QUALITY OF PRE-SERVICE TEACHER TRAINING AT REGIONAL STATE COLLEGES IN ETHIOPIA

by

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STUDENT NUMBER: 58557989

Submitted in accordance with the requirements for the degree of

DOCTOR OF PHILOSOPHY OF EDUCATION

in the subject of

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF J. NYONI

DECEMBER 2022

DECLARATION
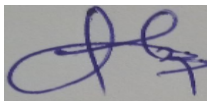
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I declare that **QUALITY OF PRE-SERVICE TEACHER TRAINING AT REGIONAL STATE COLLEGES IN ETHIOPIA** is my work and that all the sources I have used or quoted have been indicated and acknowledged utilizing complete references.

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I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

_____

Mr. BD Mirado   15, DECEMBER 2022

(BERHANU DESALEGN MIRADO)   DATE

ACKNOWLEDGMENTS

DEDICATION

This piece of work is humbly dedicated to my lovely and prudent wife, Mrs. Bereket Arega, to our children, Tinsae and Dagim Berhanu, and, above all, to Almighty God, who always provides me with strength, knowledge, and wisdom in everything I do.

ACRONYMS AND ABBREVIATIONS

AITSL	Australian Institute for Teaching and School Leadership
CTEs	Colleges of Teacher Education
EFA	Education for All
EGRA	Ethiopian Early Grade Reading and Assessment
ESDP	Education Sector Development Package
ESDP	Education Sector Development Programme
FDRE	Federal Democratic Republic of Ethiopia
GEQUIP	General Education Quality Improvement Package
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
QUAL	Qualitative
QUAN	Quantitative
REB	Regional Education Bureau
SNNPRS	Southern Nation, Nationalities and Peoples' Regional State
SPSS	Statistical Programme Software for Social Science
TESO	Teacher Education System Overhaul
TTI	Teacher Training Institution
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISA	University of South Africa

ETHICAL CLEARANCE FROM UNISA

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/09/08

Ref: **2021/09/08/58557989/01/AM**
Name: Mr BD MIRADO
Student No.: 58557989

Dear Mr BD MIRADO

Decision: Ethics Approval from
2021/09/08 to 2026/09/08

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Title of research:

Quality of Pre-Service Teacher Education of Regional State Colleges in Ethiopia

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/09/08 to 2026/09/08.

The **low risk** application was reviewed by the Ethics Review Committee on 2021/09/08 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2026/09/08**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2021/09/08/58557989/01/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

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Approved - decision template – updated 16 Feb 2017

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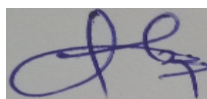
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15, DECEMBER 2022

SIGNATURE   DATE

BERHANU DESALEGN MIRADO

LETTER OF PROFESSIONAL LANGUAGE EDITOR

Dilla University
Department of English Language
and Literature

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Ref. no. DUELL /79/35/14

Date Dec. 9, 2022

LETTER OF PROFESSIONAL LANGUAGE EDITOR

TO WHOM IT MAY CONCERN

I, the undersigned, Belilew Molla Gebre (Ph.D.) who is currently working at Dilla University as an assistant professor in the department of English Language and Literature, have done the language edition for **Mr. Berhanu Desalegn Mirado** on his Doctoral dissertation entitled **"Quality of Pre-service Teacher Training at Regional State Colleges in Ethiopia"** based on the professional assistance he requested.

Accordingly, I, Belilew Molla Gebre (Ph.D.) confirm that upon the request of **Mr. Berhanu Desalegn Mirado**, a Doctoral candidate at the University of South Africa (UNISA), I did the language editing for him. If any further information is required, please do not hesitate to contact me at **+251924408355** or belilew67@gmail.com.

With best regards,

Belilew Molla Gebre (PhD)

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ABSTRACT

The study examined the quality of pre-service teacher training at regional state colleges in Ethiopia. The study aimed to investigate the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of pre-service teacher training and how their views and experiences help explain reasons for poor performance in the colleges of teacher education.

Philosophically, the study employed pragmatism that prioritizes the practical consequences of the methods used in answering the research questions. A mixed method approach was used to collect qualitative and quantitative data to get the whole picture of the problem. In the study, four purposefully selected regional state teacher education colleges that use the same academic legislation were involved. A simple random technique was used to select 212 teacher educators, 294 student teachers, and 94 educational managers (Deans, vice deans, stream officers, and department heads). A purposive sampling technique was used to select 16 teacher educators and eight deans (deans and academic vice deans from sampled colleges) for the interview. Moreover, a purposive sampling technique was used to select student teachers for four focused group discussions. Questionnaires, semi-structured interviews, and focus group discussion guides were used as data collection instruments. Descriptive statistics such as percentages, frequency distribution, means, and standard deviations were utilized to analyse quantitative data. Among the Inferential data analysis techniques, one-way ANOVA was employed to compare the views and experiences of sample groups. The qualitative data were analysed based on identified themes and sub-themes through narration maintaining its trustworthiness, credibility, and genuineness.

The findings revealed that teachers did not use active learning/teaching strategies that foster quality learning; students did not show commitment to their learning and teacher educators did not use diversified samples of students' work to assess their students. Instead, teacher educators use traditional assessment methods that encourage a surface approach to learning. The study also revealed that the practicum program, which is a key for quality teacher training was inadequately planned and budgeted.

Moreover, the partnership between the college and the schools was loose and school mentors were not adequately trained to assist and guide the mentee and the supervision from the college lacks consistency. Besides, there was a discrepancy between what students learn in college and what they face in independent teaching. The findings further revealed that, in the CTEs, there was no well-established internal quality assurance system.

The researcher recommended that the CTEs should develop a quality teaching model that defines quality teaching in the context of teacher education. Teacher educators should be given adequate capacity-building training on contemporary teaching methods that enhance students' active construction of knowledge. There is a need to standardize the assessment system in the colleges. The colleges should promote new modes of assessment over traditional assessment methods. The CTEs should establish an independent internal quality assurance unit fully mandated to perform overall activities related to assuring the quality of the core process of the colleges. The CTE should adequately plan and implement a school-based learning program (practicum) establishing strong partnerships with catchment schools. Adequate training should be given to school mentors and college tutors on making the practicum program more effective.

KEY TERMS: Quality of Teaching and Learning, Assessment, Practicum Experience, Quality Assurance, Teacher Education, Teacher Education Colleges, Mixed Methods Research, Pragmatism, Quality Education

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. INTRODUCTION AND BACKGROUND TO THE STUDY

The foundation for changing and raising people's quality of life is education. Without improving the education system, it is hardly possible to ensure sustainable development since the quantity and quality of human capital accumulation are essential determinants of the productivity of any economy (Abebe & Woldehanna, 2013:69). Major (2013:69) attributed the strength of a nation to its educated citizens. A competent and dedicated teaching force that works to bring about the needed changes in the schools is produced by teacher education, which is crucial for accomplishing educational goals and contributing to national development. Ifunanya, Ngozi, & Roseline (2013:69) provided the following succinct summary of the relationship between national development, educational quality, and effective teachers:

> *The quality of a nation is determined by the calibre of its people; the calibre of its people is not only, but to a significant degree, determined by the calibre of education, and the calibre of education is most strongly influenced by the calibre of its instructors.*

There is no doubt about the influence of a high-quality teacher preparation program on educational quality. The public demand for quality education has been increasing from time to time worldwide. Different studies which have been conducted so far have indicated the need for quality teacher training emphasizing the role of teacher quality in students' learning (Mergler & Spooner-Lane, 2012:66).

Among several factors, teacher quality is recognized as the most determining factor of students' achievement in schools. The professional practice of teachers' effectiveness in teaching and the knowledge teachers possess are widely accepted conditions for quality learning in the school (Swee, Goh, & Blake, 2015:470); Hightower, Lloyd, & Swanson, 2011:5). The research conducted by Tuli & Fiorucci (2012:139) also blamed

the process of teacher preparation for the deterioration of the quality of education in primary schools. The researcher remarked on the excerpt FGD as follows:

> *Teachers were not adequately prepared for the workplace. This was demonstrated clearly by the teachers' failure to perform their duties and responsibilities when they were placed in schools. This reality was also demonstrated by college graduates. They failed to teach at any grade level in primary schools despite having the training and credentials to do so.*

Ethiopia has long years of experience in indigenous education and had developed its alphabet. Evidence attests that traditional education started in the 4th century A.D. However, The opening of the Menilik II school marked the beginning of western education in Ethiopia (Bishaw & Lassier, 2012:54; Gemechu et al., 2017:2). Imported teachers and instructional content together with the medium of instruction for the sake of diplomatic relations had alienated the education system from contextual situations and local needs (Negash, 2006:7; Bishaw & Lassier, 2012:54). Full dependency on foreign teachers lasted up to 1944 until the first primary school in Ethiopia, Menilik II, had given a dual role and became the first teacher training school. According to Semela (2014:115), this incident signaled the start of an era of reform in Ethiopia's teacher preparation system.

The year 1960s and 1970s remarked progress in the establishment of different Teacher Training Institutions (TTIs) like Harar, Jimma, and Debre Berhan Teacher Training Institutions and Kotebe and Bahirdar Teacher Training Colleges (TTCs) (Gemechu, 2017:2 & Semela (2014:122). The Coming of the Military junta (Derg regime) led by Mengistu Hailemariam with Marxist Leninist ideology into power in 1974 caused a turning down of education as remarked by Gemechu (2017:3). The Derge regime launched the campaign (officially called 'Developing through Cooperation work') to eradicate illiteracy from the rural population. As a result, students and teachers joined the campaign. According to Semela (2014:124), inadequate pre-planning resulted in unanticipated repercussions, including a teacher shortage as a result of the campaign's decision to close teacher training facilities. The shortage of teachers throughout the

country forced the government to recruit untrained high school students to teach in the schools.

In 1991, the Ethiopian People's Revolutionary Front (EPRDF) took over when the socialist government was overthrown. In 1994, the new administration released its education and training strategy. The policy found its basis in reviewing the long-standing problems associated with the education system and identified that access to education was limited and unbalanced, lacked relevance, and continuous deterioration in quality and standard (FDRE, 1994:2). In addition to these, Education and Training Policy of Ethiopia identified that the training provided for teachers was insufficient and the teaching methodology teachers used was not in a way of addressing the active participation of students. Therefore, the issue of ensuring the quality of teacher training was in the front position from the foundation of the education policy. As a result, the subsequent Education Sector Development Programs (ESDP) of Ethiopia clearly illustrates the emphasis given to the quality of Education.

In the year 2002, the Ministry of Education of Ethiopia (MoE) had shown a clear concern for improving the teacher education system. As a result, the MoE established a task force and investigated the efficiency of Ethiopia's teacher training system (MoE, 2003:6). The finding of the study revealed as Semela (2014:128) summarised that the graduates lack adequate subject matter, as well as professional knowledge (both what to teach and how to teach), and the school-based learning program has given less emphasis. Besides, the teaching approach employed by teacher educators was 'teacher-centred' and too theoretical. A national framework for teacher education known as the "Teacher Education System Overhaul" was introduced by Ethiopia's Ministry of Education in response to the findings (Mekonnen, 2008:282).

The Ethiopian Teacher Education system overhaul (TESO) had identified five competency areas that the would-be teachers and teacher educators should fulfil. These were: competency in civic knowledge and dispositions, competency in the content of the subject matter and methods of teaching, classroom management, and competency related to how the schools operate and about values, attributes, ethics, and

ability deemed essential for the teaching profession. In addition to the conceptual and theoretical knowledge given in training institutions, school experience (School-based learning) was also given due emphasis (MoE, 2003:34). The TESO, besides its significant impact, was criticized due to its lack of relevance, the ineffectiveness of implementation strategies, and the lack of clarity and coherence of the thematic perspectives in guiding teacher education (Mekonnen, 2008:297-98, Semela, 2014:128).

In the Ethiopian context, training teachers for primary schools (from grades 1-8) is the responsibility of colleges of teacher education. Several studies confirmed that these colleges are not preparing quality teachers for primary schools. The research done by Semela (2013:140) confirmed the decline in quality at all levels, with the primary level being particularly concerning. The researcher observed that many teachers working in schools had not received sufficient training while enrolled in teacher training institutes. Therefore, top priority should be given to overhauling the current lower and upper elementary teacher preparation programs.

The government, the college community, and employers have all expressed worries about the quality of regional state college's teacher preparation programs. The licensing exam result of Student teachers confirmed that the training process is not enabling students to master adequate pedagogical and subject matter knowledge during their stay in the colleges. The annual report (2017) of the Southern Nations, Nationalities and Peoples Regional State Education Bureau (SNNPRSREB) indicated that among the four colleges, only 59.94% of students scored 50 % and above; the passing point, however, is 70 points and only 7.96% students deserved. Those who failed the licensing examination also joined the teaching force due to a shortage of teachers in primary schools.

The current study examined the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of teaching, learning, and assessment practices in four regional state teacher education colleges.

1.2. RATIONALE FOR THE STUDY

The deterioration of the quality of education in Ethiopia is a big concern at the national level. To address the problem, the government has made different reform programs. Among these, the Teacher Development Programme is one. The far-reaching objective of the program is to enhance the quality of general education and produce capable citizens who can contribute to and engage in the process of overall development of the nation. Thus, preparing quality teachers who can adequately carry out their roles and responsibilities should be given due emphasis.

Within the teacher education community there is a strong agreement that the public has the right to know how the teachers are prepared and what and how much their students learn (Francis 2012:2). As providers of trained teachers, CTEs management bodies and teacher educators should take the primary responsibility to ensure the quality of teacher training.

Therefore, the following reality initiated the researcher to investigate the quality of pre-service teacher training emphasizing the quality of teaching, learning, and assessment practices in the college based on the views and experiences of the educational managers, teacher educators, and student teachers in the regional state colleges of Ethiopia.

First, the CTEs are providers of trained teachers for primary schools in the region. The quality of primary school education in the region has been deteriorating from time to time. The quality of primary school education depends on several factors. Research conducted in the primary schools in the region has confirmed that the teacher training process lacks quality (Tuli 2012, Semela 2013). A study of the Ethiopian Early Grade Reading Assessment (EGRA) on connected text oral reading, fluency, and comprehension in passages targeted early grade 2 level in vocabulary and complexity attested that in Sidama, one of the Zones in the region, the percentage of non-readers was 69.2% and 100% were not reading at the expected 'oral-reading fluency rate' (USAID, 2010:3-4). Regional Assessment of grade four and eight student learning

achievements showed that for grade four, the mean score for each subject and their total average score (38.68%) were below the minimum expected score of 50% in all subjects. For grade eight, in the total average score, only about 10.6% of the students scored 50% and above (SNNPR, 2014:35).

Second, the licensing result of graduates of CTEs also shows that at the end of three consecutive years of training, students are not successfully passing the examination. Third, several kinds of research have been conducted on the issues related to quality education at the university level in Ethiopia. The quality of education in primary schools was addressed by regional and national assessment research; however, to the knowledge of the researcher, colleges' quality of teaching, learning, and assessment practices has not yet been researched.

Finally, this study will also provide practical contributions. The research will provide evidence-based insight regarding the quality of teacher training in the CTEs; how teacher educators and educational managers are carrying out their professional practice in the CTEs; how the students are playing their part in improving the quality of the training. Therefore, stakeholders involved in the training process will take research-based interventions to enhance the quality of teacher training. Moreover, this research will add new knowledge concerning the quality of teaching, learning, and assessment practices in the teacher training context.

1.3. STATEMENT OF THE PROBLEM

There are four Colleges of Teacher Education (CTEs) in Southern Ethiopia regional states. These colleges have the responsibility of providing trained teachers for primary schools in the regions. With the rapid growth of student enrolment in primary schools resulting from the emphasis given to universal primary education for all, the number of graduates from these colleges through pre-service and in-service teacher training has been increasing from time to time; however, in terms of quality, there are several problems.

The quality of education is the result of the interaction of various issues. The most important of which is increasingly recognized is the quality of teachers and teaching (Imam, 2011:392). Quality of teaching can be assured by the capability and commitment of performers in the process (Haile, 2014:24). The main actors in the context of teacher training are teacher educators and student teachers.

According to existing literature, defining effective teaching is characteristically argumentative. Harris (1998:169) asserts that despite the diversity of approaches, there is a degree of agreement regarding the underlining aspects of effective teaching. Ramsden (1992: 5) as cited in Ustunlouglu (2016:236) defines effective teaching as the process of creating an environment where the learners experience deep learning outcomes of high quality. Allan, Clarke, & Jopling (2009:364) summarised the research findings of over thirty years on effective teaching that was grounded based on the views of teachers and grouped them under four dimensions: helpful learning setting, academic anticipations, scaffolding learning, and clarity.

According to Wiliam (2013:15), an assessment is a bridge between teaching and learning. Therefore, the quality of teaching, students' learning, and the assessment practice as a bridge influence the quality of teacher training. In a constructivist learning environment, assessment is not about giving a separate examination at the end of the course, but they are integrated into the learning process itself (Sewagegn, 2016:29).

Therefore, to maintain the quality of education in primary teacher training institutions, it is necessary to evaluate teaching strategies and assessment techniques faculty members use (Major, 2010:59). Student teachers also have a key role in an effective teaching-learning process since it requires a joint effort. Therefore, student teachers should know their responsibilities and actions will considerably affect the learning outcome and hence, should take ownership of their learning. Based on the above premises, the researcher of this study assessed the quality of the teaching-learning and assessment practices in the colleges.

The school-based learning program is a vital aspect of pre-service teacher training that needs effective implementation (McMahan et.al., 2015:2). Before the actual teaching experience, student teachers should have a chance to observe the school environment critically to understand the existing realities (McMahan et. al. 2015:6). As Cheng (2008:8) remarked, during the teaching practice, the student teachers should demonstrate their pedagogical knowledge of designing and implementing instruction; classroom management skills, and assessment skills to foster the students' learning. The school-based learning program should provide a meaningful and authentic learning experience (Mcmahan & Garza, 2016:2).

For the successful outcome of the school-based learning program, different researchers ((Mcmahan & Garza, 2016:2), Fekede and Gemechis, (2009:111-112) emphasized two vital issues: the mentor teachers and the schools where the students are placed for the school-based learning. Mentoring as Tomlinson (1995:7) as cited in Heeralal (2014:511) is ''assisting student teachers regarding how to teach in the school setting''. The mentor assigned to student teachers should have the skill and necessary knowledge to guide the candidate's lesson planning, provide appropriate and recurrent feedback after the instruction, point out the strengths and weaknesses of the prospective teacher in a constructive way, and show rigor in assessing and evaluating their performance. To this end, the mentors should be empowered through training and development. In addition to the case of mentoring, Teacher Education Colleges and primary schools should have a strong partnership for a common goal. Therefore, the researcher of this study will assess how the school-based learning program of pre-service teacher training is being implemented in the CTEs from a quality perspective.

The incompetence of student teachers and criticisms from school principals, students and educational adminstrations at different level about the capabilities of the graduates in the workplace raise several questions about the quality of the training. The quality of teaching, learning, and assessment practices are some of the concerns regarding teacher training in the colleges of teacher education. Therefore, the researcher of this study analysed the views and experiences of the key role players, i.e. educational

managers, teacher educators, and student teachers about teaching, learning, and assessment practices in colleges.

1.4. MIXED METHODS RESEARCH QUESTION

My mixed methods research study seeks to answer the following questions.

- How can the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of pre-service training help explain poor performance in teacher education colleges?

1.4.1. Sub-research questions

1. What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of pre-service training in the colleges of teacher education?
2. What are the views and experiences of student teachers, teacher educators, and educational managers regarding the quality of assessment practices in the colleges of teacher education?
3. How do teacher educators, student teachers, and educational managers rate the quality of school-based learning program implementation in teacher education colleges?
4. What are the institutional policies/mechanisms in place for ensuring the quality of teaching, learning, and assessment practices in the colleges?
5. What should be done to enhance the quality of pre-service teacher training in the regional states teacher education colleges in Ethiopia?

1.4.2. Hypotheses

Pre-service teacher training at regional state teacher education colleges in Ethiopia is ineffective in preparing quality primary school teachers.

1.5. AIM AND OBJECTIVES OF THE STUDY

This study aimed to investigate the views and experiences of educational managers, teacher educators, and student teachers regarding the process of teaching, learning, and assessment practices in regional state teacher education colleges of Ethiopia and come up with solutions on how to enhance the quality of pre-service teacher training in regional state teacher education colleges in Ethiopia.. The study aimed to address the following specific objectives:

1. To identify the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of pre-service training in the colleges of teacher education.
2. To investigate the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of assessment practices in the colleges of teacher education.
3. To assess the practice of school-based learning program implementation in the colleges of teacher education.
4. To identify the institutional policies/mechanisms used for ensuring the quality of teaching, learning, and assessment practices in the colleges.
5. To suggest how to enhance the quality of teacher training in the regional states teacher education colleges.

1.6. LIMITATIONS OF THE STUDY

Ethiopia has a federal state structure of 11 regional states and two autonomous city administrations. The primary limitation of this study is that it focuses only on two regional States of Ethiopia. Secondly, the study did not consider the already-graduated students of the CTEs to see the impact of colleges' quality of professional practice. The researcher believes that investigating the existing problems associated with teaching quality, learning, and assessment practices in the region will have educational implications. The findings may provide research-based recommendations that enable other regional states and CTEs to revisit their teaching, learning, and assessment practices from quality perspectives.

1.7. DELIMITATION OF THE STUDY

The main focus of the study is to investigate the quality of teaching, learning, and assessment practices of regional states Teacher Education Colleges of Ethiopia taking the views and experiences of educational managers, teacher educators, and student teachers as a unit of analysis.

1.8. DEFINITION OF KEY CONCEPTS

Several concepts are embedded concerning the quality of pre-service teacher training. For this research, due to the complexity and various definitions are given to such concepts, the key concepts are elaborated as follows:

1.8.1. Assessment practices

Assessment practices are the assessment activities that teacher educators use to evaluate the academic performance of their student teachers. It covers a wide range of issues, including the orientations of teacher educators regarding quality assessment, teacher educators' adherence to professional practices, and the level of professional commitment of teacher educators in planning, construction, and administration of the test as per the principles of test construction and administration and teacher educators' perception about the role of assessment in improving teacher training.

1.8.2. Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and in the community (Imam, 2011:389) UNESCO (2014:13) classified teacher education as:

- ▪ Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher).

