውቀትና ግንዛቤ የትምህርቱ ሂደት የተቀናጀ አካል ሆኖ መቅረቡ ነው። (Hilary 1989)

በአጠቃላይ ከላይ በተለያዩ የመስኮ ሰዎች የተሰነዘሩትን ሃሳቦች ሰንመለከት ተማሪ ተኮር የትምህርት አቀራረብ በትምህርት ሂደቱ ውስጥ የሚከናወኑ ተግባራት ተማሪዎችን በቀጥታና በስፋት እንዲሳተፉ የሚያበረታታ አቀራረብ ነው።

በተማሪ ተኮር አቀራረብ

የመምህሩን ሚና በተመለከተ የተሳሳተ ግንዛቤ ይንጸባረቃል። በትምህርት ሂደቱ የተማሪዎች ተሳትፎ የጎላ ስለሚሆን መምህሩን ከዳር ተመልካች አድርገው የሚመለከቱ ሰዎች እንዳሉ የዘርፉ ድርሳናት ይጠቁማሉ። ይሁን እንጂ በተማሪ ተኮር አቀራረብ የመምህሩ ሚና እንደሚታሰበው እጅን አጣምሮ ከዳር መመልከት ሳይሆን ከትምህርት ሂደቱ መጀመሪያ አስከ መጨረሻ ድረስ የራሱ የሆነ ወሳኝ ድርሻ አለው።

በአቀራረብ የመምህሩ ሚና ምን መሆን አለበት ሰንል በርካታ ጸሐፊዎች ብዙ ቁምነገሮችን ጠቁመዋል። የመምህሩ ሚና በመባል በጸሀፍቱ ከሰፈሩት መካከል የሚከተሉትን መመልከት ይቻላል።

- ትምህርቱን ያቅዳል፤ ያደራጃል፤
- የተማሪዎችን ውይይት ይከታተላል፤ ይመራል፤
- አስፈላጊ መረጃዎችን ይጠቁማል፤
- የተማሪዎችን ለውጥ ይከታተላል፤
- የሁሉንም ተማሪዎች ተሳትፎ ይከታተላል፤
- ተገቢ የሆኑ መረጃዎችን ይሰጣል፤
- የተሳሳቱ ሂደቶችን ያቃናል (Ministry of Education 1999: 72)፤
- የተማሪውን ሥራ ይመራል፤ ይቆጣጠራል፤
- ለማስተማሪያ የሚያገለግሉ ማቴሪያሎችን ያዘጋጃል፤
- የተማሪዎችን የተለያዩ የመማር ስልቶች ይለያል፤
- የትምህርቱ ምንጭ ይሆናል፤
- ከገብረተሰቡ ጋር ተቀራርቦ በመረዳት ይሠራል (Rogers 2002:19)፤
- ተማሪዎችን ለረጅም ጊዜ ይከታተላል፤
- የተማሪዎችን የቋንቋ፣ የሰሜት፣ የአመለካከት፣ የአውቀት እና የክህሎት እድገታቸውን ያጠናል። (Temechegn 2002)

በተጨማሪም መምህሩ በተማሪ ተኮር የትምህርት አቀራረብ ሊኖረው የሚገባውን ሚና በተመለከተ Hilary (1998) በጥናታቸው ያሠራሯቸውን ሀሳቦች ሰንመለከት መምህሩ የትምህርቱ አመቻች በመሆን እያንዳንዱ ተማሪ በትክክለኛው መንገድ እየሠራ መሆኑን

ያረጋግጣል፤ ተማሪዎች በጋራ ውይይታቸው በሚያስቸግሯቸው ነጥቦች ላይ እንደ አንድ የቡድን አባል በመሆን ሀሳብ በመሠንዘር ይሳተፋል፤ የመማር ማስተማሩን ሂደት ያበረታታል፤ ወሳኝ የሆኑ የአስተያየትና ሂሳብ መረጃዎችን (feedback) ይሠጣል፤ እንዲሁም ተማሪዎች የራሳቸውንና የጓደኞቻቸውን እንቅስቃሴ የሚመዘኑበትን ስልት ይቀይሳል።