- Induction is providing training and support during the first few years of teaching or the first year in a school.
- Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers)

1.8.3 Teacher Education Colleges

In the Ethiopian Context, CTEs are under the category of higher education mainly dedicated to producing teachers for primary schools (Grades 1-8)

1.8.4 Quality of Education

The issue of quality in general and education quality, in particular, does not have a universally accepted definition (Trivellas et.al., 2012). Therefore, this study tries to see education quality in the context of professional practices of key actors, i.e., educational managers, teacher educators, and student teachers of the CTEs about teaching quality, learning, assessment practices, and the quality of school-based learning program implementation.

1.8.5. Quality of teaching and learning

Quality teaching is conceptualized as schemes, tools, and policies aimed at enhancing the capacity of the teachers to provide the best teaching and hence ensure the best learning for students. Quality teaching may thus refer to any student-focused like learning environment or tutorship. Initiatives aimed at improving the conditions to learn better influence the teaching delivery and the competencies of the faculty (OECD, 2009:3).

Henard and Roseveare(2012:7) defined quality teaching as using pedagogical techniques to produce students' learning outcomes. It includes proper curriculum design and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), using an

appropriate feedback system, and an effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

1.8.6. Quality Assurance

According to kang, et.al, (2022:3), the word quality assurance denotes "systematic, organised and continuous consideration in terms of quality enhancement and development". In the same way, Smout(2001:20) described quality assurance as the progression of quality monitoring for continuous development. In the educational setting, quality assurance encompasses both designed and scientifically executed activities that are directly relevant to the preservation and enhancement of educational quality. As a result, quality assurance encompasses all procedures, measures, and code of conduct, as well as defined frameworks or systemic standards intended to ensure quality (Avci, E., 2017:201). Therefore, in this study, quality assurance refers institutional quality assurance policies/mechanisms used to ensure the quality of teaching, students' learning, and assessment practices in the CTEs.

1.8.7. Practicum experiences

Practicum experience is considered as one of the core and central element of pre-service teacher education programs that provide student teachers with the opportunity to examine the knowledge they gained during the theoretical study journey and puts this knowledge into action (Hamaidi, D., 2014:191).

1.8.8. Pragmatism

Creswell (2014: 39) states pragmatism as, "a world view arises out of actions, situations, and consequences rather than antecedent conditions." Pragmatism, as a philosophical dialogue, prioritizes the practical consequences of the methods used in answering a research question (Creamer, 2018:91). Johnson and Christensen (2017:32) further describe pragmatism to be, "the philosophical position that what works in a particular situation is what is important and justified or 'valid'."

1.9. ORGANIZATION OF THE STUDY

This research was organized into six chapters. The first chapter discussed the orientation of the study. It comprised the introduction, the background of the study, a rationale for the study, statement of the problem, research questions, objectives of the study, limitations of the study, delimitation of the study, the definition of the key concepts, a summary of the chapter, and the projection of the next chapter.

The second chapter focused on the theoretical framework and review of the literature. It focused on contemporary learning theories, conceptualizing education quality, education quality in the higher education context, and defining teacher education. Moreover, it dealt with institutional quality assurance mechanisms, instructional strategies for quality teaching, teaching effectiveness, active learning methods for quality of student learning, student's learning style and approaches to learning: its implication for effective teaching and assessment, assessment practices for quality students' learning, and the role of practicum implementation in teacher education.

The third chapter discussed an overview of teacher education in the Ethiopian context. It described the historical development of teacher education in Ethiopia and various reform programs in the education sector. It also presented teacher training modalities for primary school level education, teacher standards integrated into teacher education programs, and the basic principles that guide pre-service teacher education programs in Ethiopia.

Chapter four dealt with research methodology and design. It started with an introduction followed by the researcher's philosophical worldview and epistemological stance. It also discussed the research approach pursued in the research and the specific research design in detail. It also justified the study population, sample size, sampling techniques, instruments of data collection, validation of data collection instruments, methods of data analysis, validity and reliability of quantitative data analysis, credibility, and trustworthiness of qualitative data analysis. Finally, it elaborated on the issue of rigor and ethical considerations.

Chapter five presented, analysed, and discussed the data collected through data gathering tools. It has presented the introduction to the chapter and the demographic data of the respondents. It has also discussed data presentation and analysis in two separate phases. In phase one, it presented and analysed quantitative data in line with individual research questions. In phase two, it has presented and analysed qualitative data guided by the identified themes and sub-themes. Furthermore, it integrated the quantitative and qualitative results. Finally, it has presented the discussions of quantitative and qualitative results.

The last chapter, chapter six dealt with summary of research, conclusions, major findings, and recommendations. Furthermore, limitation of the study was clarified and recommendations for further study were forwarded.

1.10. SUMMARY OF THE CHAPTER

This chapter of the research mainly focused on the introduction, background of the study, the rationale for conducting the research, the statement of the problem, guiding questions of the study, the objectives of the study, limitations, delimitations, and the definition of key concepts. The chapter also indicated the organization of the study.

1.11. PROJECTION FOR THE NEXT CHAPTER

In chapter one, the researcher has provided the orientation regarding the quality of teacher preparation in the regional state colleges of Ethiopia and has formulated a research question that guides the study. Therefore, the next chapter discusses the theoretical framework and review of related literature based on the research questions.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. INTRODUCTION

The primary goal of this study is to investigate the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of teaching, learning, and assessment practices of regional state teacher education colleges in Ethiopia.

The quality of the professional practice of different actors involved in the training process such as teacher educators, student teachers, and educational managers determines the quality of teacher training. In the teaching-learning process, teacher educators as professionals should foster quality teaching and assessment to enable the students' learning. Educational managers have the responsibility of creating a conducive teaching-learning environment and playing appropriate leadership roles. Above all, student teachers should take responsibility for their learning. Based on the above premises, this study is grounded in constructivist theory as a theoretical framework.

This chapter is devoted exclusively to a review of the body of scientific literature. The focus is on conceptualizing the quality in education in general and the quality of teacher preparation in particular of teaching, learning, and assessment methods serving as key determinants of the quality of teacher training procedures. Therefore, the literature review is organized based on the following search descriptions.

- Contemporary Theories of Learning
- Behaviourist Learning Theory
- Cognitive Theory of Learning
- Constructivism Theory of Learning
- Conceptualizing Quality in Education
- Teacher Education

- Institutional Quality Assurance Mechanisms in the CTE
- Instructional Strategies for Quality Teaching
- Teaching Effectiveness
- Active Learning Methods for Quality of Student learning
- Student's Learning Style and Approaches to Learning: Its Implication for Effective Teaching and Assessment
- Assessment Practices for Quality Students' Learning
- Constructivist Alignment
- Consideration in Designing Quality Assessments
- The Role of Practicum Implementation in Teacher   Education

2.2. CONTEMPORARY THEORIES OF LEARNING

The origin of concept of learning dates to ancient Greece. The study of learning as a 'science of mental life' is related to the thought of William James, an American philosopher, and physician in the 1890s. The leading theory in the early 20th century was behaviourism. Behaviourism as a learning theory is concerned with the unseen mental process and how the environmental factors interact and affect the learning process (Pritchard, 2009:2). On the other hand, constructivism, which rests on the idea that knowledge is constructed by the individual students, has become a prominent theory of learning in the field of education.

It is essential to have a formal understanding of the students' learning processes to assess the effectiveness of teaching and student learning. Different people view how people learn in different ways. The interpretations may be based on their own experiences, self-reflection, observations of others, research, or their knowledge of how to persuade people to think the way they do (Wang, 2012:5). According to Illeris (2009:1), the concept of learning has gained prominence during the past decades in the fields of psychology, pedagogy, and in the political and economic spheres. The reason for this concern is the knowledge and skills that the nations, organizations, and individuals bring that serve as a competitive advantage in the globalized market.

Knowledge and learning are, therefore, viewed as essential resources for future development (Qvortrup et.al., Wiberg, Christensen, and Hansbol, 2016:7).

There is no widely accepted definition of learning because it is a very complex notion (Illeris 2009:1). Unless we focus on the learned sources, defining the concept of learning leads to varied interpretations (Pritchard, 2009:1). Different scholars defined learning differently. According to Taylor & Kenney (2008:3), learning is a modification in performance through circumstances of activity, practice, and experience. It is how we learn new things like values, attitudes, and emotional responses in addition to knowledge and skills. It also involves a modification of perception and conduct. Illeris (2009:9) says that learning is the fusion of two fundamentally different processes: the learner's internal psychological process of elaboration and acquisition and the learner's external contact with their social, cultural, or physical environment.

As described by Fry, Ketteridge, & Marshall (2009:9), learning is about making meaning in a way that we think and comprehend the world. The way each student learns differs and makes answering the question of how students learn and how teachers can enhance students' learning difficult. In some ways, this is because education deals with particular objectives in various circumstances, the diversity of learners, and the dynamic nature of these components. As a result of the lack of research-based evidence regarding the relationship between teaching and students' learning, there is incomplete knowledge of the aspects. However, there is research evidence that supports the effect of the attitudes and actions of the teacher and the learner/s in achieving the expected outcomes. Moreover, to develop learning activities for classroom teaching, teachers should have sound knowledge regarding how students learn (Pritchard, 2009:1). In subsequent sections, the researcher has reviewed how learning is defined according to a behaviourist, cognitive, and constructivist theory of learning.

There are different schools of thought in psychology and curriculum studies regarding how students learn. Fry, Ketteridge, & Marshall (2009:9) categorized it as rationalism (or idealism), associationism, and constructivism. Hilgard & Bower (1996) in Wang

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(2012:8) identified eleven categories of learning theories. Even though educational psychologists and academics have compiled a long list of theories to describe how people acquire, arrange, and use skills and knowledge, the researcher of this study has focused on the three theories of learning namely behaviourist, cognitive and constructivist learning theories. Ertmer & Newby, 2013:58) indicated the change of the focus of instruction as one moves from one theory to another. According to Ertmer and Newby, the emphasis of instruction goes from teaching to learning, from the passive transfer of facts and routines to the active application of concepts to problems, as one moves along the behaviourist-cognitive-constructivist continuum.

2.2.1. Behaviourist Learning Theory

The origins of behaviourism can be traced back to experiments on how animals learn by John B. Watson (1978–1958) in the late 19th century. Thus, Watson's findings immediately led to the development of behaviourism as a learning theory (Wang, 2012:6). Behaviourist learning theories attribute behaviour to be shaped deliberately by the forces in the environment because of habit formation. Knowledge results from the accumulation of the stimulus-response association within the complex structure (Ornstein & Hunkins, 2004:101). In other words, the behaviour is determined by others rather than by one own free will. The emphasis of behaviourism, as stated by Boghossian (2006), is on the external observation of legitimate relationships between and among externally detectable stimuli and the subsequent responses. According to behaviourist theory, learning is simply the acquisition of new behaviours; this process of learning is known as "conditioning" (Boghossian, 2006:716).

As Wilson & Peterson (2006:2) pointed out, it has long been believed that learning will take place provided teachers communicate well and pupils are motivated.

According to this theory, if students are not learning, it is not because they are not interested or showing interest. According to behavioural-learning theorists, if teachers act in a specific way, students will act similarly. Accordingly, behaviour change must be observable, and internal thought processes are not considered.

Emphasis should be given that behaviourist ideas have come under fire for being overly simplistic and mechanical in their descriptions of learning and for maybe relying too heavily on traditional animal experimentation. The student's engagement is limited and views them as unreflective respondents (Boghossian, 2006:716). Human learning involves sophisticated thought processes beyond response conditions (or recollection and habit) and operant conditioning, as stated by Ornstein & Hunkins (2004:105).

2.2.2. Cognitive Theory of Learning

The cognitive theory was a response to behaviourism, which was the predominant school of thought in experimental psychology at the time. In contrast to overt or observable behaviour, psychologists and educators started emphasizing more sophisticated cognitive processes in the late 1950s. The emphasis of cognitive theory is on promoting mental processing (Ertmer & Newby, 2013:51).

According to Pritchard (2009:17), cognitive experts research, among other things, how people learn, remember and interact. They frequently place a strong emphasis on mental processes and contemporary technologies. Cognitive learning theorists emphasize the significance of what occurs inside the learner, whereas behaviourists typically disregard the internal dynamics of learning. Like behaviourism, the cognitive theory emphasizes how the learning environment helps to promote learning. Cognitive theorists contend that learning, however, occurs when information is organized and meaningfully stored. Thus, the role of a teacher is to examine the learning experience that learners bring in the learning context and help them how can they organize the new information by arranging practice with corrective feedback (Ertmer & Newby, 2013:52).

2.2.3. Constructivism Theory of Learning

Constructivism is the dominant theory in the 21st century that is shaping the education system. As a perspective of learning, constructivism adheres to learning from the learners' perspective than the teachers'. According to this theory, learners construct knowledge individually and socially (Noel, 1993:1). Knowledge does not transfer from a

certain source to the learners. Learners construct it through their interaction with the world they are living (Karagiorgi & Symeou, 2005:18).

Constructivism as a learning approach places learners at the centre of knowledge construction and interpretation of reality. It is the learning environment that should be enabling and help the learners' full engagement in their learning (Cirik, Colak, and kaya, 2015:31; Beck & Kosnik (2006:2). Supporting this idea, Karagiorgi & Symeou (2005:19) pointed out that learner should be a unique individual who can make choices of what to learn and how to learn. Thus, the learning environment should take into consideration the experience of the learner in the process of learning. As described by Major (2010:62), learning can only be meaningful and motivating if learners are actively engaged.

The idea that learning is social and those students should be given a platform where they may engage with one another forms the basis of a social constructivist perspective of learning. This view argues that peers should educate peers (Schaik, 2004:47). According to Vygotsky, learning stimulates several internal developmental processes that can only function when a learner interacts with others (Schaik, 2004:46). Constructivist learning theory emphasizes the learners' perspective by recognizing that learning is an internal process rather than something that a teacher can force on students (Garmston & Wellman, 1994:85).

The literature that examines the constructivist theory of learning emphasizes that the design of the learning environment is essential to making constructivism a reality. As described by Honebein, (1998:13) in Tunca (2015:182), creating a constructive learning environment adhere to seven principles. These are:

▪ Teachers should equip learners with the experience of how to construct knowledge.
▪ Teachers should appreciate and respect different perspectives that learners bring in the teaching-learning process.
▪ The acquired knowledge should be linked with the daily life of the learners

- Students' active involvement in the learning process.
- Offering learning through shared experiences.
- Permit the pupils to reflect on what they have learned.
- Enhancing learners' awareness regarding learning techniques that they use to construct knowledge to solve problems.

Constructivist learning environments require students' intrinsic motivation to engage in learning, a sense of ownership for their learning, teachers who provide support, an understanding of the context, the relevance of the knowledge to the daily life of the learners, and constant feedback (Cattaneo, 2017:146). According to Karagiorgib& Symeou, learners are more inclined to approach a problem from an ownership perspective when the scenarios are realistic (2005:19). When students come up with workable solutions to challenging issues, they demonstrate meaningful comprehension. Such situations promote motivation because they provide learners the opportunity to delight in and feel satisfied after solving a problem.

Pritchard (2009:32) summarized the essential features of constructivism as follows:

- Meaningful learning is realized when learners engage actively and control the learning process.
- When students can construct their meaning, it fosters critical thinking.
- Authentic activities in a realistic setting are encouraged.
- Learners have full autonomy for their learning.
- Reflection on pre-existing knowledge and experience is encouraged.
- Social interaction between students, between the students and the teacher, allows additional and alternative perspectives to be considered.

2.3. CONCEPTUALIZING QUALITY IN EDUCATION

Quality is an indescribable phenomenon that no one for sure dares to express and judge it convincing all concerned. The idea of quality is elusive and hard to pin down. According to Sallis (2002:11), quality is ambiguous since it can signify different things to

different individuals and has several connotations. Its fluidity led it to subjectivity and a variety of interpretations. As a result, it is viewed differently by different stakeholders; indeed, the same person may perceive it when the context changes (Brockerhoff, Huisman & Laufer, 2015:3-5). According to Anand, as cited in Yuksel & Adiguzel (2011:40), quality is a relative and dynamic concept, over time, is conceived and treated differently based on the context and issues concerned. According to Sallis (2002:13), the relative definition regards quality as something ascribed to a product or service rather than as an aspect of it. In this context, quality is about meeting standards. It serves as a tool to determine whether a product is up to par (or not), rather than as an end in itself.

As described in United Nations University project report (2009:10), "the definition of quality varies among those who approach quality in terms of technical indicators and those who view quality as an indication of the outcomes of rigorous progressive processes".

Sallis (2002:15) defines quality as meeting or exceeding customers' expectations. This is referred to as perceptual quality. Perception of quality indeed varies from person to person. Any institution that rejects this crucial and potent definition does so at a great risk. Consumers are the ones who evaluate the products' quality.

Green (1994: 26-27) described quality as a relative issue from two perspectives: first, quality from the eyes of the beholder and relative to the standard one upholds. Accordingly, different stakeholders can have different views regarding the quality of higher education.   Supporting Harvey's conception of quality, Vlasceanu (2004:46) defined quality as a multi-dimensional and dynamic concept. Bahry (2012:377) defined quality as the indication of desired characteristics or a process that results in or exemplifies a desired behaviour, whereas Ulewicz (2013:259) described education quality as a degree of suitability concerning its operation.

There is disagreement over the consistency of the purpose, but most of the analysts and policymakers in higher education describe quality as "fitness for purpose" (Green

1994:25). The essence of quality as fitness for purpose has its basis in total quality management philosophy. As management by objective, it enables the organization to define its missions and goals; and, therefore, quality is assured if these missions and objectives are attained (Cheng, 2016:2). The key issue of quality as fitness for a purpose is to secure customers' satisfaction. The major limitation of this view is that it makes quality individual and subjective. Mukhopadhyay (2014:66) categorized customers in the education context as internal customers and external customers. Internal customers according to the author are learners, teachers as well as administrative staff. External customers include the community, employers, and the government.

In defining quality as satisfying customers' requirements in the context of higher education, Green raises several challenging problems (1994:26). These inquiries are: "Who is the higher education customer? Is it the service's consumer (students), or is it the service's payer (government, employer)? Is the student a consumer, the student a product, or both? Therefore, it is more meaningful if quality is approached based on a theoretical consensus than defining it (Trivellas et al., 2012:104).

Like defining quality, defining and deciding on what constitutes a quality of education is subjected to public debate. The debates focus on the definition of higher education's quality and the metrics that measure it. Therefore, different definitions and conceptions are forwarded in the existing literature regarding the quality of education. One of the influential approaches in defining quality education is from the dimension of student learning. The quality of education emanates basically from the aim of education, which is student learning. The four pillars of learning serve as the foundation for how UNESCO conceptualizes students' learning. These include learning to know (how learners create knowledge), learning to do (putting knowledge, skills, and attitudes into practice), learning to live together (acquiring essential life skills), and learning to be (the abilities required for students to reach their full potential) (UNESCO, 2005:30).

The Dakar framework, acknowledged by UNICEF has five criteria for measuring educational quality. The learning environment, content, processes, and outcomes are of high-quality measurements (Jain & Prasad 2018: 11).

UNESCO (2005:32-33) pointed out that the education traditions emanated from the two approaches associated with quality. The first one is related to the alignment of educational programs with the desired purpose and the other one is the needs and aspirations of the actors involved emphasizing that the views, experiences, and needs of individuals involved in the learning experience primarily influence its quality.

As discussed in the EFA global monitoring report (UNESCO, 2005:32-33), the following education traditions are reflected.

i.   *Quality in humanist tradition*: this strategy supports the ideas of liberal humanists who believe that "everyone is unique; that all people are born equal; that any subsequent inequity is the product of circumstances; and that the reality for each person is defined by himself/herself". This idea places the learner at the centre of knowledge construction. This approach advocates the liberal humanists' thoughts that advocate "...everyone is unique; that all people are born equal, and the subsequent inequality is the product of circumstances and the reality for each person is defined by himself/herself". This thought puts learners at the centre of knowledge construction. The views, experiences, and actions of individual learners highly influence the outcome of education. The assessment should be an inherent part of the teaching-learning process, under the humanist tradition, whereas a teacher's function is that of a facilitator. Humanism and constructivist learning theory are therefore closely related.

ii.   *Quality in the behaviourist tradition*: The behaviourist theory relies on reward and punishment to predict and control human behaviour. In contrast to the humanist approach, the behaviourist approach sees learners as incapable to construct meaning on their own. Thus, this approach recommends endorsing standardized, externally defined, and controlled curricula and the assessment should be an

objective measurement of learned behaviour. The classroom teacher's role is to control stimuli and responses as an expert.

iii. *Quality in the critical tradition*: Promoters of quality in the critical tradition pay particular attention to correcting social injustices and power dynamics. Thus, they equate the good quality of education with an education that accelerates social change, the curriculum, and teaching strategies that enable learners to critically analyse the existing social power relations and empower learners to design their own learning experience through active engagement.

iv. *Quality in indigenous tradition*: This tradition rejects the practice of copying educational values and beliefs from other countries. According to this tradition, education should reflect the socio-cultural reality of the country and students should have a role in designing their curriculum. This viewpoint contends that prior knowledge that learners have acquired via their own experiences should be recognized and fostered.

v. *Quality in adult education approaches*: In adult education tradition, experience and critical reflection are valued most. Learning is used as a foundation for social change.

2.4. EDUCATION QUALITY IN A HIGHER EDUCATION CONTEXT

As with education, it is difficult to determine the quality of higher education since different people have different ideas about what constitutes effective programs for preparing teachers (Dilshad, 2010:87). Different stakeholders can have different views on the quality of higher education. As Brockerhoff, Huisman, & Laufer (2015:4) noted, the staff members, students, and the government may have different views on what constitutes quality in a higher education context. According to the authors, the staff may consider the content of the particular program as a key to quality; students may argue that the quality of their experience is what counts, whereas the government may rely on its accreditation agency's decision regarding the program quality.

The demand for quality and standards is common in all aspects of human life. Among various organizations, higher education institutions are peculiar in that they constitute more professionals. This imposes great accountability for their actions. Thus, the concern for the quality of higher education comes from different directions.

The higher education environment is subjected to various intervening factors. Dobre (2015:29-30) classified these factors as 'internal space' and 'external space'. According to the author, the interaction between the teacher and the students is considered an internal space. The critical factors identified within the interaction of the teacher and the students are the competence and skills of the teacher and the motivation and responsibility dimension of the students. Among the external space, interacting factors are political, social, cultural, and religious, market requirements, and trends.

2.5. DEFINING TEACHER EDUCATION

Education touches the lives of every individual. The captain of the education system is the teachers and educational leaders. As noted by Doyran (2012:1), teachers can create positive change in the classroom and shape the fates of /her learners, and ruin their destinies. Thus, since the future of any country is in the hands of its young generation, the impact of the teacher is beyond the individual students' level; he/she can determine the fate of the nation as well. Therefore, the question of how these role models should be educated and trained is the big question that has been much debated and yet concluded particularly in sub-Saharan countries (UNESCO, 2010:46).

According to Vedika (2016:147), in contrast to the presumption that "Teachers are born, not made," teacher education is founded on the notion that "Teachers are made, not born". Farb, Curran, and Stone (2015:8) have identified seven common features of model teacher education programs that produce effective prospective teachers. According to the researchers, these programs:

- Focus on providing opportunities for the learners to have exposure to what they are going to do in the actual classroom

- Give attention to student teaching experiences
- Focus on the link between what students learn and the actual practices provide students the chance to explore the district's local curriculum
- Work on strong content preparation in areas prospective teachers are going to teach after graduation.
- Focus on the congruence between what students learn during pre-service training and the schools' curriculum.

2.6. INSTITUTIONAL QUALITY ASSURANCE MECHANISMS IN THE CTE

For several key reasons, educational institutions are focusing on quality improvement. Some of the causes are associated with professional accountability, while others are brought on by the competition existing in educational markets or the demand for accountability. Sallis (2002:4) described these reasons as four imperatives. The first imperative according to the author is the moral imperative. The moral imperatives entail that students, parents, and the community, who are the customers and clients of the educational service, deserve the highest quality education. The second imperative is the professional imperative. Teachers and administrators typically have a heavy burden to guarantee that classroom management practice and institutional management are carried out to the highest standards since educators have a professional duty to raise the quality of education. Competitiveness is the third imperative. By trying to enhance the calibre of their offerings and the methods by which they deliver their curricula, educators can overcome the issue of competition. The accountability imperative is the final and fourth requirement. The political pressure on education to be more accountable and to publicly display high standards must be met by schools and higher education institutions.

Hoy, Jardine, and Wood (2000:12) stated that quality issues in education are debatable and unclear in that the three interest groups claim it by a single measure. Its nature makes it easy to overlook the disparate interests of three diverse groups of individuals. These three kinds of individuals are those who fund the process, those who participate in it (the students), and those who gain from the results of the educational process. In

addition to these, there is a very basic difference between customers and clients in the education system. In this context, the customers are students and employers, and the clients are the local, regional, and national governments. The interest of the customers is mainly the actual learning and teaching they receive from the teachers, whereas the interest of the clients is mainly the professional competencies of the prospective teachers.

The phrase "quality assurance" (abbreviated "QA") refers to external quality monitoring, evaluation, or review. It may be explained as a procedure for building stakeholder confidence in that provision (input, process, and outcomes). A common definition of quality assurance (QA) at the institutional level is the part of the overall management function that defines and executes the quality policy (UNESCO,2006:17).

According to Nhundu & Moanakwena (2008:4), quality assurance in higher education is used to denote different practices; it pertains to all planned and systematic actions necessary to provide confidence that pre-determined institutional standards of teaching and learning, management processes, scholarship, and qualifications are maintained and enhanced. The focus of quality assurance covers activities that range from design, development, production, installation/delivery, monitoring, and documentation of quality processes in the provision of higher education. The main purpose of quality assurance is to ensure that the product meets or exceeds predetermined standards.

There are three layers of quality control: institutional, program, and course levels. It must always solve the problems that the relevant stakeholders have imposed on them (UNESCO, 2014:37). Internal quality assurance refers to each institution's or program's policies and procedures for ensuring that it is carrying out its objectives and meeting the standards that are relevant to higher education (UNESCO,2006:17). The quality assessment entails assessing, measuring, and judging the processes, practices, programs, and services related to teacher education using the proper approaches, procedures, and activities (UNESCO, 2014:38). Internal quality evaluation, which is the duty of each faculty, can be viewed as self-study.

According to Harvey (2006:2), quality assurance involves evaluating the effectiveness of a procedure or result. Compliance, control, responsibility, and improvement are among the goals of quality assurance; quality assurance is the conceptual tool used to carry out these goals.

The following are the goals of quality assurance of teaching and learning in higher education, according to Nhundu & Moanakwena (2008:13):

i.   Promote high standards in teaching and learning,
ii.   Give students, potential employers, and other stakeholders accurate information about the calibre and academic requirements of higher education institutions,
iii. Offer a trustworthy, transparent method of ensuring accountability for the use of public funds by these institutions and,
iv.   Ensure that providers of public and private higher education regularly review academic standards and enhance the quality of higher education.

2.7. INSTRUCTIONAL STRATEGIES FOR QUALITY TEACHING

An instructional strategy is a plan that helps to deliver instruction to realize the attainment of instructional objectives. The instructional strategy shows the ways and approaches to be followed by the teacher to achieve the ultimate aims of the instruction (Akdeniz, 2016:61). A strategy outlines the method a teacher will use when facilitating teaching and learning activities, as mentioned by Jacobs, Vakalisa, & Gawe (2004:175). There are different categories of instructional strategies. Instructional methods are divided into teacher and student-centred categories based on their respective roles in the teaching-learning process.

According to Mannathoko (2013:36), quoting Kennedy (1997:3), "What students learn depends on how they are taught; the approach that one uses to teach the subject itself sends vital information to pupils about the subject matter. Students can determine whether a subject is engaging or dull, controversial or authoritative, clear or hazy,

applicable or theoretical, relevant or irrelevant, difficult or routine by the way it is taught. The philosophy that guides the teacher-centred approach is that knowledge is something that can be transferred from a 'knowledgeable person (the teacher) to the students. In a teacher-centred approach, the teacher is considered a source of knowledge. It is also assumed that instruction is the sole responsibility of the teacher, and the students have little role, whereas in a student-centred instructional approach, knowledge is defined as something that can be acquired, constructed, and transformed by the learners themselves. The student-centred approach advocates the shift from an instruction paradigm that is controlled by the instructor to a learning paradigm that places learners at the centre of the teaching-learning process. With the teacher as a facilitator, students must develop knowledge, skills, and attitudes by actively being involved in varieties of independent learning experiences. The teacher is more of a catalyst or a facilitator rather than a director or controller of the instructional process.

In the context of a prospective teacher training program, instructional strategies used by the teacher educator have two implications. The first one is that proper use of teaching method/s helps the learners to achieve the instructional objectives. Secondly, students are learning various teaching methods that the teacher educators are using and, therefore, they can apply them in their classroom when they become a teacher. Thus, teacher educators should be conscious of the implication of whatever they do in their professional environment.

2.8. TEACHING EFFECTIVENESS

Numerous factors and dynamics are impacting the teaching and learning process, according to research on successful teaching and student evaluation of instruction. Effective teaching is the process of creating an atmosphere where profound learning outcomes are made possible for students and where high-quality student learning is supported, according to Ramsden (1992: 5), as referenced in Ustunluoglu (2016: 236). Similarly, Biggs & Tang (2011:58) stated that effective instruction involves "getting most students to employ the level of cognitive processes needed to attain the targeted objectives that the more academic students use spontaneously".

Biggs & Tang (2011:7) went into more detail on the circumstances that are important to the students' learning. These include the students' level of involvement in the teaching-learning process, their participation in the learning activities, and their academic orientation. Moreover, Clarke & Jopling (2009:364) defined and grouped teaching effectiveness into four dimensions. These are the existence of a supportive learning environment, academic expectations, scaffolding learning, and clarity (teachers' presentation skills and quality of explanation).

However, various factors determine students' learning. According to the report of OECD (2005:2), the factors are described as follows:

> *"The skills, expectations, motivation, and behaviour of the students themselves, as well as their families' resources, attitudes, and support; the skills, expectations, motivation, and behaviour of their peers; the organization, resources, and climate of the school; the structure and content of the curriculum; and the skills, knowledge, attitudes, and practices of the teachers all have an impact on students' learning. Finding the effects of these various factors and how they influence and relate to one another - for different types of students and different types of learning - has been and continues to be a major focus of educational research. Educational organizations in general and classrooms, in particular, are complex, dynamic environments."*

Effective teaching and good teaching differ fundamentally, according to Russell and Airasian (2012:126). The authors contend that although effective teaching relates to the results of instruction, good teaching involves the process of instruction. Good teaching emphasizes what the teacher does in preparing and delivering the instruction, whereas effective teaching emphasizes what learners learn from the instruction. Therefore, the level of improvement in the student's learning determines the effectiveness of the instruction. Furthermore, (Coe et al., 2014:2-3) outlined six components on which quality teaching depends. These are:

- *(Pedagogical) content knowledge*: the teacher educator should have a sound knowledge of the subject content and how to facilitate students' learning.
- *Quality of instruction:* includes the practices like connecting the instruction with what students had learned before, the way of introducing the new learning, the skills of questioning, assessment culture, stabilization of the key points, and the like.
- *Classroom environment*: includes the expectation of the teacher, interaction between the teacher and students, and the learners' level of motivation in being engaged in the learning activities.
- *Classroom Management*: this includes the teacher's skill of managing the behaviour of the students, and efficient utilization of instructional time, resources, and spaces.
- *Teachers' beliefs*: teachers may have different beliefs regarding their roles in the teaching-learning process. They may advocate different theories. As a result, their belief may have an impact on student's academic progress.
- *Professional behaviour:* this reveals teachers' engagement in professional development activities, readiness to learn as reflective practitioners, and active engagement in the learning community.

However, teachers must purposefully instruct students in ways that will enable and encourage them to engage in the intellectual activities that promote quality learning if they want it to happen in their classrooms (Killen, 2010:18). Killen described the quality-teaching approach, which is predicated on the idea that teachers should employ pedagogical techniques specifically designed to assist students in gaining a thorough comprehension of fundamental ideas, abilities, and concepts.

Gurney (2007:91-95) suggested five interacting factors that make a basis for effective teaching. The following table illustrates the key factors and their descriptions.

Table 2.1: Effective teaching: key factors and descriptions

Key factors	Descriptions
Knowledge, enthusiasm, and responsibility of teachers for students' learning	For effective teaching to be in place, the teacher should have adequate know-how of the subject matter, be a reflective practitioner, and show passion for teaching. The instructor has a responsibility to foster and pique students' interest in learning in the classroom setting.
Classroom activities that encourage learning	When students take ownership of their learning and are encouraged to engage in deep learning, teaching is effective.
Assessment practices that promote experiential learning	For effective teaching, assessment practices should be aligned with the learning process. The effective teacher considers assessment as a part of the learning environment produced through self and peer-assessment activities.
Effective feedback that maintains the classroom's learning processes	When students can give and receive feedback on their learning, effective teaching is ensured.
Teacher-student relationship	If there is a good rapport between the teacher and the students, effective teaching can be ensured. A teacher who is willing to share his/her knowledge with learners, and who shows personal involvement in the class, promotes effective teaching.

2.9. ACTIVE LEARNING METHODS FOR QUALITY OF STUDENT LEARNING

According to Jacobs & Gawe (2016:46), learners are significant stakeholders in the social exchange of knowledge that take place in the classroom. They should not be reduced to passive recipients of the content. Effective appropriation of knowledge they learn can occur when they participate actively in their learning. It is well-researched that

passive learners lose their attention quickly in lectures and tutorials. Even if lecturers have the necessary knowledge and abilities to deliver the teaching, Oliveira, Sauza, and Costa (2006:636) quote Bonwell and Eison (1991) found that the utilization of lectures exclusively in the classroom restricts students' learning. The students' mere attendance and listening to what the teacher presents do not guarantee their learning. Researchers suggest that students must do more than listen to the lecture delivered. They must read, reflect, ask questions, and involve in problem-solving. Taylor & Kenney (2008:35) stated that students' degree of learning rises when they are actively involved in the learning process. Therefore, teacher educators should look into and develop novel ways of engaging learners, motivate them to connect what they already know with new knowledge, and inspire them to solve new challenges by inferring meaning from their experiences.

With regards to the active learning methods, the Ethiopian government has a strict stand and reflected in the proclamation of higher education as follows: " The teaching and learning process in any institution shall be whatever the method of delivery employed, interactively student-centred that shall promote active learning" (FDRE Higher Education Proclamation, 17th September 2009:5005).

As reported in the Teaching Excellence in Adult Literacy Centre (TEAL, 2010:1), in a student-centred classroom, learners are:

- Active learners who participate in class
- Empowered to make the decision on the content and method of the instruction
- Expected to construct and advance knowledge
- Are aware of the actions necessary to comply with the requirement.
- Expected to work with peers (peer learning) and produce works that reveal authentic learning.

TEAL centre (2010:2) further identified the role of the instructor in the student-centred classroom as follows:

> *As opposed to being a "sage on the stage," the instructor now serves as a "guide on the side". More learners organize content, create examples, ask and respond*

to questions, and solve problems as opposed to instructors leading and facilitating. The activities are created by the instructor, who creates real-world, authentic assignments that promote learner involvement.. Instructors help students to learn from and with each other by providing examples of how to approach learning tasks. When using the student-cantered paradigm, instructors switch from whole-class instruction to small-group and individual inquiry.

According to Jacobs & Gawe (2016:42), classroom activities for participatory teaching must be set up such that students can participate. They ought to actively involve students. Additionally, the learning activities must be meaningful enough to enable students to absorb and apply the information that has been taught to them. However, there are times when the teacher is at the forefront and talk and their activities predominate. At its core, participative learning involves the intrinsic engagement of the learner with the learning content. It is grounded in a philosophy that views knowledge as relative to the knower's existing understanding of their world.

In a dynamic method known as participatory teaching, the teacher involves the class in activities that promote efficient learning. Jacobs & Gawe (2016:39) have identified the following attributes that the teacher should possess to foster participative teaching: -

- Sound knowledge of learning content to be taught.
- A broad repertoire of teaching methods that address different learning styles among learners.
- Effective classroom management skills to create and sustain an environment that is conducive to learning.

2.10. STUDENT'S LEARNING STYLE AND APPROACHES TO LEARNING: ITS IMPLICATION FOR EFFECTIVE TEACHING AND ASSESSMENT

There has been a transition in recent years from a focus on teaching to supporting learning. Thus, student-centred approaches that incorporate assessment for learning, improving students' higher-order thinking skills, encouraging learners to be independent

and developing strategies to provide academic advising services for students about their education are replacing the teacher-dominated mode of teaching. It also emphasizes that the quality of learning is shaped by the learner's experience.

2.10.1. Learning styles

Learning style/preferences can be defined as the way students choose to study or a specific method in which an individual learns. Pritchard (2009:41) defined learning style as the person's typical techniques or regular mental behaviours when addressing problems. Different people learn in different ways, according to the underlying tenet of the learning styles. A typical way of looking at learning styles is connected to a cycle of learning that includes experience, observation and reflection, development of concepts, and testing of those concepts. Although it is frequently referred to as the "Kolb Learning Cycle," Kurt Lewin was the one who first conceived it. Concrete experience, observation and reflection, abstract conceptualization, and testing ideas in novel contexts are the four phases of the experiential learning cycle created by Kolb and cited in Houghton (2004:1).

There are numerous ways that students can learn and every teacher has a unique teaching style. Instead of categorizing students as having a single fixed learning style, teachers are required to consider their preferences. As described by Pritchard (2009:42), teachers should not encourage learners to follow a particular learning style since some students may benefit from it and it may not work for others. However, teachers should be aware of different learning styles to better comprehend the needs of students considering both their learning styles and their difficulty level. If there is a mismatch between the learners' preference and teachers' teaching method, the student's engagement in the task and their achievement in the subject may decrease and even they may drop out of the program (Felder & Silverman, 1988:674).

According to Felder & Silverman (1988:674), in a planned educational setting, learning is a two-step process involving receiving observable information through the senses and

information processing. The processing aspect may be simple memorization of facts/ concepts or high order level of thinking, reflection, or action.

The majority of academics concur that education should focus on developing students' skills so they can apply their knowledge in the profession and, ideally, in all facets of life. The student will benefit from appropriate instruction in this process, but understanding what is and is not appropriate requires understanding the various levels of thinking that go into learning and teaching (Houghton, 2004:5).

Teachers' effectiveness in their teaching depends on how they think teaching and learning are. Concerning this, Biggs, and Tang (2011: 29) identified four levels of thinking about teaching and learning. These levels are based on who the learners are, what the teachers' roles are, and what the learner does. Students at level -1 are classified as good or poor based on their performance and the assessment aims to differentiate more performing students from less performing. The underlying belief for the inability of the student is attributed to the failure of learners to meet the required standard. Teachers at this level are guided by the 'blame the student theory' and they are not reflective practitioners. Biggs & Tang (2011: 18) further described such belief as follows:

> *"Level-1 teaching is cognitively dissonant. If pupils don't learn, it isn't because the instructor is doing something wrong; it's because they are unable, unmotivated, alien, or due to some other non-academic problem that is not the teacher's responsibility to address. The crucial generative question, "What more could I be doing that would make them learn more effectively?" does not come to the teacher. And until they do, it's doubtful that their teaching will change".*

In contrast to level- 1, the concern at level 2 is about what teachers do. This level is also a deficit model as described by Houghton (2004:5). The 'blame' in this case is on the teacher. This view is, in most cases held among college managers since it facilitates a basis for making managerial decisions. According to Biggs and Tang (2011:19), effective teachers possess a wide range of teaching

competencies. The major deficit of level 2 is that it relies only on the competence of the teachers. However, knowing what to do is vital only if applied in an appropriate context in such a way that the desired effect on student learning can be achieved.

At level 3, the teacher focuses on the student's actions and how they connect to teaching. This theory holds that the goal of teaching should be to facilitate student learning rather than only transmit knowledge, ideas, and principles. It acknowledges that learning can only be effective if the learner engages in activities as indicated by Houghton (2004:5) To this end, the basic premises of level 3 as Biggs & Tang (2011: 19) described is to be clear about the following questions:

- What is expected of the students to learn to meet the desired outcome?
- How can be assessed whether the students manifest the intended learning outcome or not?
- What sort of educational activities are necessary to support the desired level of understanding?

As explained above, a teacher at level 3 has a belief in aligning instruction, the intended outcome, and an assessment of the attainment of intended outcomes. According to Biggs (1999: 64), constructive alignment refers to an aligned system of instruction; that is, what is intended to be taught, the method of delivery as well as the assessment techniques are synchronized to support the achievement of the intended learning objectives of the given lesson. Houghton (2004:5) suggested that learners will advance to level 4 if they completely engage in the teaching-learning process and feel responsible for their learning. The fundamental tenet of level 4 is that the student may manage their work, first within frames established by the teacher but ultimately by negotiating or inventing their framework.

2.10.2. Deep and surface approach to learning

The way the students approach their learning is partly influenced by their personality, motivation, and learning method and by the nature of learning tasks as well as the approach of the teacher and practices of the assessment used (Beattie, Collins & Mcinnes 1996:1 and Houghton, 2004: 9). Supporting this, Platow, Mavor, & Grace (2013:271) indicated the existence of a clear relationship between characteristics of the individual learner and the learning approach they adapt in any given context.

Learning approaches in higher education should enable learners to bring conceptual change and learn how to learn. This can occur when the students understand the learning process and show sense of ownership for their learning (Donnison & Edwards, 2012:10). Four key study teams led by Entwistle, Biggs, Marton, and Pask, have rigorously investigated student learning styles (Beattie, Collins, & Mcinnes 1996:3). Their findings have identified the two major approaches ('Deep' and 'surface' approaches to learning) of students' learning and the peculiar features of these approaches. Beattie, Collins, & Mcinnes (1996:1) and Donnison and Edwards (2012:10) referred to deep learning as learning for understanding and surface learning as rote learning. According to the researchers' findings, (Beattie et.al.1996:3), students are considered as exhibiting a deep approach to learning when they:

- show a desire to understand the teaching-learning material through critical thinking;
- assess the logic of arguments and tie the facts offered to the conclusions;
- need to realize interest and competency in a certain field of subjects or courses;
- Strive to relate ideas to prior knowledge and experience.
- focus on understanding the big picture or the underlying knowledge structure;
- integrate and use the knowledge acquired;
- recognize the dynamic and interrelated structure of content to be learned;
- active engagement in the specific tasks being motivated by the task itself;

In contrast to the traits mentioned above of deep learning, Entwistle and Peterson (2003:415), Biggs & Tang (2007: 23), and Bloxham & Boyd (2007:17) define the behaviour of students who use the surface approach as exhibiting as follows:

- working to meet minimum syllabus requirements, fear of failure (achieving course requirements with the minimum effort)
- Make an effort to memorize selected content from the training materials and accept the concepts and knowledge imparted without question.
- handling the course as a collection of unrelated data;
- focusing on memorization rather than identifying any underlying principles or patterns, and
- being swayed by assessment criteria

According to Platow, Mavor, & Grace (2013:272), deep approaches and surface approaches are expressed through the interaction of learners' experience and the learning context. The learners' experience referred to here is the motivation, ability, prior knowledge, interest of engagement in the task, and time dedicated. The learning context indicated is about how the teaching-learning material is presented to the students and the content of the learning material by itself. Furthermore, how the students interpret the learning material is the most important. A deep approach is linked to high-quality learning, while a surface learning method is linked to low-quality learning based on its contribution to encouraging holistic viewpoints for students learning (Biggs & Tang, 2011:36; Donnison & Edwards,2012:10-12).

According to Meyer (1934), as summarized by Joughin (2009:20), students learn a subject differently when preparing for multiple-choice, True/False, and completion items than when studying for essay-type exams. The researcher concluded that whereas students preparing for other sorts of exams concentrated on detail, those preparing for an essay exam had tried to gain a broad understanding of the subject. When students were studying for multiple-choice assessments as opposed to preparing for an essay assignment, students were more likely to use surface tactics, according to Scouller (1998) in Joughin (2009:21).