Tudor (1993: 24-29) በበኩላቸው በተማሪ ተኮር አቀራረብ የመምህሩ ድርሻዎች በማለት አምስት ነጥቦች ይዘረዝራሉ።

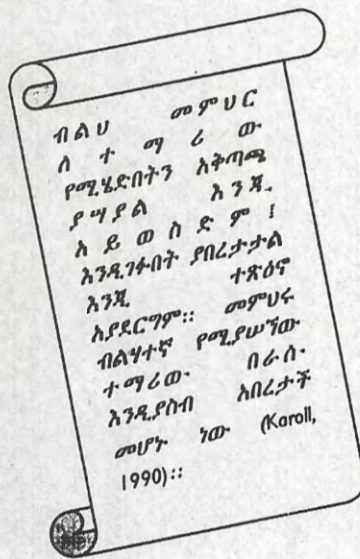
1. ተማሪዎችን የማዘጋጀት፡- ተማሪዎችን ማዘጋጀት ሊባል መምህሩ ቋንቋውን ለመልመድ የሚያስችላቸውን ተነሳሽነት (Motivation) እንዲፈጥሩ ማዘጋጀትን የሚመለከት ጽንሰ-ሀሳብ ነው።

2. የተማሪዎችን ፍላጎት መለየት፡- ተማሪዎች በትምህርት ሂደት ማግኘት የሚፈልጉትን ይዘት ከመለየት በተጨማሪ በትምህርት አቀባበል በተማሪዎች መካከል ልዩነት ያለ በመሆኑ መምህሩ የእያንዳንዱ ተማሪ የመማር ፍላጎት በማጥናት ትምህርቱን ማቅረብ ይጠበቅበታል።

3. የማስተማሪያ ዘዴ መምረጥ፡- መምህሩ ተማሪዎች በትምህርቱ ውስጥ እንዲቀርብላቸው የሚፈልጉትን ጽንሰ-ሀሳብ ከለየ በኋላ ጽንሰ-ሀሳቡን ወደ ተማሪዎች የሚያጓጉዝ ተሰማሚ የሆነ የማስተማሪያ ዘዴ መምረጥም ሊላው ተግባሩ ነው።

4. ኃላፊነት መስጠት፡- ከተማሪ ተኮር አቀራረብ መርሆዎች ውስጥ አንዱ ተማሪው ለራሱ የመማር ሂደት ሙሉ ኃላፊነት ያለው መሆኑን ያስረዳል። ይሁን እንጂ የመማር ማስተማሩ ሥራ ለከታማ መሆን ይችል ዘንድ መምህሩ ለተማሪዎች ሊለጣቸው የሚገባውን ኃላፊነት ለይቶ ማወቅ ይኖርበታል፤ ይህን ለማድረግ ደግሞ ተማሪዎች ሊያበረክቱት የሚገባው ድርሻ፣ የመማር ማስተማሩን ሥራ ምን ያህል ውጤታማ ያደርገዋል የማለትና ተማሪዎች ይህን ኃላፊነት ለመሸከም ያላቸው ብቃት ምን ያህል ነው የሚለትን ነጥቦች ማየትም ተገቢ ነው።

5. ተማሪዎችን ማሳተፍ፡- የተማሪ ተኮር አቀራረብ ልዩ ባሕርይ ትምህርቱ በተማሪዎችን ተሳትፎ ላይ የተመሠረተ መሆኑ ነው። በመሆኑም መምህሩ ተማሪዎች በመማር ማስተማር ሂደት ውስጥ በስፋት እንዲሳተፉ ማበረታታት ይጠበቅበታል።



መምህሩ ከላይ የተጠቀሱትን ሌሎችንም ተግባራት ለማከናወን እንዲችል ሊታጠቃቸው የሚገቡ ብልሃቶች እንዳሉ የመስኩ ለዎች ይጠቁማሉ። እንደ Tudor (1992) አገላለጽ አንድ መምህር ትምህርቱን በሚገባ ተማሪዎችን ያሳተፈ በሆነ መንገድ ማቅረብ እንዲችል የጠለቀ ሙያዊ ብቃት እና ተፈጥሮአዊ ብሉይም ለኖረው እንደሚገባ ያስገንዝባሉ።

ዋቢ ጽሑፎች

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