2.11. ASSESSMENT PRACTICES FOR QUALITY STUDENTS' LEARNING

Assessment is described as an "organized process of acquiring data regarding student achievement" (Dhindsa, Omar, & Waldrip, 2007:1261). Assessment is not something that is done as a separate activity at the end of the academic year. It is a component of the teaching and learning process. It requires a conscious action that can lead to the desired end. Thus, if the assessment tasks are well planned, it helps the learners meet quality learning and has the power of motivating and enabling the students to know what they are expected. If the assessment is poor, it results in the reverse and hampers student's learning (Brown & Glasner, 2003:4). Bloxham & Boyd (2007:3) discussed the importance of assessment in shaping students' educational experiences and influencing their behaviour more than instruction.

Globally, the concern for quality assessment has been increasing from time to time, and countries around the world are striving on building quality assurance systems. The world is changing, and knowledge is expanding, thus, the demand of the day may change tomorrow. Therefore, no one can be sure of the kind of competencies and skills that the future demands.

To address this, higher education should equip students to be lifelong learners. This may be done when students possess the fundamental knowledge in their field of study, are capable of critical thought and reasoning can analyse and synthesize information and can deduce. The assessment culture and practice should evolve in a way that addresses the crucial issues of quality for the learner to gain the aforementioned abilities (Segers, Dochy, & Cascallar, 2003:1)

According to Bloxham and Boyd (2007:16), assessments influence how students approach their learning, how much time they devote to studying, how extensively they cover the curriculum, and how well they understand the subject's fundamental concepts. Furthermore, the author quoted the role of appropriate assessment in promoting a deep approach as follows:

"Appropriate assessment can inspire pupils to adopt a deep approach to learning. In contrast, a poorly constructed evaluation will function if students believe that they must memorize and repeat information to complete the assignment. The connection between assessment methods and student learning strategies is crucial for the design of assessments in higher education."

Assessment is far from being a technical issue, and improving assessment call for more than simply rewriting the curriculum. The complex intra-personal and interpersonal aspects that affect assessment include instructor conceptions and methods of instruction, students' and teachers' prior assessment experiences, different ideas of assessment held by teachers and students, and other factors (Joughin 2009:4).

Marton and Saljo in Joughin (2009:19), state that the assessment practices not only determine what students concentrate on their learning but also whether they adopt a deep approach to learning in which they seek to understand the underlying meaning of what they are studying or a surface approach.

Effective from ineffective teaching and sufficient from the insufficient curriculum can be revealed with the aid of good assessment and evaluation procedures (Duinen, 2006:142). Quality learning occurs when the learners construct their knowledge base and can use this knowledge base to solve complex problems. Thus, the shift from a passive to an active engagement of the students in the learning process demands to rethink of the assessment culture in teacher education colleges.

The Quality Assurance Agency's guidelines of higher education (QAAHE, 1997) of the UK reviewed by Brown and Glasner (2003:5), forwarded criteria that can be used to evaluate the contribution of the assessment on student learning from a sample student's work. The criteria mainly focus on:

- The quality of the feedback students receive.
- The alignment of assessment strategies with the goals of learning;

- The suitability of the assessment to the student's profile, academic level, and the modality of the study.
- Student's awareness of the assessment methods and criteria

The following are the quality indicators that Momanyi (2016:20) established for assessment and evaluation in teacher education:

- The institution uses assessment and evaluation results to increase student's competence.
- The institution's evaluation process for the program is thorough in its coverage of educational goals
- The type of evaluation that is provided is known to student teachers and teacher educators.
- Fair and transparent methods were used to collect, compile, and disseminate evaluation data.
- The institution uses ICT for the program's assessment and evaluation operations.

Assessment promotes students' learning in the following ways (Joughin, 2009:2)
- Students engage in the tasks to meet the assessment requirements
- Assessment promotes students' learning through feedback

2.11.1. Forms and Purposes of Assessment

Reddy, Grange, Beets, and Lundie (2015:19) described three forms of assessment. These are:

- Baseline and diagnostic assessment,
- Formative assessment
- Summative assessment

A baseline assessment is used to evaluate the learner's prior knowledge, whereas a diagnostic assessment acts as guidance for the instructor to establish appropriate teaching, learning, and assessment procedures that would ensure maximum progress.

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We typically identify the word "diagnosis" with the healthcare profession in the negative sense of determining what is wrong with a patient. But in education, we use it more generally. It is an evaluation at the beginning of the academic year or unit that gives the teacher knowledge about what pupils already know and are capable of (Green and Johnson, 2010:16). Pre-assessment, also known as a diagnostic assessment is used to gather data for lesson planning and taking learner requirements into account, as stated by Mussawy (2009:17). The main objective of instruction is to improve classroom learning for the students. Thus, the teacher should devise a means of how their instructional activities match the desired outcome through appropriate planning.

Supporting the above definitions, Green & Johnson (2010:16) pointed out that diagnostic assessment is critical for designing instruction that meets the needs of students. Many educators have termed this process as differentiation or differentiated instruction. Therefore, the diagnostic assessment aids in narrowing the achievement gap between lower and higher performance and aids the teacher in ensuring that pupils have the prerequisite knowledge to start a new unit.

Formative assessment is carried out while the learning process is taking place to affect or inform the learning process (Reddy, Grange, Beets, & Lundie, 2015:19). Formative evaluation, according to Gravett & Geyser (2004:93), is the evaluation done while learning and teaching are taking place for:

- Facilitating future learning and advancing the teaching-learning process.
- Identifying learners' weaknesses and strengths and providing immediate feedback to improve their learning.
- Motivate learners through success.
- promote deep learning
- provide a profile of what the learners have learned

Giving feedback on student's progress toward the learning goal is a crucial component of formative assessment (Green & Johnson, 2010:17). Given its capacity to impact future learning and student accomplishment, feedback is the most significant component of the assessment process (Bryan & Clegg, 2006:106, Kennedy, 2011:215).

In Bryan et al. (2006:106), they cite Sadler (1998:78) who outlined three prerequisites for successful feedback. These are the learner's knowledge regarding the standards expected to meet; the ability of the learner to compare those standards with their work; and taking action to correct the gap between these two issues. Thus, the second and third conditions require the learner's active engagement with the provided feedback. The following figure depicts a complete assessment cycle underpinned by the social constructivist approach.
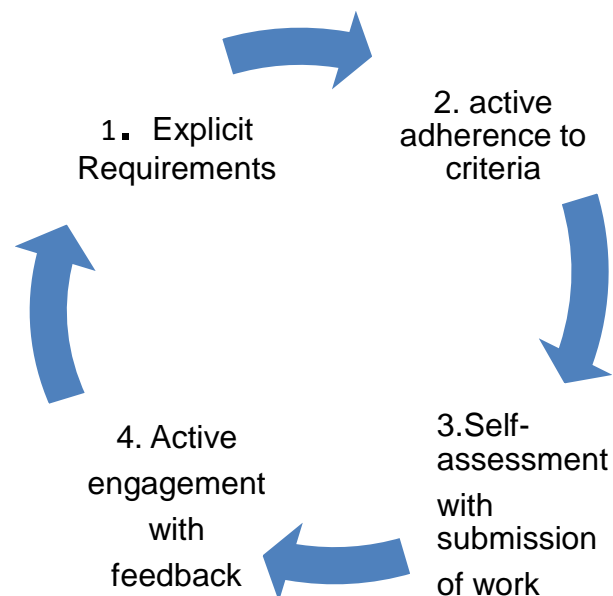
Figure 2.1: Constructivist Assessment Cycle

Source: Adapted from (Bryan & Clegg, 2006:106)

On the other hand, the summative assessment is performed at the end of the learning experience and is used for value judgment. Exams that are administered at the end of the semester make up this component (Brown & Glasner, 2003:6). The major goal of the exam is to ascertain how much students are familiar with the course material. If students do well on the test, they can advance to the next grade; if not, they must stay in the current one (Reddy et al., 2015:19). The relevant standard is almost often the summative evaluation. When assessing learner's progress, their accomplishments are compared to those of other students or passing grades (Reddy et al., 2015:20).

Summative evaluation thus aims to compile students' knowledge and skills following instruction (Green & Johnson, 2010:17).

Both formative (assessment for learning) and summative (evaluation of learning) assessments are largely controlled by the teacher in the classroom or the organization administering the test, leaving little possibility for student involvement. Assessment for learning opens up opportunities for learners to actively participate in their learning and assessment, which Reddy et al. (2015:50) referred to as "self-assessment and self-regulation," in response to the shortcomings of the assessment types mentioned before. Ibid. (2015:51) provided additional details on the assessment as a learning objective.

> *"The goal of the self-feedback [they] generate is to develop their understanding of themselves and be sure about what they understand (know) and what they are still unsure of. The insights developed about the possible gap between the actual and desired levels of attainment in this process are referred to as metacognitive knowledge, which informs the self–regulated actions to improve further learning."*

2.11.2. Drawbacks of traditional assessment approaches

The assessment not only determines what learners learn and how they do this but also what is taught and how it is taught (Dreyer 2014:6). Thus, assessment bridges the gap between learning and teaching (Nasab, 2015:165). According to Dreyer (2014:6), assessments enable the assessor (teacher educator) to gauge how well students are achieving their targeted learning objectives and how well they are doing overall.

Nasab (2015:170) has described multiple-choice tests, true-false questions, fill-in-the-blanks, and matching activities as traditional evaluation procedures. Because of this, traditional evaluation methods tend to be more summative and norm-referenced than formative and criterion-referenced (Reddy et.al., 2015:21). The main shortcomings of these assessment methods include lack of detailed descriptive data regarding both the learning process and product. Furthermore, Hamayan(1994) in Nasab (2015:170)

argued that tests mentioned above fail to provide information about learners' motivations, interests, and learning strategies.

According to Duinen (2006:143), the traditional assessment approach is considered as ''individual appropriation of peace of knowledge and skills, the knowledge to be appropriated is defined authoritatively in advance by the teacher or textbook, students play a passive role in the learning process''. In general, paper and pencil-made examinations are universally criticized for their detrimental effects on instruction and students (Abera, 2017:110). Anderson (1998) in Latina (2015:142) pointed out that traditional assessment represents evaluating traditional teaching because traditional teaching is based on the presentation of facts and their reproduction.

According to Duinen (2006:144), the students' input in determining the content, context, and timing of traditional tests is insignificant. Students do not play an active role in determining what should or should not be taught or in how it should be taught. It is rather teacher-dominated. The focus of learning rests in their passivity to what is predetermined. The teacher is assumed as a source of knowledge and must impart it to students and must then test students on whether they have digested the information.

As Duinen (2006:143) has concluded, using traditional assessment is embedded in the assumption of and even encouraging that learners only need to have a good short memory so that they can memorize information presented to them. Additionally, it is often assumed that when students perform good results on a test, they are considered that they have adequately learned the material. When they haven't, it is presumed that the problem is with the pupils rather than the subject matter, teaching techniques, or assessment strategies. As Reddy et al.,(2015:21) noted, traditional assessment practice is associated with traditional teaching methods that emphasize developing a learner's capacity and ability to recall information.

2.11.3. Alternative assessments

As a result of the criticism of so-called 'traditional' tests and exams, in many countries, there is a paradigm shift in assessment culture to a new and more learning-oriented assessment culture (Havness and Dowell, 2007:3). This new model of alternative assessment as described by Hoffman, Assaf, & Paris (2001:482) in Janisch, Liu, and Akrofi (2007:222-223) are named and used interchangeably as classroom-based, qualitative, informal, or performance assessment. It also comes in a variety of formats, including oral and poster presentations, portfolios, learning diaries, self-assessments, peer assessments, and group work assessments (Havnes and Mc Dowell, 2008:6). As described by Russell & Airasian (2008:202), ''performance assessments allow students to demonstrate what they know and can do in a real situation. Performance assessments are sometimes called alternative and authentic assessments''.

Nowadays, the portfolio as an alternative assessment is getting attention and advocated by several academicians. There are various definitions for portfolio and its definition may vary as per the users' purpose and the way it is used. Paulson and Mayer (1991:60) in Birgin & Baki (2007:77) defined a portfolio as deliberate assemblage of learners' work that shows their efforts, improvement, and accomplishment in one or more areas. Moreover, Simon & Giroux (2000:36) defined a portfolio as a growing and continuing pool of records that are designated and remarked on by the student's progress in the development of capability. Birgin & Baki (2007:78-79) pointed out three major considerations to be taken during the organization of the portfolio's content. These are: determining the purpose of the portfolio, the shreds of evidence to be incorporated into the portfolios and determining assessment criteria to be used to evaluate the portfolios.

Besides portfolio, self-assessment, peer assessment, cooperative group assessment, questioning, and dialogue journals are considered alternative assessment methods used to boost the quality of assessment practices. Self-assessment is the qualitative assessment of the learning process and its outcome, realized following predetermined criteria (Panadero & Tapia, 2012:78). Peer assessment, on the other hand, refers to

students assessing the work of their peers and offering grades and/or feedback (Mooney, Bracken & Diagnam, 2016:2832). In addition, Panadero & Tapia (2012:564) specified the following requirements for self-assessment: students should be aware of the importance of self-assessment so that they can assess their work, as it requires effort from them.

- Students should have access to the criteria so that they can assess their work.

- The activity that needs to be assessed must be precise; if the assignment is vague or overly general, it can be challenging to assess oneself after completion.

According to Janisch and Liu (2007:222-223), the distinguishing characteristics of alternative assessment are as follows:

- Contained in a classroom where the teachers decide on the interventions to be utilized.
- Based on a constructivist theory of learning, which holds that the learning outcomes are determined by the students, the teaching resources, and the learning environment.
- Predicated on the notion that the process of learning is valuable.
- Takes into account the environment of the classroom and each student's progress.
- Activities for assessment are a feature of the classroom setting.
- Encourage students to take control of their learning.
- Alternative assessments are used to speed up learning.

Supporting the ideas of Janisch, Liu (2007:222-223), and Abeywickrama (2012:205-206) have identified the following characteristics of classroom-based assessments.
- Assessment is not a one-time activity. The diversity of samples of students' work that attests their performance is collected over time.
- The assessment can be made to align with teaching and learning goals.
- Increased engagement of students in the process of assessment.
- It helps learners get timely feedback.

- Allows evaluating the continuous progress of learners in the teaching-learning process.
- Students are involved in self-assessment.
- It is underpinned by the confidence that every student can improve.

2.11.4. Authentic Assessments

Nitko & Brookhart (2007:253) have argued the difference between alternative and authentic assessments. Alternative assessment is seen by them as a counter to multiple-choice, True-False, Matching, and completion formats used in standardized achievement tests. Contrarily, genuine assessment entails "providing learners with the task that are directly meaningful to their education instead of indirectly meaningful". According to Gulikers, Bastiaens, & Kirschner (2004:5), and Havnes & Mc Dowell (2008:76) authentic assessments are:

> Authentic assessments are *an assessment where students are expected to show the same competencies, or combinations of knowledge, abilities, and attitudes, that they would need to use in the qualifying situation in the workplace. An assessment's degree of similarity to the criterion circumstance thus determines how authentic it is.*

The above definition implies that the training is given in teacher education colleges, and the assessment used should address and reflect the competencies required to carry out the teaching, learning, and assessment in primary schools.

According to Frankland (2007:54), authentic assessment assignments either rely on the student's familiarity with the "real world" or ask them to do assessable tasks that mimic "real world" tasks or procedures. To prepare students for their practice in a workplace that is rapidly evolving, it is necessary to conduct authentic assessments that emphasize the acquisition of attitudes and competencies pertinent to the design profession. This statement implies that the assessment practices should be authentic to what the profession requires in the real world.

Gulikers, Bastiaens, & Kirschner (2004:69-71) further framed key issues that should be aligned when designing an authentic assessment. The following figure illustrates how authentic instruction, authentic assessment, student perception of learning, student learning, and display of learning in criteria scenarios based on professional practice are interrelated.
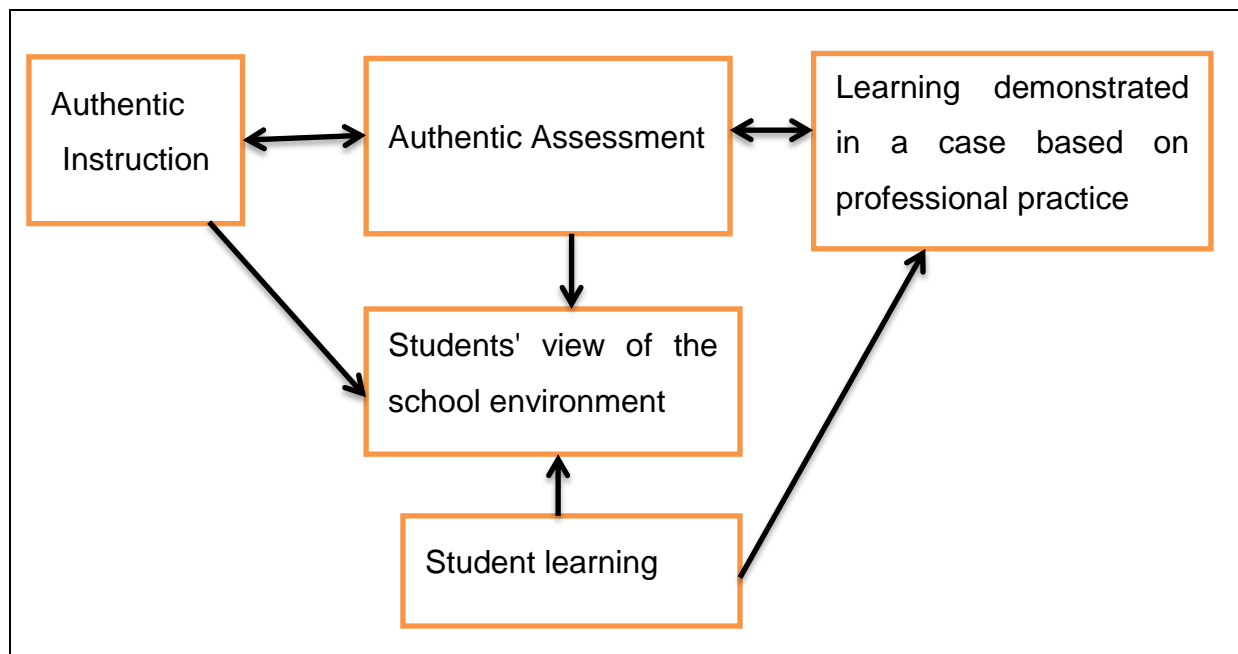
Figure 2.2: Important aspects of designing an authentic assessment

Source: Gulikers, Bastiaens, & Kirschner (2004:70)

2.11.5. Constructivist Alignment

Biggs (2003:27) introduced the concept of "constructive alignment," which is a crucial prerequisite for talking about how teaching benefits are assessed in higher education. This idea is based on the two premises that students infer meaning from their learning experiences and that teacher's match planned learning activities to learning objectives. Therefore, the learning activities and assessment tasks in any course must be coordinated with the targeted learning outcomes.

As described by Ali (2018:73), in constructive alignment, teacher educators should have a thorough concept of what students should know how to do by the end of the course

module or unit. Learners should be well-communicated about the learning outcome and should participate at the expected level taking responsibility for their learning. In the end, the expected learning outcomes should then be verifiable by the assessment tasks.
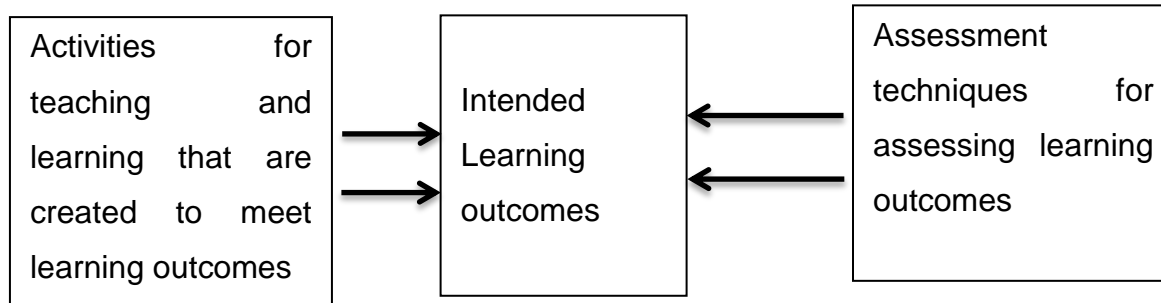
Figure 2.3. Constructive alignment (Source: Bloxham and Boyd (2007:27), Hattie (2009:264)

2.11.6. Consideration in designing quality Assessments

Any assessment procedure should be planned such that individuals who will utilize it—whether they are instructors, students, parents, higher education institutions, or even staff members-would feel confident in the application of the results. There must be guidelines for the design and interpretation of the assessment to guarantee reliable outcomes (Reddy et al., 2015:34).

2.11.6.1. Reliability

According to Nitko & Brookhart (2007:38-40), reliability refers to the 'consistency of assessment results. Reliability is concerned with the precision with which assessment tools measure the skills designed to measure. Essay-based tests are less likely to give trustworthy results than objective-type tests like multiple-choice examinations if they are well-designed (Reddy et al., 2015:35). This implies that different ratters will reach similar results since marking essay questions can lead to subjectivity.

Bloxham & Boyd (2007:34-42) observed that the assessment tasks should yield equivalent marks across time, markers, and techniques in support of the objectives. For instance, if "various markers make the same judgments about an assignment or when one marker consistently makes a judgment about a piece of work at different periods," reliability is guaranteed. Reddy, et al (2018:37) further associated the quality assessment with reliable assessment results from which valid interpretation can be obtained. However, the authors remarked that reliability alone does not guarantee the usefulness of assessments. Thus, its validity matters.

2.11.6.2. Validity

According to the widely accepted definition of validity, which is based on measurement ideas from the 1950s, a test "measures what it is designed to measure". There are various sorts of validity, including content (curricular) validity, which examines how well a test reflects the subject matter being evaluated. The degree to which a test score correlates with a future criterion measurement is known as predictive validity. Contrarily, concurrent validity examines how closely test results match those of a distinct assessment task that is completed concurrently. The other has construct validity, which refers to how accurately a test result measures the construct of interest (Reddy et al., 2015:38).

According to Green & Johnson (2010:159-160), the solid indicator of validity may change from situation to situation as per the intended purpose. Hence, concerning the formative assessment, the main concern of validity is about the degree that the assessment supports the learning of students to master the learning goals. In the case of summative assessment, the emphasis is on the interpretation of students' scores against the accurate evidence about their levels of achievement of the learning goals that the assessment addresses. The validity, as defined by Nitko & Brookhart (2007:38–40), is the accuracy with which teachers evaluate and use the outcomes of students' assessments. The instructor must triangulate evidence from several sources to enhance the validity of assessments.

Furthermore, Bloxham & Boyd (2007:34-42) described the following issues to be considered for the quality of assessment such as the effectiveness of the assessment tasks in promoting deep approaches, equity (the assessment should give equal opportunity for learners to demonstrate their learning), attribution (clear evidence that attests the work has been produced by the learner should not the result of plagiarism and cheating), the practicality of the assessment for both teachers and students and its transparency associated with fairness, better communication as well as in terms of fair and transparent mechanisms for marking and moderating marks.

2.12. THE ROLE OF PRACTICUM IN TEACHER EDUCATION

The teacher preparation program is incomplete if the theoretical aspect is not backed up by the planned and well-prepared practice. This can lead to the conclusion that equipping student teachers with theoretical knowledge does not guarantee the production of effective teachers who in turn work to realize quality education in primary schools. Therefore, student teachers should have adequate exposure to how primary schools work, how to manage the students, how to plan and implement lessons, and assessing students learning as well as the activities expected from the would-be teacher. Thus, a practicum is considered a core component in the teacher preparation process (Hamaidi et.al., 2014:191).

Regardless of adequate theoretical preparation, Lingam (2002:48) states that "the quality of prospective teachers cannot be guaranteed until they receive quality practicum experience". The practicum gives prospective teachers the chance to put the theories and methods they are studying in class into practice while working with tutors who can demonstrate effective teaching techniques (Muzaffar, Rahim, & Jessee, 2011:8). Trainee teachers can get the chance to apply the knowledge and skills they have learned in the classroom courses while also learning from more experienced instructors during the practicum. Additionally, they can learn about the various aspects of the profession of teaching and have a thorough understanding of the opportunities and obstacles (Lingam 2002:48, Hamaidi et al., 2014:191).

Moreover, the practicum program helps learners to get an experience of a real-life situation, understand learners' behaviour, acquaint practical lessons on how to manage the classroom, and equipped with the skills how to plan and implement the lesson considering the classroom dynamism. As Darling-Hammond (2006) in Acquah & Party (2014:60) described, field experience helps learners to be clear with the misconceptions about the teaching profession. Thus, they develop a realistic picture of the teaching profession.

As reviewed by Mattsson & Eilertsen (2011:1), the term practice is conceptualized and used differently by different countries based on their national context. Thus, several specific concepts reflect different aspects of the practicum program. In rural Australia, for example, pre-service student teachers are required to involve in different community projects that help them to work to understand the rural community context. Besides their duty in the school, the student teachers learn by contributing their parts to the development of local schools (Kline, White, & Lock, 2013:3). In some provinces of China, student teachers will go to rural areas and serve the whole semester. In Norway, student teachers participate in dialogue conferences where they identify, analyse practices, and develop their understanding of how to improve the practice. In Swedish, the practicum program is designed to evaluate the learners through reflective practice (Mattsson & Eilertsen, 2011:1).

Depending on the setting, a practicum's structure, content, and duration can change. The two most popular types of practicum are school-based teaching and micro-teaching. The term "micro-teaching" refers to a type of practicum in which a prospective teacher teaches other prospective teachers in all or a portion of a lesson. In contrast, a prospective teacher is typically placed in a school for a set period during a school-based teaching practicum. The regular classroom teacher serves as a mentor and collaborates with the prospective teacher (Muzaffar, Rahim, & Jessee, 2011:8). In the Ethiopian context, however, the Ministry of Education of Ethiopia has designed four consecutive practicum courses namely school observation, working under the mentor, assisting the mentor, and independent teaching. These courses are designed as school-based learning courses for the pre-service diploma program.

Research findings show that effective implementation of the practicum enhances learners' understanding of content knowledge (Simons et al., 2012:325). Hopkins (1985), referenced in Lingam (2012:205), asserts that several factors seem to influence the calibre of the field-based experience. The three main categories of these variables are structural, environmental, and operational. According to Lingam, the structural category describes variables that are the result of discussions between host schools and teacher education institutions, such as teacher education institution liaison with schools; the environmental category relates to the environment in which the trainees work; and the operational category describes variables originating from supervisors from teacher education institutions, such as the quality and quantity of supervision provided.

The quality of the practicum is also determined by the quality of mentors and tutors assigned to assist the student teachers. As described by Ralph & Walker (2014:1), Mentoring is an essential constituent in assisting pre-service teachers to meet professional requirements in the teaching profession. Mentorship is defined in different ways in different disciplines. In the educational context, most educators and researchers in pre-service education view it as a "development process by which an individual with relatively more knowledge and skill in the field develops in those specific areas". Mentoring is not an easy task simply equivalent to assigning an experienced mentor to assist the student to be mentored; rather it is a complex process entailing professional relationships. Mentors have a professional responsibility for shaping pre-service teachers' practice (Martin, 1994:269, Hudson & Hudson, 2010:1).

According to Martin (1994:273), there are three models of mentoring

- Apprenticeship (collaboratively teaching rather than sitting)
- Competency model (coaching according to a checklist of competencies)
- Reflective model (encompassing regards to a mentor-student relationship).

Ralph & Walker (2014:1) identified the following positive effects of mentorship in the practicum.

- The provision of feedback helps prospective teachers to get learning opportunities for professional growth.
- Proper mentorship helps prospective teachers to improve his/her knowledge, skills, and beliefs about the teaching profession.
- Helps in developing the technical and professional competence of the prospective teachers.
- It helps prospective teachers understand the broader environment of schooling and the profession.
- It helps the student teachers to become reflective practitioners and active participants in a learning community.

Different research has been carried out analysing the evidence that determines the effectiveness of practicum programs in pre-service teacher training. Among these researches, the study conducted by Eyeres (2004) as cited in Fekede & Gemechis (2009:111-112) identified six guidelines for a quality school-based learning program. These are:

- The school-based learning program ought to be structured to combine practice with theoretical knowledge and abilities.
- The characteristics and obligations of competent professionals are described.
- High expectations for learning experiences in schools and other environments as well as quality expectations for assessment methods.
- The expectation of outstanding supervision of the program.

Furthermore, AITSL (2015:4) has identified four broad success factors for the effective implementation of the practicum program. These are:

- All stakeholders should have a clear understanding of what constitutes effective teaching
- What the students practice in schools should be aligned with what they learned theoretically.
- Highly skilled and committed and well-supporting mentor and tutor
- A meaningful partnership between Teacher Education College and partner schools.

2.13. CONCEPTUAL FRAMEWORK OF THE STUDY

Pre-service teacher preparation is a foundational stage where aspiring teachers outfit themselves with the knowledge, attitude, and abilities that will help them become successful teachers. Students should; therefore, actively participate in the training process and assume ownership of their learning. Based on these arguments, this research is grounded in the constructivist theory. Constructivism is a theory of learning that has its origin in psychology, philosophy, and cybernetics (Husen and Postlethwaite, 1989:1). From philosophical origin, constructivism is attributed to the work of Socrates. 'Hippocrates' is considered a successful model for constructivist teaching. From a psychological perspective, Dewey, Piaget, and Vygotsky are recognized for their contribution (Jia, 2010:197). Constructivism is considered to be a set of epistemological theories (Alam, 2016:52). As Dochy (2003:17) described, constructivism acts as a general term for diverse learning approaches that concentrate on the relationships between the mind and the outside environment.

Constructivism is based on the view that students play an active role in constructing meaning. Knowledge is considered dynamic and can be developed through the learning experience of the students. Thus, knowledge is seen as a process of accommodation based on the new experiences constructed by the learners (Cornu & Peters, 2005:50). According to Mogashoa (2014:52), Knowledge is the result of a constructive process rather than imitating or repeating what others say. Constructivism emphasizes the shift from teaching to learning and on knowledge construction instead of reproduction (Alam, 2016:52). However, it should be noted that, when students construct knowledge on their own, it does not mean that they are not influenced by external inferences. Thus, the student's construction of knowledge should be mediated by appropriate instructional interventions (Toit, Louw, and Jacobs, 2016:150).

There should be a platform where teacher educators engage themselves in a new discourse around teaching and learning to reflect their practices to support students' learning. Teacher educators, in turn, should allow the learners to reflect on the new discourses of teaching and learning. According to Cornu and Peters (2005:51–52),

teachers that participate more in their students' learning processes have higher levels of student involvement in the teaching-learning process.

The teacher is active in the constructivist learning environment. Teachers perform a variety of responsibilities, such as consultant, coach, advisor, and so forth (Jia, 2010:197). The constructivist concept "portrays the idea that learning does not merely happen through the traditional technique of teachers standing in front of the class and lecturing," as claimed by Adom, Yeboah, and Ankrah (2016:2). The learning environment should arouse the learners' interest to discover, discuss, and interpret knowledge (Cirik, Colar, & Kaya, 2015:31).

In contrast to the traditional classroom, learning takes place in a constructivist setting where students can co-create knowledge with teachers, friends, family members, and random strangers (Adom, Yeboah, & Ankrah, 2016:8; Windschitl, 2005:51). With constructivism as their guiding educational theory, teachers should consider what their students already know and let them apply what they have learned (Amineh and Asl, 2015:9). In his work on the cone of learning, Dale (1969) as cited in Mohamad (2017:2314), found that students can remember about 70%-90% of what they have learned even after two weeks if they were learned by active learning methods. In contrast, the passive participation of students in the teaching-learning approach only helps them to retain about 10%-30% of what they had learned. Dale contends that teacher educators should create teaching activities that progress more from practical experiences.

Figure 2.4. Conceptual Framework
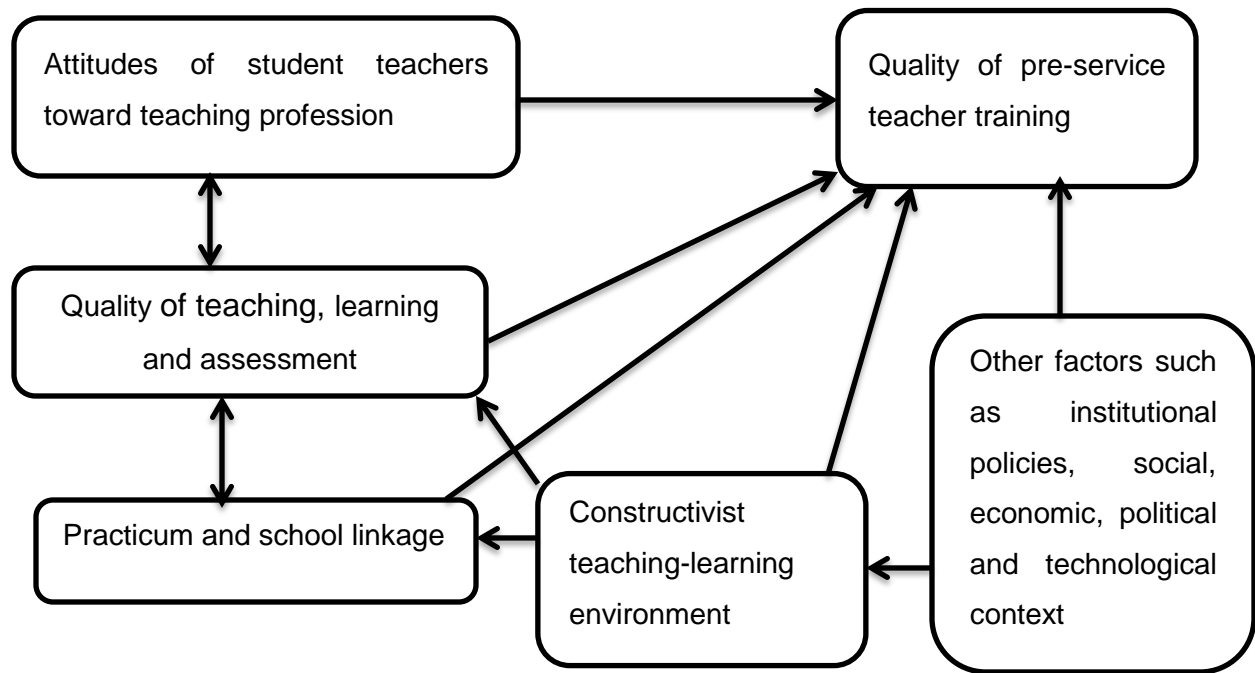
The researcher believes that the simple conceptual framework presented will assist the reader to get a grasp of the key concepts featuring in the study and how they relate to one another. The conceptual framework helped the researcher to conceptualise the study and to give direction to it.

2.14. CHAPTER SUMMARY AND CONCLUSION

This chapter addressed the conceptual framework and literature review based on the research questions. The theoretical framework underpinning the study is a constructivist theory. This theory is predicated on the idea that learners construct knowledge by actively engaging in the task and taking responsibility for their learning. According to this theory, reality is considered subjective and relies on individual perspectives.

The quality issue, in general, is a relative concept, and therefore, there are no universally agreed definitions regarding the concepts and their dimensions. Different stakeholders define it differently. There are several determinant factors for the quality of education. The best of these, as evidenced by several studies, is the calibre of

teachers. The way teachers are trained determines their quality the most. In the process of teacher training, the central issues that determine the quality of the preparation of prospective teachers are the aspects of teaching, learning, and assessment practices. Therefore, this chapter was organized based on the research questions that this study is expected to respond to.

2.15. PROJECTION FOR THE NEXT CHAPTER

The following chapter presents an overview of teacher education in the Ethiopian context per the research questions and literature review.

CHAPTER THREE

OVERVIEW OF TEACHER EDUCATION IN THE ETHIOPIAN CONTEXT

3.1. INTRODUCTION

Ethiopia has made a significant progress towards increasing access to basic education. On the other hand,, concerns about the quality of education are growing (MOE, 2005:7-8; MOE, 2010:8). According to Abebe; & Tassew (2013:1), problems with teacher training programs and education quality have long been major problems in Ethiopian educational system. However, the Education Sector Development Plans (ESDPs) have demonstrated a shift in focus from increasing access to enhancing quality from a policy standpoint (MOE, 2010a: 8-9).

Although different scholars have diverse definitions of what constitutes high-quality education, no researcher has disputed the importance of teachers in ensuring such quality. Yang et al. (2013:102) clarified their position by arguing that teachers are at the very core of education since successful learning is impossible without good instruction. The quality of the training provided in teacher education programs has an enormous impact on the effectiveness of teachers. Ethiopian teacher education colleges are in charge of preparing teachers for the primary level. However, the Regional Education Bureaus (REBs) and the Ministry of Education have a part to play in the training process. As a result, this chapter offers the reader insights into important issues related to teacher education in the Ethiopian context.

3.2. TEACHER EDUCATION IN ETHIOPIA: HISTORICAL DEVELOPMENTS AND REFORM PROGRAMS

Ethiopia has its alphabet, calendar, and traditional schooling, and it is well-recognized for its long-gone civilization. The Ethiopian Orthodox Church has dominated traditional education historically, which dates back to the 4th century during the Aksumite kingdom of Ethiopia (Gemechu et al., 2017:2, Kassaye, 2005:106). The introduction of the Islamic religion in the 7th century also strengthened traditional education and therefore

these institutions became a centre where students learn how to read and write (Ahmad, 2013:3). The role played by these two institutions is undeniable for the cultural development of the nation. However, in traditional Ethiopia, education was not accessible for both boys and girls and the churches and mosques were providing religious education for indoctrinating their respective religions (Tefera, 1996:3).

More than a century ago (in 1908), when Menilik the II School was first opened, the Emperor (1989–203) introduced a Western-oriented education to Ethiopia (Gemechu et al., 2017:2). The conservative church that held a virtual suzerainty over the education, did not welcome the introduction of modern education. There was a fear that it could serve as a cause for the intrusion of foreign religions and the introduction of threatening ideas that could challenge the existing setup (Tefera, 1996:3; Negash, 1996:101; Ahmad 2013:4 ;). To overcome the fear, the government hired teachers from the Egyptian Coptic church because of the same religious beliefs (Semela, 2014:2).

The occurrence of Ethio-Italian of 1935-1941, known in history as the "Occupation period," hampered the growth of education, schools were closed, and intellectuals who were already few were killed. Semela (2014:2) stated that the already precarious educational system had broken down.

The education system was not freed from foreign influence after the nation freed itself from Italian control (1942). Britain introduced its educational system as a collaborator in the liberation struggle. As a result, the educational system became 4+4+4 (four years of elementary school followed by four years of intermediate school and four years of secondary school) (Tefera, 1996:4).

Early on in the development of modern education, both the teachers and the curriculum were imported from elsewhere and applied as it is without considering the needs, culture, or local realities of the nation. Teachers were responsible to make the students competent at their particular levels, comprehend the text, and fit foreign curricula and national exams (Gemechu et.al. 2017:2). In the interim, the emphasis turned to placing a high value on education, leading to the establishment of numerous schools and

institutes of higher study. The primary goal was to create qualified professionals who could educate and serve in the various governments' administrative echelons (Ahmad 2013:4).

As noted by (Tessema, 2007:29), the history of teacher education is not properly documented. However, the existing literature demonstrates that the execution of Primary School Teachers' Training Programs in 1944 at Menelik II School in Addis Abeba marked the official beginning of teacher education (Semela, 2014:3). The addition of the University College of Addis Abeba, in 1950 to educate secondary school teachers to this development was significant. Later, in 1961 the first faculty specifically focusing on the preparation of secondary school teachers was established at Haile Sellassie I University (now Addis Abeba University) (Ahmad 2013:4). Following the trend, Haramaya University, Dilla College of Teacher Education and Health Sciences, and Bahir Dar University were established. The Kotebe Arts and Mechanical College began an upper primary teacher training program, which was followed by a secondary teacher education program. The Bahir Dar Teachers' College was founded in 1972 by the Imperial Government of Ethiopia with assistance from UNESCO and UNDP. At the time, it was known as the Academy of Pedagogy. Under the direction of the Ministry of Education and Fine Arts, the Academy of Pedagogy began operations in 1973. Gradually, the faculty developed into a college that provided comprehensive, two-year teacher education programs in a variety of academic disciplines (Ahmad 2013:4).

Semela (2014:10) summarized the development of teacher education during the imperial era (1944-1974) into three phases. The first phase was from 1944/5 to 1954/55. In this phase, six years of education commonly referred to as 6+1-was the minimum requirement for entrance as a teacher candidate. The second phase (phase II) from 1955/1956 to 1965/1966, witnessed the introduction of certificate- and diploma-level programs by the then Ministry of Fine Arts. Depending on the program they need to enroll in (6+1,7+1, or 8+1), the candidate who joined the one-year certificate program should complete it in six to eight years. Besides, the diploma program required more years of schooling. Therefore, grade eight graduates were required to be trained for four years (8+4), whereas grade nine graduates were required to be trained for three years

(9+3). In addition, admission requires success on institution-administered entrance exams. Between 1966–1967 and 1968–1969, the third phase was characterized by a transition from an emphasis on a number to the quality of teacher preparation programs. The minimum grade level needed to complete to be eligible for TTI (certificate) entrance was changed from grade nine to ten in contrast to previous admission standards. Similarly, the time frame for the diploma (10+2) was increased from one to two years.

Achievements in teacher education suffered a setback during the military dictatorship (the Derg Regime, which came to power in 1974 following a popular revolution). The administration faced criticism for undervaluing the teaching field. Schools, colleges, and TTIs were shut down; teachers and students were forced to participate in the "development through collaboration and work campaign" known as "Idget be Hibret Zemecha". According to Semela (2014:12), the campaign was created hastily without taking unforeseen repercussions into account. The campaign's stoppage of teacher training programs was followed by a crisis of teacher shortages, forcing the government to hire untrained instructors known as "Digoma Memhiran." Following the campaign, the length of teacher training was shortened to one year after the 12th grade and the entrance requirement was the least GPA of 0.6 on the Ethiopian School Leaving Certification Examination (ESLCE), forcing those who chose not to enrol in higher education to enter teacher training institutions. This was a blatant indication that the teaching profession and the teaching itself were in jeopardy.

In general, the Derg regime's educational system was characterized by a dearth of qualified teachers, a paucity of textbooks, and a lack of clarity, coherence, and consistency in the subjects taught (Gemechu et al., 2017:3). The mass execution of the educated of which the majority were teachers, the reduction in the number of aspiring teachers, and the high incidence of voluntary teacher turnover were the main causes of the teacher shortage. Inexplicably, the government chose to utilize coercive methods and to distribute young graduates rather than looking for innovative solutions.

The Ministry of Central Planning assigned recent university graduates to government institutions, including secondary school instructors without taking their willingness into

account. These graduates did not have the proper preparation for teaching nor did they participate in any program to help them get started in the profession. The occupation that paid the least and enjoyed the least social prestige was teaching (Semela, 2014: 13).

The Ethiopian People's Revolutionary Democratic Front (EPRDF), an alliance of ethnic-based political parties, seized power following the overthrow of the military dictatorship in 1991 (Semela, 2014:14). After four years, the new administration officially announced its new Education and Training Policy (ETP), which has been in effect since 1994. The Education Sector Development Programmes (ESDP I-V), which were launched in 1997 as a part of the 20-year indicative plan for the education sector, was implemented after the ETP (FDRE, 2005:4). The policy ensures that teacher candidates have the necessary knowledge, aptitude, perseverance, professional interest, and physical and mental fitness to handle the demands and challenges of the field at various levels. Regarding teacher preparation, the policy made clear that from kindergarten through higher education, instructors will be expected to possess the requisite teaching credentials and media of instruction competency through pre-service and in-service training (FDRE, 1994:20-21).

The main objective of the Education Sector Development Programme (ESDP I through V) was to ensure quality, relevance, and equity across the sub-sectors with a concentration on primary education, as stated in the ESDP III document (MOE, 2005:5). Similarly, expanding access to basic education was made the government's top priority, decentralization control of this sub-sector to local governmental entities.

Per this, efforts to significantly raise primary enrollment levels through establishing and managing colleges of teacher education (CTEs) and training of the teaching force within the national teacher education curriculum framework ESDP I and II were successful. Primary enrollment reached 8.1 million, showing an average growth rate of enrollment of 12.8%, exceeding the goal of increasing primary school enrollment from 3.7 million in 1995/96 to 7 million for ESDP I. This pattern was maintained in ESDP II when enrollment grew by an average of 11.7% annually.

As a result of this achievement, 11.4 million children were enrolled in primary schools by 2004–2005. Over 6000 new elementary schools were built, which contributed to the expansion and 85% of these schools were built in rural settings. The teaching staff at the primary education level has grown to 171,038 as a result of the efforts made. The cumulative impact of the eight years following the beginning of ESDP I, the cumulative impact of the eight years is represented by 61.4% rise. However, it is not equal to the rise of students enrolled in elementary schools (MoE, 2005:5). The quality issue is increasingly important in ESDP IV due to the emphasis placed on raising student success, developing innovative initiatives to aid underprivileged children, boosting system capacity, and improving school management and administration (Abebe; & Tassew, 2013:1).

The "paradigm shift" in teacher education that took place in 2002 is notable. A study on the quality and effectiveness of teacher education in Ethiopia was carried out by the MoE, the country's ministry of education. The study's overarching goal was to evaluate the current state of teacher preparation programs. The findings indicated that college graduates credentials in teacher education fell short of expectations and were unable to deliver on the job. They might not be able to handle and comprehend the reality both within and outside the classroom. The study also showed that teacher training programs were unable to prepare graduates for their desired careers (Semela, 2014:15) As a result of the investigation, task groups developed the Teacher Education System Overhaul (TESO) to address concerns about the calibre and efficacy of teacher preparation.

TESO initiatives focused on issues like hiring, educating, and training new teachers; student centred and school-based learning; practice-oriented training; and self-preparedness for the teaching profession (Gemechu et al., 2017:4). The TESO program catalyzed long-term structural improvements in teacher education. As a result, Ethiopia's teacher education initiatives underwent a structural and curriculum restructuring.

TESO was established with high hopes; however, the expected outcome has not yet materialized. The ability of the authorities to start making modifications to teacher education programs as specified and articulated in TESO has not yet been completely ascertained. Moreover, it was discovered that the goals and methods of teacher training and education were not proportionate to one another (Ahmad 2013:6). According to Gemechu et al. (2017:4), the TESO initiation lacked a clear and consistent direction, unaware of the local context, or did not start the reform from the bottom and progress up instead of from the top to the bottom to satisfy donor interests.

Since 2010, the ministry of education has also developed and is putting into practice a program called the General Education Quality Improvement Program (GEQIP), which covers five major areas that collectively help to offer high-quality learning output at the school level. One of these crucial areas is the Teacher Development Program (TDP) component, which is fairly comprehensive and includes all pre- and post-teacher training interventions (Abebe & Woldehanna, 2013:1).

3.3. TEACHER TRAINING MODALITIES FOR PRIMARY SCHOOLS IN ETHIOPIA

Teacher education colleges in Ethiopia are those stand-alone institutions that prepare teachers for primary schools. In the Ethiopian context, they fail short of higher education institutions (HEIs) albeit with academic legislation like the HEIs to govern their administrative and academic operations. Earlier on until the end of 2004, the Federal Ministry of Ethiopia as part HEIs sub-sector directly managed the CTEs. However, after the implementation of ESDP III, which ran from the year 2005/2006 to 2010/11, they were devolved into regional states. Following this, many CTEs have now been established by the legislation of the regional states where they function.

In 2008, the primary pre-service teacher education program in Ethiopia was revised and expanded to a three-year diploma program for all primary teachers. Admission to the colleges was based upon a passing grade at the General Education Leaving Examination offered at the end of Grade 10. The programs have been of two modalities: the "Leaner" and "cluster Modalities". The linear level prepares teachers in a major and minor subject, plus common, professional, school-based learning courses, for teaching

in upper primary grades 5-8(MOE, 2013:1). Amharic, English, regional languages, History, Geography, Civics, Chemistry, Biology, Physics, Mathematics, Educational Planning and Management, Adult and Non-Formal Education, Music, Art, Health, and Physical Education were the subjects provided under the Linear modality. For teaching in lower primary grades 1-4, the cluster-level prepares teachers in a combination of three subject areas and common professional and practical courses (Abebe & Woldehanna, 2013:5). Besides the above programs, there is a specialist program that prepares teachers for grades 1-4 as well as from 1-8. Some programs are designed for some class levels too. For example, the integrated science program is designed to prepare teachers only for grades 5-6. The disintegration of the program is to address the curriculum of primary schools.

3.4. TEACHER STANDARDS INTEGRATED INTO PRIMARY TEACHER EDUCATION PROGRAMS

In various contexts and nations, "standards" has been used to indicate different things. It can be used to describe levels of development in a particular domain or as a synonym for "goal" in some cases. In other cases, it serves as the standard for determining whether a given performance is adequate. The term "standards" has been used in the United States to describe the curriculum or course outline. Claims concerning the need to "raise standards" are also frequently made (meaning that learning outcomes should be improved). In several European or French-speaking nations, the term "competence" is used more commonly than "standards" in the professional domain (OECD, 2013:14).

According to AITSL (2015:10), teacher standards help provide a vision of the prospective teacher that can be used to inform the strategies to be used in designing and implementing the pre-service teacher education and generate a communal language for debating trainee teachers' progress towards becoming competent graduates.

The requirements set by the Ethiopian Ministry of Education (MoE, 2013:4) for a qualified teacher are divided into seven categories. Some distinct indicators explicitly explain each standard. There are:

I.   Know students and how they learn;
II. Knowledgeable about the subject matter and how to teach it;
III. Able to plan for and carry out effective teaching and learning;
IV. Able to create and maintain supportive and safe learning environments;
V.   Able to assess, give feedback, and report on student learning
VI. Able to engage in professional learning;
VII. Able to interact professionally with co-workers, parents/caregivers, and the community

3.5. BASIC PRINCIPLES THAT GUIDE THE PRE-SERVICE TEACHER EDUCATION PROGRAM IN ETHIOPIA

According to the Ethiopia curriculum framework for primary pre-service teacher education, the goal of the program is to train primary school teachers with the necessary knowledge, abilities, and professional commitment. It also states that teachers should help their students develop academic skills, personal and social values, civic responsibility, and attitudes that are the foundation of all further education.

The following principles serve as a guide for program development and implementation of the pre-service teacher education program in the Ethiopian environment (MoE, 2013:8).

i. The pre-service program's structure and content (courses, syllabi, and modules) should follow the framework of the primary school curriculum at the lower and upper primary levels (grades 1-4 and 5-8). Emphasize pedagogical principles from the primary school curriculum

ii. Pre-service teacher education should adhere to and have links to the reality of primary schools and primary classrooms.

iii. Develop good professional primary teachers with strong professional identities and commitment

iv. There should be a link between theory and practice.

3.6. CHAPTER SUMMARY AND CONCLUSION

This chapter's goal is to examine the structure and administration of teacher education in Ethiopia. The historical developments of teacher education and reform programs, the training modalities, teacher standards integrated into primary teacher education programs, and the fundamental principles governing Ethiopia's pre-service teacher education program are some of the topics that have been covered in this chapter.

3.7. PROJECTION FOR THE NEXT CHAPTER

On the bases of the research questions and review of the literature, the next chapter discusses research design and methodology.

CHAPTER FOUR

RESEARCH PARADIGM, DESIGN, AND METHODOLOGY

4.1. INTRODUCTION

In chapter two, the researcher reviewed relevant literature guided by the research questions. The researcher intended to establish the reason for the decline of quality in pre-service teacher training in regional state teacher education colleges of Ethiopia based on the views and experiences of educational managers, teacher educators, and student teachers as a unit of analysis. According to Newby (2014:272), a question that starts with the 'what' seeks to establish the reason for, or the consequence of an event or process. The question helps to establish or generate the inputs to an event or the outcomes or inputs from the process''.

The study's primary goal was to investigate the views and experiences of educational managers, teacher educators, and student teachers regarding the process of teaching, learning, and assessment practices in regional state teacher education colleges of Ethiopia and come up with solutions on how to enhance the quality of pre-service teacher training in regional state teacher education colleges in Ethiopia. Thus, the specific objectives are presented as follows:

 identify ways to improve the identified views and experiences of educational managers, teacher educators, and student teachers regarding teaching, learning, and assessment processes

1. To identify the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of pre-service training in the colleges of teacher education.
2. To investigate the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of assessment practices in the colleges of teacher education.

3. To assess the practice of school-based learning program implementation in the colleges of teacher education.

4. To identify the institutional policies/mechanisms used for ensuring the quality of teaching, learning, and assessment practices in the colleges.

5. To suggest how to enhance the quality of teacher training in teacher education colleges.

This chapter focuses on the research paradigm, technique, and design. According to Newby (2014:53), research techniques are research tools, whereas research methodology is data collection devices and adherence to research guidelines. The organization of the numerous research methodologies to address the research problem is another approach to describing research methodology. According to Taddlie and Tashakkori (2018:27) and Newby (2014:47), A research methodology is a thorough approach to systematic study that specifies how the research problem must be questioned and addressed. This includes the researcher's opinions and reflections, propensities for particular research designs, techniques for determining sample sizes and gathering data, methods of analysis, procedures for addressing the implications of the findings, and standards for assessing and improving quality (Taddlie and Tashakkori,2009:27; Bazeley, 2014:8).

Kothari (2004:7-8) asserts that the research methodology exposes the processes and strategies the investigator employs when carrying out research projects. Kothari added that the researcher should be aware of the best procedures or strategies for a given study.

4.2. THE RESEARCHER'S PHILOSOPHICAL WORLDVIEW AND EPISTEMOLOGICAL STANCE

4.2.1. Research Paradigm

A research paradigm is an assumption that guides the researchers on how and what they will learn during their inquiry (Creswell, 2009:3). According to Bazeley (2014:19), a research paradigm paves the ground for conceptualizing the description of reality

(ontology) and also helps to explore how reality can be known (epistemology). A research paradigm is an understanding that directs how and what the researchers will learn from their investigation (Creswell, 2009:3).

According to Creamer (2018:91), paradigms indicate commonly held views about the nature of knowledge and the process by which it is created. The significance of paradigms in the discourse of mixed methods may be a leftover of the so-called 'paradigm wars of the 1980s among the scholars of qualitative and quantitative camps. According to Scotland (2012:9), many paradigms have diverse suppositions about reality and knowledge as a result of their differing views on ontology and epistemology. These suppositions support their unique research methodologies.

Therefore, in this sub-section, the researcher addressed the philosophical worldviews advocated, clarifications and reflections of specified worldview, and how the identified worldview also guided the research approach. As a result, the researcher discussed the worldviews from a philosophical perspective in this subsection and how they discovered worldview influenced the research methodology.

4.2.2. Ontological and epistemological considerations

The investigator's understanding of the nature of reality and truth influences the choice of issue, approaches, and conclusions (Bazeley, 2014:1). Ontology in this study is looked at from the point of view of the pragmatic paradigm. The reality in the pragmatic paradigm is considered meaningful when it allows us to create worthwhile relations with various aspects of our experience and builds up on the notion of „what works". Pragmatism does not reject the ontological stances of positivism and interpretivism. Tashakkori & Teddlie (2003a: 713) defined pragmatism as deconstructive paradigm that debunks concepts such as "truth" and "reality" and focuses instead on "what works" as the truth regarding the research questions under investigation. Pragmatism rejects the either/or choices associated with the paradigm wars, advocates for the use of mixed methods in research, and acknowledges that the values of the researcher play a large role in interpretation of results. In ontology, social reality is seen as a single reality and

multiple realities (Ansari, Panhwar, and Mahesar, 2016:134; Greener, 2008:17). The researcher took the ontological stance since the study employed a mixed method to investigate objective and subjective conceptions of reality to address the research issues.

Epistemology is concerned with the nature and forms of knowledge (Cohen et al., 2007:7). Epistemologically, this research followed a blended approach of qualitative and quantitative approaches. The researcher believes that a strategy would produce trustworthy results (Greener, 2008:17; Ansari, Panhwar, and Mahesar, 2016:137). According to Schoonenboom & Johnson (2017:6) and Morse (2016: 2), the researcher utilized an inductive strategy to derive meaning from the narrations by taking notes throughout individual and focus group interactions. In this way, it pursued the constructivism/ interpretivism philosophy. In addition, it used a quantitative method of learning using objective, quantifiable, and facts that could be applied to the entire population and guided by acknowledged scientific rules and principles. The researcher has combined the findings following Morse's recommendations to reduce the drawbacks of the two extremes (Morse 2016: 2).

4.2.3. Pragmatism as a philosophical word view underpinning the study

The philosophical worldview pursued in this study is pragmatism. Pragmatism, as a philosophical dialogue, prioritizes the practical consequences of the methods used in answering a specific research question (Creamer, 2018:91). For Pragmatists, knowledge arises from discovering essential features of the problem and determining appropriate interventions in a particular situation (Lodico, Spaulding, & Voegtle 2010:16). Pragmatists also believe all knowledge is tentative and needs to be tested against experience (Bazeley, 2014:22).

Morgan (2007) in Creswell (2014:11) defined pragmatism as it gives the researcher the freedom to select the methodologies, procedures, and particular courses of action designed to produce a research result. Mixed-methods research provides the best knowledge of a research problem; hence researchers often use both qualitative and

quantitative data. Pragmatism offers the door to a variety of methodologies and viewpoints for mixed-method study (Newby 2014:48).

4.3. RESEARCH APPROACH

Creswell (2014:3) defined research approaches as methods and strategies for studies that cover all phases of information gathering, analysis, and interpreting from general to detail. There are several choices involved in these processes. The choice of a research approach depends on the research challenge, the level of skill of the investigator, and the goal of the study. In this study, a mixed method was used to accomplish the goal of the study with the hope of obtaining a comprehensive understanding of the topic at hand. Both qualitative and/or quantitative methodologies are frequently used in mixed-method research (Mertens, 2010:293).

A mixed-method research strategy incorporates both conceptual and empirical assumptions. It is a methodology that includes philosophical presumptions that direct data collection, processing, and using qualitative and quantitative methodologies at various stages of the study. It is used as a methodology to gather, examine, and combine quantitative and qualitative data for a single study or a set of studies. Utilizing a hybrid strategy allows a better solution to research issues than either qualitative or quantitative methods (Creswell & Plano Clark, 2007:5). As noted by Caruth (2013:113), combining the methodologies can complement one another, provide deeper insights, and generate more research questions.

According to Williams (2021:378), qualitative research is entrenched in a phenomenological paradigm that maintains reality as socially produced through individual or group definition. The personal evaluation of beliefs, attitudes, and behaviour is central to the qualitative method to research. It takes into account the opinions and insights of the researcher. Such a research strategy produces data that are either non-quantitative or that have not undergone thorough quantitative analysis (Kothari, 2004:5). In contrast, quantitative research aims to test hypotheses and

investigate the relationships between variables. Statistical tools can be used to quantify and examine these factors (Creswell, 2014:3).

4.4. RESEARCH DESIGN

The term "research design" refers to a created relationship between a research study's goal and the methods employed to carry out the entire research process. The aim of the study design is to make it possible to acquire relevant data with less effort, minimum expense, and time. The research design is the conceptual framework for research, serving as a guide for data collecting, measurement, and analysis (Kothari, 2004:14).

However, three main models predominate in social science today. There are several designs in the mixed methods sector. According to Creswell (2014:15-16), these are convergent parallel mixed methods in which the researcher combines quantitative and qualitative data to provide a comprehensive analysis of the research problem, explanatory sequential mixed methods are the ones in which the researcher first conducts quantitative research, analyse the results and then builds on the results to explain them in more detail with qualitative research. The third design is exploratory sequential mixed methods. In the exploratory sequential technique, the researcher begins by conducting qualitative research to understand the participants' points of view. After the data were analysed, the second quantitative phase was developed using the knowledge gained.

Regarding the timing of data collection, combining, and analysis, mixed methods designs have their distinctive features. The first consideration is the degree to which qualitative and quantitative data will interact or be kept separate, a concept known as the point of the interface (Morse & Niehaus, 2009:25). The position where the two methodologies interact either in data analysis or the results narrative is where the authors define the point of interface.

Second, the data collection time varies for mixed methods designs. 'Timing' is how Creamer (2018:117) referred to various orders of data collection. Author's view of timing

relates to the occasion of data collection for research. In a concurrent design, qualitative and quantitative data are gathered simultaneously (Morse & Niehaus, 2009:28). One step of data gathering leads to another in a sequential design (Taddlie & Tashakkori, 2009:31).

Next, different designs concentrate different amounts of emphasis on qualitative and quantitative data (Halcomb, 2015:17). The explanatory sequential approach entails a two-part project where the researcher gathers quantitative data in the first phase, analyse the findings, and then uses the findings to organize (or build upon) the second, qualitative phase. On the other hand, exploratory sequential mixed techniques follow the opposite order from the explanatory sequential design, the overarching goal of this design is to use the qualitative data to assist explain in detail the initial quantitative conclusions. When using the convergent parallel mixed technique, the researcher often gathers both types of information around the same time before incorporating it into the interpretation of the overall findings (Creswell 2014:16). The degree to which the qualitative and quantitative are incorporated varies among mixed methods designs.
At any stage of the research process, integration like this can take place.

For this research, convergent parallel mixed methods were designed to simultaneously collect qualitative and quantitative data, merge the data and use the results to understand a research problem. The convergent mixed methods approach is probably the most familiar of the basic and advanced mixed methods strategies. It is a mixed methods strategy in which a researcher collects both quantitative and qualitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirm each other (Creswell, 2014:15). A fundamental justification for this strategy is that gathering both quantitative and qualitative data leads to a more comprehensive knowledge of a study problem by providing strengths to counterbalance the deficiencies of each mode of data collection (Creswell, 2012:540). The QUAN and QUAL strands of the study take place in a parallel manner in parallel mixed designs which are known as concurrent or simultaneous designs (either concurrently (beginning and ending at roughly the same time), or (with some time-lapse, data collection for one strand starts or ends later than the other). The QUAL and QUAN stages are designed

and carried out to respond to pertinent parts of the same fundamental research question(s) (Taddlie & Tashakkori, 2009:31).

The chronology of data collection, processing, and how the quantitative and qualitative data were combined to answer the research questions are shown in the accompanying figure.
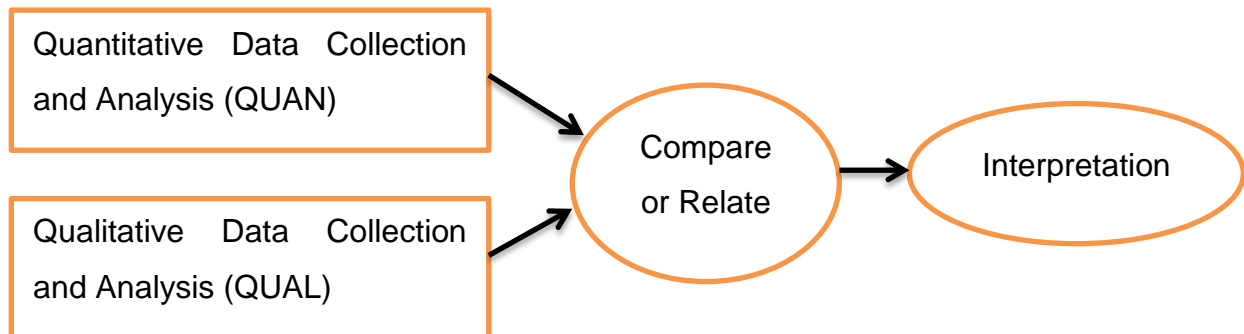
Figure 4.1: Convergent Parallel Methods (Source: Creswell, 2011:541)

4.5. STUDY POPULATION, SAMPLE SIZE, AND SAMPLING

Mixed-Method sampling comprises merging qualitative (QUAL) and quantitative (QUAN) techniques to find answers to the research problem innovatively. Mixed method sampling often combines both purposive and probability sampling to meet the requirements specified by the research questions.

Before choosing samples from the population, there should be an appropriate sampling design. A sampling design is a definite plan for gaining a sample from an assumed target group. The sampling design should include the technique and the process the researcher would assume in selecting a sample for the study. Sampling design also indicates the size of the sample that should be determined before data are collected (Kothari, 2004:56).

A stratified random sampling technique was used to choose a representative sample from the target population. Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics

(Cohen, Manion & Morrison, 2007:111). Stratified sampling guarantees that a sample is taken from a similar sub-category and ensures the proper representation of the stratification variables. Homogeneity helps the researcher to reduce sampling error (Tayie 2005:38). Under stratified sampling, the population is categorized into several sub-categories that are discretely more similar to the total population and then, the researcher selects samples from each division. According to Kothari (2004:62), stratified sampling provides dependable and detailed information about the sampling.

Ethiopia has a federal government structure comprising 11 regional states and two city administrations. Teacher education colleges selected for the study were from SNNPRS (three colleges) and South West Ethiopia Regional State (one college). A total of four colleges that use the same academic legislation were selected for the study. The four CTEs were considered strata. Since each college of teacher education is composed of five main streams that have their unique features, stratified random sampling was used to determine the sample size of teacher educators and student teachers from each stream. The streams as a stratum were Education, Language, Mathematics and Environmental science, Aesthetics, and social science streams.

In the regional state colleges, there were a total of 600 teacher educators. Out of these, 234 teacher educators were selected. The total number of teacher educators selected was identified following Cohen's sample size determination procedure for random samples for the 95% confidence interval (Cohen, Manion & Morrison, 2007:147). Then, the size of the sample in each stratum was determined in proportion to the size of the stratum. Suppose that there are N_1, N_2… N_k, total population size can be indicated by N and total sample size by n. If n_1 n_2…. n_k, be the sample sizes for respective strata, Then:

$\frac{n}{N} = \frac{n1}{N1} = \frac{n2}{N2} = \frac{nk}{Nk}$ Where $N_{1 +}$ $N_{2 ....}$ $N_{K=}$ N and n_1 $n_{k=}$n. A sampling fraction is $\frac{n}{N}$, and this fraction (proportionality) is constant for the allocation of the sample to the *k* strata (Wiersma & G. Jurs, 2005:303). After the number of sample teacher educators allocated for each stratum is determined, the researcher has selected teacher educators from each stream by systematic sampling method. This technique was proposed to include teacher educators from each CTE stream proportional to their presence in the

population to ensure their representation in the study. Thus, every k[th] teacher educator on the alphabetically arranged list from respective CTEs was selected using the formula k=$\frac{N}{n}$ where "N" is the population of teacher educators in a CTE, and "n" is the sample required from that population.

Regarding student teachers, only 3rd-year student teachers of each CTE were taken as a population. This was due to the assumption that 3rd-year students would take the majority of college courses and could provide sufficient information concerning the quality of pre-service teacher education in their respective colleges. There were a total of 4120 third-year students in the target CTEs. Among the students, 294 students were selected as a sample and the sample size was distributed proportionally to their presence in their respective CTEs. The sample size of the research participant student teachers was determined in the same procedure employed to select teacher educators as indicated above.

The educational managers who participated in the study were CTE Deans (a total of 4), academic vice deans (4), stream officers, including practicum officers (26), and department heads (60). All deans, vice academic deans, stream officers, and department heads were selected using the purposive sampling method. Purposive sampling was used to access knowledgeable people who have in-depth knowledge about particular issues (Cohen, 2007:115; McMillan & Schumacher, 1993:413).

Table 4.1. Sample size, confidence levels, and confidence intervals for random samples

Population	Sample size at a 95 %Confidence level
30	28
50	44
75	63
200	132
300	168
600	**234**
1000	278
2000	322
2500	333
5000	**357**
7500	365

 (Source: Cohen, Manion & Morrison, 2007:147)

4.6. INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

The data-gathering instruments used in this study include questionnaires, individual interviews, and focus group discussions. For quantitative data, close-ended and open-ended questionnaires were constructed and used as per the nature of the research question. A questionnaire was used to collect data from teacher educators, student teachers, and educational managers.

4.6.1. Interview and Focus Group Discussion

Qualitative data provides well-grounded and rich explanations of the human process. With qualitative data, one can get information concerning chronological flow and see which actions led to particular consequences and deserve productive explanation (Miles, Huberman, and Saldana, 2014:1). In this research, the interview was chosen as the main tool to collect qualitative data from selected participants.

According to Budhal (2000:57), individual interviews involve getting data through direct verbal interactions between the interviewer and interviewee. As described by Blumer (1969:2), interviewing offers access to the setting of peoples' behaviour and thereby provides a way for researchers to comprehend the meaning of that behaviour. The fundamental tenet of in-depth interviewing research is interpretations of the people of their experiences impact how those experiences are carried out. An interest in comprehending other peoples' lived experiences and the significance they assign to those experiences lies at the heart of in-depth interviewing (Seidman, 2006:9).

The interview is a versatile strategy for gathering data since it allows using verbal, nonverbal, spoken, and auditory channels. If correctly organized and conducted, the interview offers detailed information regarding the problems that understudies have (Cohen, 2007:350). The aim of the interview is accomplished through active involvement by the interviewer and interviewee around pertinent themes, subjects, and experiences during the interview itself, according to May (2002:225). The interview style is conversational, flexible, and fluid. Additionally, the goal of an interview is to learn what is going through someone else's thoughts (Best & Khan, 2006:265).

If the study participant is aware of the interviewer's point of view, the results of the interview can quickly become biased and deceptive. In Best & Khan (2006:266), Patton (2002) stated that the interviewee should not have any previous views about the study's outcome.

Before speaking with the participant, three different types of interview questions were designed according to Rubin and Rubin (1995: 145), cited by De Vos et al. (2005: 293).

- Main questions: to start and direct the discourse, the researcher prepared a few main questions.
- *Probe*: to complete or explain an answer or to ask for further instances and proof, the interviewer will put out a probe when the response lacks enough information, depth, or clarity.
- *Follow-up inquiries: These delve deeper into the implications of the answers to the primary inquiries.*

Focus group discussions belong to the qualitative research tradition (Hennink, 2014:1-2). The title "focus group discussion" describes the main quality of the method, which includes a focus on certain concerns and the participation of a specified group of people in an interactive conversation (Greener, 2008:92). Focus group interviews are used to interview a group of carefully selected individuals. The process might be characterized as a conversation between six to eight carefully chosen participants. To ensure that each problem has enough time to be discussed in depth, the conversation is narrowed to a single topic or a small number of concerns. A focus group offers a comprehensive and in-depth collection of information on peoples' opinions, perceptions, feelings, and impressions in their own words (Dilshad & Latif, 2013:192). According to Kothari (2004:98), a focused interview is designed to concentrate attention on the respondent's experience and its repercussions. Under it, the interviewer is allowed to choose how and in what order to ask the questions and whether or not to delve into motives and justifications.

Focus groups and individual semi-structured interviews were used to gather qualitative data for this study. Open-ended questions were used in the study to generate a dialogue that directly targets the research questions during semi-structured interviews and focus groups (Creswell, 2009:181). The benefit of open-ended items, according to Cohen &Manion in Budhal (2000:58), is that they provide respondents with a frame of reference for their responses while placing the least amount of restrictions on their replies and expression. Additionally, through questions and answers, participants in individual interviews can exchange information and ideas, resulting in meaningful and purposeful contact. A semi-structured interview provides a framework to stop needless rambling while allowing respondents to express themselves fully (Creswell, 2009: 183).

In accordance with the research questions, the researcher of this study conducted personal semi-structured interviews with CTE Deans and Vice Academic Deans using purposive sampling method. In a purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Cohen, Manion & Morrison, 2007:113-114). With regards to teacher educators, participants were selected using

convenience sampling methods. Convenience sampling – or, as it is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time.

Focus group discussions were carried out with students' council member (eight members) in each college using purposive sampling method. This enabled the researcher to obtain a lot of information out of the data collected. Purposive sampling allows researchers to describe the major impact their findings have on the population; it is extremely time- and cost-effective compared to other sampling methods. When limited time and resources are available as in this study, it helps to interview individuals who share common knowledge about an issue in groups at a convenient venue and environment suitable to all rather than conducting individual interviews (Koul, 2009:262). Bertram & Christiansen (2014:61) and Teddlie and Tashakkori (2009:175) stated that purposive sampling has two general goals, namely, to identify examples that are typical, or representative of an element being investigated, or to achieve comparability across different sources regarding the element being investigated.

4.6.2. Questionnaire

A questionnaire is a type of data collection tool used to collect factual information in which respondents respond to assertions or questions in writing (Best & khan, 2006:300). According to Kothari (2004:102), the design of the questionnaire can have an impact on the efficiency and calibre of the respondents' responses. Kothari suggested that when creating a questionnaire, a researcher pays close attention to the order of the questions. Using the right order of questions significantly decreases the likelihood of misunderstanding. The order of the questions must be clear and fluid so that the respondent can easily understand how one question relates to another, with the ones that are the simplest to answer coming first. In addition to the question order, the question itself should be objective to avoid portraying an inaccurate picture of the actual situation. It is important to design questions to have them fit logically into a well-thought-out tabulation scheme.

For quantitative data, the questionnaire was used. In addition to the quantitative data, a questionnaire can also provide qualitative data (open-ended questions). Therefore, close and open-ended questions were constructed according to the basic question of the research. A questionnaire was used to collect data from educational managers (Deans, vice deans, stream officers, and department heads), teacher educators, and student teachers.

Table4.2. Summary of Research participants, data gathering procedures, and sampling procedures

Participants	Number	Data gathering instruments	Sampling procedure
Student teachers	4	FGD	Purposive sampling
Teacher Educators(Lecturers)	212	Questionnaire	systematic sampling
Student teachers	294	Questionnaire	systematic sampling
Teacher Educators(Lecturers)	16	Interview	Convenience sampling
Educational managers(Dean, Vice Deans, Stream officers, and Department heads	94	Questionnaire	Simple random sampling
Deans and Vice Deans	8	Interview	Purposive sampling

4.7. VALIDATION OF DATA COLLECTION INSTRUMENTS

The key component of the research process is the data collection tools. The calibre of the data collection tools has a significant impact on the reliability and soundness of the research. The most important criterion validity shows how well an instrument matches its intended purpose. To put it another way, the degree to which differences detected by a measuring tool accurately represent those under test (Kothari, 2004:74). In qualitative data, validity is addressed by the participants' approach, the degree of triangulation, and the objectivity of the researcher. It can also be handled by the honesty, depth, richness,

and scope of the data obtained. Through proper sampling, adequate instrumentation, and appropriate statistical processing of the data, validity in quantitative data may be enhanced (Cohen 2007:133).

As a result, the data collection instruments should be capable of measuring what they were designed to measure and should deliver reliable results independent of the environment. The researcher discussed some of the methods in this area to guarantee the accuracy, dependability, credibility, and reliability of the data.

A pilot study was carried out to check the instruments' validity and reliability before the main data collection. Pilot testing was done to make sure the questionnaire was not filled with ambiguous or pointless questions. Additionally, throughout the pilot test, participants were told of the study's goals and how to complete, assess, and provide feedback on the relevance of the question items, their length, and arrangement. Finally, amendments were made based on the comments.

According to Creswell (2012:390), a pilot test of a questionnaire or interview guide is a procedure in which a researcher makes changes to an instrument based on feedback from a small number of individuals who complete and evaluate the instrument. The survey is modified or changed by the researcher to address the issues raised by the pilot test participants in written form.

The Cronbach's Alpha reliability coefficient was used and verified in addition to the instrument's modification based on the respondents' remarks to establish a standard to understand the reliability of instruments. Hazzi and Maldon (2015:58) and Mertens, (2010:382) stated that the Kuder-Richardson Formula 20 (KR-20) and Cronbach's alpha are two methods for evaluating inter-item consistency. The KR-20 can only be used for dichotomous response scales (i.e., True/False; Yes/No), whereas the Cronbach's alpha can be used for both binary-type and large-scale data. On the other hand, Cronbach's alpha is the mean of all feasible split-half reliability estimates of an instrument, whereas Split-Half Reliability indicates the correlations between two halves of an instrument. Therefore, Cronbach's alpha is strongly advised over these two techniques.

The addition of new items to the questionnaire is one way to improve the instrument's reliability. The researcher made sure there were enough items for each component in this investigation. (For the quality of the learning environment- 8 items were formulated, for teaching strategy -9 items, for student's learning approach-6 items, CTEs' commitment to enhancing teaching quality- 8 items, for preparation and implementation of assessment tools- 8 items, for assessment methods frequently used- 14 items, for quality enhancement mechanisms- 16 items, and for practicum /school-based learning/ program implementation-11items). Cronbach alpha was computed to assess the reliability of the questionnaire used in the study.

Table 4.3: The reliability test (Cronbach alpha)

Variables	No of items	Educational managers	Teacher educators	Student teachers
Quality of Learning environment	8			
Cronbach's Alpha		0.844	0.879	0.754
Teaching strategies	9			
Cronbach's Alpha		0.905	0.859	0.800
Student Learning approach	6			
Cronbach's Alpha		0.80	0.787	0.763
Assessment tools	8			
Cronbach's Alpha		0.816	0.730	0.811
Assessment methods	14			
Cronbach's Alpha		0.725	0.755	0.734
CTEs Commitment to enhancing quality teaching	8			
Cronbach's Alpha		0.789	0.763	0.857
Quality enhancement mechanisms	16			
Cronbach's Alpha		0.853	0.866	
Practicum /school-based learning	11			
Cronbach's Alpha		0.871	0.899	0.751
Overall items	80			
Cronbach's Alpha		0.725		

Source: Computed from pilot data, 2021

According to Creswell and Creswell (2018:215), excellent internal consistency is demonstrated by Cronbach's alpha (α) value, which spans from 0 to 1, with ideal values falling between 0.7 and 0.9. As a result, Table 4's data demonstrate an extremely high dependability rate that ranges from (α =0.725 to (α =0.905).

4.8. METHODS OF DATA ANALYSIS AND INTERPRETATION

The kind of measuring scales that characterize the variables under inquiry dictated the statistical method. Statistical Package for Social Sciences (SPSS) version 25 was used to code, enter, clean, and analyse the data gathered by surveys. Both descriptive and inferential statistics were employed to analyse the numerical data. Descriptive statistics used were percentages, frequency distribution, means, and standard deviations. From the inferential data analysis, one-way-ANOVA was employed to compare the views and experiences of sample groups (teacher educators, educational managers, and student teachers) based on the research questions.

The α (alpha) value for the test of significance was set at a 0.05 level.

Cohen (2007:461) claims organizing, accounting for, and interpreting the data are all parts of qualitative data analysis. To put it another way, this entails understanding the data in terms of how the participants defined the situation and recognizing patterns, themes, categories, and regularities. Analysis of qualitative data requires close engagement with one's data (Bazeley, 2014:4). The question of suitability for purpose should guide how qualitative data analysis is conducted because there is no one right or wrong method to accomplish it. Therefore, the researcher desires to triangulate the data so that comprehensive information can be obtained. In short, the qualitative data were analysed through narration by keeping its trustworthiness, credibility, and genuineness.

4.9. VALIDITY AND RELIABILITY OF QUANTITATIVE DATA ANALYSIS

According to Creamer (2018:69), "validity" describes methods used during data collection and analysis that confirm the legitimacy, conformability, and justification of the

conclusions and inferences made after a study. Validity is used in qualitative and quantitative research. To maintain the validity of the research, the researcher justified each method used to make sure that all the methods were valid for researching the question(face validity) and measures what it was intended (Greener, 2008:38).

Mertens in Bergman(ed), (2008:108) denotes inferences as a researcher's construction of the relationships among people, events, and variables, as well as their construction of respondents' perceptions, behaviours, and feelings and how these relate to each other incoherent and systematic manner. Thus, attention is given to ensuring the credibility of the inference so that there is a correspondence between the way the respondents perceive social constructs and the way the researcher portrays their viewpoints. Besides this, the researcher followed clear methods to instil confidence in the reader of the research result (Greener, 2008:37)

4.10. CREDIBILITY AND TRUSTWORTHINESS OF QUALITATIVE DATA ANALYSIS

In qualitative research, it is assumed that a successful conclusion will convey the significance of the phenomena under examination from the viewpoint of the study's participants (Bergman(ed), 2008:108). Various strategies help increase the trustworthiness and credibility of conclusions or the research results. One of the mechanisms is member checking. According to Bergman (ed) (2008:109), member verification entails testing the validity of the themes, interpretations, and findings with informants and other social science experts. If the informants and other participants concur with the investigators' interpretations, this supports the reliability of the findings.

Bazeley (2014:408) added that member checking, also known as respondent validation, entails asking participants and other stakeholders to concur with the researcher's conclusions. This technique is promoted as a helpful one for guaranteeing the accuracy of the findings and the interpretation. Thus, in this research, discussions were made with research participants regarding the result/ conclusion reached before making the research report official.

Another strategy used for increasing the trustworthiness and credibility of the conclusion or the research results is triangulation. According to Creamer (2018:354), triangulation entails corroboration or verification using numerous data points or different kinds of data regarding the same phenomena. As an approach for validation, triangulation often entails independently gathering one or more other sources of data (qualitative or quantitative) and comparing the conclusions reached from those sources to those reached in the first instance (Bazeley 2014:406). Thus, during discussion of the results, data obtained through various sources were triangulated.

4.11. RIGOR

It is imperative not only to describe study procedures but also the justifications and reasoning for methodological choices. Thoroughness in the research process is shown by describing what was done (research tasks), how it was done (methodological processes), and why it was done this way (scientific reasoning) (Hennink, 2014:100).

Bergman(ed), (2008:114) identified five key criteria to be used to determine rigor and improve the quality of inferences. These are:

- Interpretive consistency: is a criterion that takes into account both the accuracy of interpretations and the outcomes of data analysis.
- *Theoretical consistency*: The term "theoretical consistency" describes how well-established ideas in the area of the study being examined or the actual results of other investigations fit together.
- *Interpretive agreement:* The basis for this criterion is the agreement of those who are concluding. Conclusions reached should be sound and acceptable by other scholars in the scientific community.
- *Interpretive distinctiveness:* This criterion is based on the requirement to draw the strongest and most logical inferences from the study's findings*.*
- *Integrative efficacy*: This is the extent to which conclusions drawn from individual mixed-methods study components are successfully merged to provide a meta-inference that is theoretically sound. Consistency between two sets of

interpretations produced from qualitative and quantitative components has typically been regarded as a sign of high quality in mixed methods research

Transparency is one of the quality measures used by Bryman (2004:284) in both quantitative and qualitative research. As stated by Bazeley (2014:407), transparency involves clarification of the procedure that allows the reader to understand how the researcher progressed from initial purposes, assumptions, and questions through data analysis to the results, interpretation, and conclusions of the study. These procedures need to be articulated enough that others can assess their appropriateness so they could potentially replicate them.

The extent of a given study is determined by its adaptability to various research contexts and must be supported by the research world of the relevant field of study. The researcher of this study is aware of the importance of providing answers to the research's fundamental methodological questions to ensure the process of inquiry is rigorous. These inquiries concern the consideration of both quantitative and qualitative data during data collection, interpretation, and analysis, the reliability of data collection tools in answering research questions, the suitability of data collection techniques for the goals and context of the study, and the research ethics that should be observed throughout data collection, interpretation, and analysis.

4.12. ETHICAL CONSIDERATIONS

Social research engages the research participants and necessitates obtaining the consent and cooperation of the participants (Cohen 2007:174). In this regard, Kimmel (2007:11) forwarded four key issues that should be considered to ensure ethical issues while conducting research. These are:

- The protection of research participants against harm, both physical and psychological harm.
- Informed consent, privacy, secrecy, avoidance of deceit, and debriefing rights of participants protected

- The right to leave the study at any moment without facing consequences participating in the research.
- An accurate record of participants' responses and other data.

The researcher's concern in this regard, however, is not only about ethical issues that may affect the participants due to poor research practices but also the general professional conduct such as honesty, integrity, and the responsible reporting of findings. As a result, the researcher of this study was abiding by and considering the following ethical concerns.

i.   Informed consent:

Diener and Crandall (1978) in Cohen (2007:52) described informed consent as the method of securing the will of the research participants by informing overall issues of the research thereby the research participant would participate voluntarily. As a result, the participants in the focus groups and interviews gave their agreement after being requested in writing. Concerning the questionnaire, the participants were made aware of the purpose of the study and asked for their agreement with the caveat that they could change their minds at any time. As a result, participants showed their implied consent by taking time to complete the questionnaire (Lune & Berg, 2017:46).

ii. Anonymity and confidentiality:

Although confidentiality and anonymity are sometimes wrongly used as substitutes, they have quite different meanings. The goal of confidentiality is to actively remove any information that might reveal the respondents' identities from the research records. Literally speaking, anonymity means that participant names would be coded so that any information they provide would not reveal who they were (Lune & Berg, 2017:48). Accordingly, a participant or a research sample was therefore considered anonymous. The participant was informed not to write the name on the questionnaire paper and coded in the interview case.

iii. Privacy

The right to privacy means that a person has the right not to take part in the research, not to answer questions, not to be interviewed, not to answer telephone calls or emails, and to engage in private behaviour in their own private place without fear of being observed. It is freedom from as well as freedom for (Cohen, Manion & Morrison, 2007:64). Therefore, privacy is the right of the research participants to choose how, when, and to what degree information about them is shared with others. Thus, the researcher did not interfere and seek information that affected the privacy and psychological makeup of the participant.

Besides the above ethical considerations, the researcher has noted the importance of getting an official letter from the regional education bureau to collect data from the colleges under its jurisdictions. Finally, the researcher engaged in the fieldwork after securing the necessary permission from UNISA College of Education Review Committee under the reference number 2021/09/08/58557989/01/AM.

4.13. CHAPTER SUMMARY

The research paradigm, design, and methods were all thoroughly covered in this chapter. To achieve the goal of the study, convergent parallel mixed methods research was selected. A total of 294 students, 212 teacher educators, and 94 educational managers were selected as a sample to participate in responding to the questionnaire. Interview data were collected from four(4) focus groups (one focus group from each CTEs), 16 teacher educators, 8 deans, and vice deans selected to participate in the study. A pilot study was conducted before collecting the main data. The credibility and trustworthiness of qualitative data were ensured through the validation process of the data collection and analysis. Furthermore, issues about research ethics were also discussed.

4.14. PROJECTIONS FOR THE NEXT CHAPTER

The next chapter deals with data presentation, analysis, and interpretation.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

5.1 INTRODUCTION

In chapter four, the research design and methodology were presented. This chapter deals with the data presentation, analysis, and interpretation. The first section of the chapter is dedicated to the presentation of the demographic and other characteristics of the respondents. As discussed under research design and methodology (chapter four; sub-section 4.5), this research uses a convergent parallel mixed research approach, where both qualitative and quantitative data were collected simultaneously. And thus, the quantitative data and the qualitative data were analysed independently and merged at the end. According to Creswell (2014:15), a convergent parallel mixed method is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data to provide a complete analysis of the research problem.

Thus, this section of the chapter deals with the results derived from quantitative and qualitative data. Quantitative data were collected from the respondents using a questionnaire and qualitative data were collected using interviews, focus group discussions, and open-ended questions of the questionnaire. Quantitative data were presented and analysed using appropriate statistical tools based on the nature of the research questions and the constructs intended to measure. Qualitative data were organized based on identified themes and categories and interpreted in narration form.

5.2. DEMOGRAPHIC DATA OF RESPONDENTS

As noted in chapter four (under 4.3), the research data were collected from student teachers, teacher educators, and educational managers (College deans, Stream officers, and department heads) from four regional state teacher education colleges in Ethiopia. The colleges selected are found in the southern part of Ethiopia and use the same academic legislation as a guiding policy.

The sampled teacher educators, educational managers, and student teachers mannually completed the questionnaire. The research participants involved in completing the questionnaire were 234 teacher educators, 357 student teachers, and 108 education managers. Among these, 212 teacher educators, 294 student teachers, and 94 educational managers completed and returned the questionnaire. The return rate was 90.6%, 82.35%, and 87.3% respectively.

The questionnaire was administrated to teacher educators and educational managers. Similar questionnaires were administered to student teachers except for a few questions associated with quality monitoring mechanisms. The questionnaire was structured in two parts: the demographic information and the main part organized in line with the research questions. The following table (Table 5.1) illustrates the research participants' demographic information.

Table 5.1. The demographic data of the respondents

Items	Category	Position					
		Educational managers		Teacher educators		Student teachers	
Sex of the respondent	Female	6	6.4%	16	7.5%	102	34.7%
	Male	88	93.6%	196	92.5%	192	65.3%
Age of the respondent	Below 25 years	1	1.1%	2	0.9%	294	100%
	25-30 years	10	10.6%	20	9.4%		
	31-35 years	29	30.9%	84	39.6%		
	36-40 years	34	36.2%	56	26.4%		
	41 and above years	20	21.3%	50	23.6%		
Educational qualification	Student					294	100%
	Bachelor Degree	8	8.5%	17	8.0%		
	Master Degree	85	90.4%	194	91.5%		
	Doctor of Philosophy	1	1.1%	1	0.5%		
Experience in teaching at College/university level in years	<= 5	26	27.7%	61	28.8%		
	6 – 10	45	47.9%	103	48.6%		
	11 – 15	18	19.1%	33	15.6%		
	16 – 20	5	5.3%	13	6.1%		
	21+	0	0.0%	2	0.9%		

The demographic information addressed in the questionnaire was the sex of the respondents, age, educational qualification, and their experience in teaching at the college or university level.

As shown in Table 5.1, out of 94 educational managers, the majority of the respondents, 88(93.6%) were males. Only six (6.4%) were female. Similarly, 196(92.5%) of teacher educators were also males. The remaining 16(7.5%) were females. The female proportion is relatively good among student teachers; out of 294 student teachers, 102(34.7%) were female students, and the remaining 192(65.3%) were males. The data revealed that female participation in pre-service teacher training is below 50%.

With regard to age, most of the educational managers were between 36-40 years of age, while 84(39.6%) of teacher educators were between the range of 31-35 years.

As far as the educational qualification is concerned, the majority of education managers, i.e., 90.4% and teacher educators (91.5%) hold master's degrees, whereas only eight (8.5%) of education managers and 17(8%) teacher educators have a bachelor degree. The proportion of Ph.D. holders was very few in all sampled colleges. The data indicated that the majority of teacher educators fulfil the required qualification level as stated in the academic legislation of the colleges.

Concerning teaching experience, the majority of educational managers 45(47.9%) and 103(48.6%) teacher educators had 6-10 years of experience in teaching at higher education institutions. Twenty-six (27.7%) educational managers and 61(28.8%) teacher educators had teaching experiences in higher educational institutions of five years and below, whereas all education managers had experience in teaching below 21 years.

5.3. PHASE I- PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

This section deals with data presentation, analysis, and discussion. Guided by the research question, the quantitative data were analysed using SPSS version 25, and the output was presented in table form employing appropriate statistical tools. Following the

discussion of quantitative data, the qualitative results were presented in phase two (sub-section 5.4). Finally, the results were compared and interpretations were done accordingly.

First sub-research question: What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of teaching in the colleges of teacher education?

This research question was aimed to assess the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of teaching in the sampled colleges. As reviewed in the literature (chapter two, sub-section 2.7, 2.8, 2.9, and 2.10) ensuring quality learning is the interplay of various actions and conditions. Among these, the quality of the learning environment, the teaching strategies used by the teacher educators and the student's approach to learning play determinant roles. To make sure these issues, the college's commitment to enhancing the quality of its teaching has its contributions. Therefore, this section examines the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of the learning environment, the teaching strategies used by the teacher educators, the students' learning approach, and the college's commitment to enhancing quality teaching.

5.3.1. The quality of the learning environment

Educational processes are always embedded and are also influenced by contextual factors. In the discussions of teaching quality, the influence of the learning environment is valued (Lang, 2015:29). As remarked by Rohana et al. (2009:171), intelligence is not the only determinant of the academic achievement of students. The academic achievement of the student is always associated with many components of the learning environment. Therefore, in this subsection, the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of the learning environment in their CTE were analysed. The quality of the learning environment in the teacher education colleges was viewed from nine dimensions such as the effectiveness

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of classroom management, provision of guidance and counselling, the existence of an intellectually challenging learning environment, trust and respect between students and teacher educators, students' commitment to their learning, teacher educator's commitment towards student's success and teacher's patience and sympathy towards students work. The same questions were administered to student teachers, teacher educators, and educational managers. Five scales Likert scale was used to assess their degree of agreement ranging from strongly agree to strongly disagree.

Statistical tools such as percentages, mean, and standard deviation were employed. Furthermore, one way ANOVA test was used to see whether there was a statistically significant difference among the sample groups (students, teachers, and administrators) regarding their views and experience. The Scheffe Post Hock tests results were used to compare the views and experiences of the sample groups concerning the dimensions of the quality learning environment listed.

Table 5.2. Students, teacher educators' and educational managers' views and experiences regarding the quality of the learning environment in their CTE

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
1. Teacher educators effectively manage their classrooms for better students' learning	73 12.2%	136 22.7%	175 29.2%	153 25.5%	63 10.5%	3.00	1.18
2. Students are provided adequate guidance on how they can capitalize on their strengths	84 14.0%	196 32.7%	200 33.3%	94 15.7%	26 4.3%	2.64	1.04
3. students have full freedom to ask questions related to their course in and out of the classroom	69 11.5%	175 29.2%	155 25.8%	121 20.2%	80 13.3%	2.95	1.22
4. Teacher educators choose intellectually challenging topics, but still within the grasp	72 12.0%	193 32.2%	163 27.2%	134 22.3%	38 6.3%	2.79	1.11
5. There is a high degree of trust and respect between students and teacher educators	109 18.2%	282 47.0%	122 20.3%	64 10.7%	23 3.8%	2.35	1.02
6. Students' commitment to their learning	116 19.3%	263 43.8%	130 21.7%	58 9.7%	33 5.5%	2.38	1.07
7. Teacher educators show commitment to stud success	66 11.0%	187 31.2%	147 24.5%	135 22.5%	65 10.8%	2.91	1.19
8. Teacher educators are patient and sympathetic toward students' work	86 14.3%	145 24.2%	175 29.2%	155 25.8%	39 6.5%	2.86	1.15
Summary	675 14.06%	1577 32.85%	1267 26.40%	914 19.04%	367 7.65%	2.73	0.67

Table 5.2 shows response to question one - teacher educators effectively manage their classrooms for better students' learning. The highest response revealed was agreement by 216(35.7%). However, a significant number of respondents either disagreed or decided to remain neutral or uncertain. Those who showed their disagreement and responded uncertainly were 384(64.1%). The mean value computed was 3.0 and SD 1.18. To the second question-Teacher Educators provide adequate guidance for students on how they can capitalize on their strengths-280(46.7%) of them disagreed, whereas only 120(20%) showed their agreement. For question three-Teacher educators give freedom to students to ask questions related to their course in and out of the classroom-244(40.7) disagreed. For question four- Teacher educators choose intellectually challenging topics but are still within the students level of understanding-265(44.2%) showed their disagreement. Question five-there is a high degree of trust and respect between students and teacher educators. The highest area of disagreement was revealed with (n=397; 65.17%), followed by the item requested whether students show commitment to their learning (n=379; 63.17%). For question seven- teacher educators show commitment to students' success- the majority of the respondents (n=253; 42.2%) showed their disagreement. For the final question, question eight- teacher educators are patient and sympathetic towards students' work, again, the majority of the respondents (n=231; 38.5%) responded with their disagreement.

In Table 5.2 above, only about one-fourth of the respondents (26.69%) agreed with the given statements. Thus, the data tended to reflect a pattern of the student, teacher educators, and college administrator dissatisfaction regarding colleges' quality of the learning environment is concerned. In addition, the overall summary means score (Mean=2.73; SD=0.67) is below the average Likert scale value (3) this disclosed that most of the respondents were not satisfied with the quality of the learning environment.

The study employed an ANOVA test to test whether there is a statistically significant difference in the level of satisfaction with the quality of the learning environment among the sample groups (students, teachers, and administrators). The result indicated that the estimated F-test result was $F_{(2.597)} = 46.50$, which was statistically significant at

α=0.001 level. This implied there was statistically a significant opinion difference among the sampled groups (See Table 5.3).

Table 5.3. The Comparison of Students, Teacher educators' and educational managers' views regarding the quality of the learning environment

Group	N	Mean	SD	F	Sig.	Result from Scheffe test
Educational managers	94	2.88	0.65	40.650	0.000	EM>ST; TE>ST
Teacher educators	212	2.99	0.67			
Student teachers	294	2.50	0.59			

Key: EM: Educational Managers; TE: Teacher Educators and ST; Student Teachers

The Scheffe Post Hock test results indicated that there was a significant difference in views and experiences between student teachers (Mean=2.50, SD=0.59) with administrators (Mean=2.88, SD=0.65) and teacher educators (Mean=2.99, SD=0.67). However, the Scheffe test result failed to show differences between educational managers (Mean=2.88) and teacher educators (Mean=2.99). The result shows that student teachers were less satisfied with the quality of the learning environment than educational managers and teacher educators.

5.3.2. Teaching strategy

Table 5.4 shows the views and experiences of student teachers, educational managers, and teacher educators concerning the assessment of teaching strategies. Based on the literature review and the research question, nine questions were designed and administered. The questions addressed the recognition of individual differences among students by teacher educators, the practice of linking the aims/ objectives with each teaching-learning activity, and instructional plan preparation. The questions also addressed the practice of individualized instruction, implementation of student-cantered approaches to ensure students' learning, teacher educators' awareness of the student's learning style, the practice of connecting new elements to be learned with something in

previous experiences, assessing individual student's effort for project/assignments and the student's active construction of knowledge.

Concerning the statistical tool, percentage, mean and standard deviation were used to get a complete picture than the mean alone can describe. In the end, the Scheffe Post hock test was used to check whether there was a statistically significant difference in views and experience among the sample groups regarding the issue under investigation.

Table 5.4: Students' Teacher educators' and educational managers' views and experience regarding teaching strategy used by teacher educators in their CTE.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
1. Teacher educators recognize the existence of individual difference among students	77 12.8%	237 39.5%	104 17.3%	123 20.5%	59 9.8%	2.75	1.20
2. Teacher educators make an explicit link of the aims/ objectives with each teaching-learning activity	20 3.3%	150 25.0%	249 41.5%	151 25.2%	30 5.0%	3.04	0.91
3. Teacher educators prepare instructional plans to provide a desirable learning experience	68 11.3%	202 33.7%	173 28.8%	102 17.0%	55 9.2%	2.79	1.13
4. Teacher educators encourage students' active construction of knowledge using performance-based tasks	74 12.3%	153 25.5%	148 24.7%	162 27.0%	63 10.5%	2.98	1.20
5. Teacher educators use student-centered approaches to ensure students' learning	85 14.2%	275 45.8%	140 23.3%	71 11.8%	29 4.8%	2.47	1.03
6. Teacher educators understand that the student's learning style is related to the teacher's teaching style	19 3.2%	137 22.8%	189 31.5%	209 34.8%	46 7.7%	3.21	0.98

Continuation of Table 5.4

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
7. Teacher educators connect the new elements to be learned with something in previous experiences	48 8.0%	148 24.7%	148 24.7%	173 28.8%	83 13.8%	3.16	1.18
8. For any project work/assignment, teacher educators instruct their students to present their work either individually or in a group	85 14.2%	249 41.5%	144 24.0%	61 10.2%	61 10.2%	2.61	1.16
9. Teacher educators use individualized instruction to help learners make decisions	82 13.7%	190 31.7%	190 31.7%	110 18.3%	28 4.7%	2.69	1.07
Summary	256(42.57%)		165 (27.5%)	180(29.93%)		2.85	0.64

Table 5.4 shows the frequencies, percentages, and mean of each respondent's responses to the nine items that focused on the learning strategies used by the teacher educators. The summary means score (Mean=2.85; SD =0.64) indicated that the majority of respondents moderately agreed with the teaching strategies employed by teacher educators in the colleges. More than 42% (n=256, 42.57%) of the respondents expressed their dissatisfaction with the learning strategies currently being implemented in their college, while nearly 30% of the respondents showed agreement (n=180, 29.93%). The remaining 165(27.5%) of the sample respondents neither agreed nor disagreed with the issue.

As portrayed in table 5.4 item 1, respondents were asked whether teacher educators recognize individual differences among students. The majority of the respondents, 314(52.3%) showed their disagreement, and only 182 (30.3%) showed their agreement. The Mean value computed was 2.75; SD 1.20. For item 2, participants were asked if teacher educators make an explicit link between the aims/ objectives of each teaching-learning activity. The mean value computed was 3.04, which was slightly above the average value for the Likert scale. Despite this, a significant number of respondents rated uncertain (n=249(41.5%). In item three- Teacher educators prepare instructional plans to provide a desirable learning experience-only 157(26.2%) respondents showed their agreement. The mean value computed was 2.79, which was below the average Mean value of the Likert scale of three.

The highest area of disagreement was regarding the use of student-cantered approaches to ensure students' learning (n=360, 60%) for any project work/assignment, teacher educators instruct their students to present their work either individually or in a group (n=334, 55.7%) and teacher educators recognize the existence of individual difference among students (n =314, 52.3%).

Table 5.5. The comparison of students, teacher educators, and educational managers' views and experiences regarding teaching strategy used by the teacher educators in their CTE

Group	N	Mean	SD	F	Sig.	Result from Scheffe test
Educational managers	94	3.15	0.68	83.134	0.000	EM>ST; TE>ST
Teacher educators	212	3.14	0.65			
Student teachers	294	2.55	0.45			

Key: EM: Educational Managers TE: Teacher Educators and ST; Student Teachers

In Table 5.5, Scheffe's post-hock test result showed there were statistically significant differences between the students and the other sample groups (i.e., teacher educators and educational managers). Student teachers were less pleased (Mean=2.55, SD=0.45) with their teacher educators' teaching strategies than the other two sample groups. However, the Scheffe test result failed to show a difference in views between educational managers (Mean=3.15; SD=0.68) and teacher educators (Mean=3.14, SD=0.65).

5.3.3. Students' learning approach

The following table, table 5.6, portrays the views and experiences of teacher educators, educational managers' and student teachers' regarding the students' learning approach in their college of teacher education. Questions were designed to elicit the views and experiences of the respondents whether students were following a deep approach or a surface approach to their learning.

Table 5.6: Teacher educators, educational managers, and student teachers' views and experience regarding the students' learning approach in the CTE.

Items	Strongly disagreed	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
1. Students work to meet minimum syllabus requirements due to fear of failure	20 3.3%	82 13.7%	193 32.2%	219 36.5%	86 14.3%	3.52	1.00
2. Students rely on their short notes instead of understanding the whole picture of the learning material	14 2.3%	59 9.8%	133 22.2%	206 34.3%	188 31.3%	3.88	1.03
3. Students show a desire to understand the teaching-learning material through critical learning	46 7.7%	274 45.7%	224 37.3%	38 6.3%	18 3.0%	2.44	0.84
4. Students actively engage in their learning being motivated by what they learn	36 6.0%	280 46.7%	201 33.5%	69 11.5%	14 2.3%	2.41	0.86
5. Student's engagement in the tasks is grade-oriented	12 2.0%	52 8.7%	151 25.2%	235 39.2%	150 25.0%	3.77	0.98
6. Students prefer multiple-choice, true-false, and completion items to essay-type assessments	9 1.5%	47 7.8%	129 21.5%	219 36.5%	196 32.7%	3.92	0.99
Summary	134 3.72%	913 25.36%	836 23.22%	1065 29.58%	652 18.11%	3.33	0.55

According to table 5.6, two-thirds of sample respondents agreed that students did not show the desire to understand the teaching-learning material through critical learning (Mean=3.88, SD=1.03) and preferred multiple-choice true-false, and completion items to essay-type assessments (Mean=3.92, SD=0.99). In addition, above 50.5% (Mean=3.52; SD=1.00) of the sample respondents agreed that students work to meet minimum syllabus requirements due to fear of failure (Mean=3.52, SD=1.00). The data also revealed that students' engagement in the tasks is grade-oriented (Mean=3.77, SD=0.98). The data also showed that nearly two-thirds of the sample respondents claimed that students were not actively engaged in their learning and motivated by what they learned (n=396, 66%). And above 60% of sample respondents reported that students didn't show the desire to understand the teaching-learning material through critical learning (n=362,60.33%).

Table 5.7: Comparing Teacher educators, educational managers, and student teachers' views and experiences regarding the students' learning approach in the CTE.

Group	N	Mean	SD	F	df	Sig. (2-tailed)
Educational managers	94	3.34	0.49	1.813	(2,597)	.164
Teacher educators	212	3.27	0.56			
Student teachers	294	3.37	0.55			

As depicted in Table 5.7, the estimated F-test statistics $(F_{(2,597)} = 1.813; p = 0.164)$ failed to be significant at a 5% level of significance. This confirms that there was no opinion difference among student teachers, educational managers, and teacher educators. Therefore, the CTEs have to work to change the existing students' learning approach.

5.3.4. CTE's commitment to enhancing quality teaching

Table 5.8: Students, teacher educators, and educational managers' views and experiences regarding the commitment of the CTE aimed at enhancing the quality of its teaching (N=600)

Items	Strongly disagreed	Disagreed	Uncertain	Agree	Strongly agree	Mean	SD
1. Taking initiatives for helping students to work efficiently	69 11.5%	245 40.8%	143 23.8%	109 18.2%	34 5.7%	2.66	1.08
2. Provision of academic advising schemes	176 29.3%	215 35.8%	99 16.5%	63 10.5%	47 7.8%	2.32	1.22
3. Facilitating professional support for teacher educators in planning for quality teaching	60 10.0%	240 40.0%	154 25.7%	109 18.2%	37 6.2%	2.71	1.07
4. Recognition for remarkable quality teaching initiated by the teacher educators	83 13.8%	245 40.8%	165 27.5%	80 13.3%	27 4.5%	2.54	1.03
5. The CTE provides funds for motivational teaching	118 19.7%	212 35.3%	150 25.0%	77 12.8%	43 7.2%	2.53	1.15
6. Provisions of facilities for enhancing quality teaching	69 11.5%	219 36.5%	159 26.5%	123 20.5%	30 5.0%	2.71	1.07
7. Setting criteria used for the initial recruitment process of the teaching staff prioritizes teaching quality	64 10.7%	216 36.0%	170 28.3%	101 16.8%	49 8.2%	2.76	1.11
8. The CTE uses students' evaluation results for improving teaching quality	106 17.7%	255 42.5%	137 22.8%	54 9.0%	48 8.0%	2.47	1.12
Summary	745 15.52%	1847 38.48%	1177 24.52%	716 14.92%	315 6.56%	2.59	0.66

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Table 5.8 shows the respondents' views and experiences regarding the commitment of the CTE aimed to enhance the quality of its teaching. As observed from the table, the average mean of 2.59 indicated that the respondents were dissatisfied with the commitment of the CTE. The respondents expressed a negative feeling concerning six of the eight statements. Around two-third of the respondents reported dissatisfaction with the CTE provision of counseling, career advice, and mentoring service (n=391, 65.17%). Also, about 60% of the respondents disagreed with the statement "The CTE uses students' evaluation results for improving teaching quality". In addition, just more than half of the respondents were dissatisfied with CTE initiatives for helping students to work efficiently, with awarding/ giving recognition for quality teaching initiated by the teacher educators, and the CTE provides funds for motivational teaching (n=314,52.33%;n=328,54.67%, and n=330,55%, respectively).

Table: 5.9. The one-way ANOVA intended for comparing students, teacher educators, and educational managers' views and experiences regarding the commitment of the CTE aimed to enhance the quality of its teaching

Group	N	Mean	SD	F	Sig.	Result from Scheffe test
Educational managers	94	2.72	0.67	3.217	.041	ST<TE
Teacher educators	212	2.51	0.59			
Student teachers	294	2.60	0.71			

Key: EM: Educational Managers; TE: Teacher Educators and ST; Student Teachers

As depicted in ANOVA table, 5.9, the F-test ratio [F(2,597)=3.217, p<0.05)], following this, Scheffe's Post hock test result showed statistically significant differences between the college administrators and teacher educators. Those teacher educators showed less rated scale (Mean=2.51, SD=0.59) as compared to the rated scale of educational managers (Mean=2.72, SD=0.67), but there was no difference compared to student teachers with a mean score of (Mean=2.60, SD=0.71). While the Scheffe test result failed to show differences between college administrators and student-teacher.

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Second sub-research question: What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of assessment practices in the CTEs?

5. 3.5. Quality of assessment practices in the CTEs

This research question aimed to assess the views and experiences of student teachers, teacher educators, and educational managers concerning the quality of assessment practices in their respective colleges of teacher educators. In chapter two, a review of related literature (under sub-section 2.11), assessment practices for quality student learning were substantially reviewed. Thus, the questions were developed taking into account the principles of assessment tools preparation and their implementation and the assessment methods frequently used by the teacher educators.

Table 5.10: Students', teacher educators', and educational managers' views and experiences regarding the preparation and implementation of assessment tools

Items	Never	Rarely	Sometimes	Often	Almost always	Mean	SD
1. Teacher educators use a diversity of samples of students' work for assessing students' performance	37 6.2%	308 51.3%	196 32.7%	54 9%	5 0.8%	2.47	0.78
2. Teacher educators prepare assessment tools based on the minimum learning competencies required for that particular course	26 4.3%	296 49.3%	242 40.3%	36 6%	0 0%	2.48	0.68
3. Teacher educators prefer to use alternative assessments than paper and pencil tests	57 9.5%	229 38.2%	238 39.7%	68 11.3%	8 1.3%	2.57	0.86
4. Teacher educators engage students in the assessment process	26 4.3%	304 50.7%	236 39.3%	34 5.7%	0 0.0%	2.46	0.67
5. Teacher educators discuss with their students the assessment methods and criteria	16 2.7%	316 52.7%	250 41.7%	18 3%	0 0%	2.45	0.60
6. Teacher educators usually check the quality of the test/exam using item analysis	0 0%	196 32.7%	265 44.2%	117 19.5%	22 3.7%	2.94	0.82
7. Teacher educators develop marking criteria representing different levels of understanding	0 0%	198 33%	249 41.5%	128 21.3%	25 4.2%	2.97	0.84
8. Teacher educators use open-ended questions and problems for assessing students' performance	0 0%	186 31.0%	243 40.5%	157 26.2%	14 2.3%	3.00	0.82
Total	162 3.38%	2033 42.35%	1919 39.98%	612 12.75%	74 1.54%	2.67	0.39

Table 5.10 shows student teachers, teacher educators, and educational managers' views and experiences regarding the assessment practices in the CTEs. As observed from the table, above half of the respondents said that teacher educators never or rarely used a diversity of samples of students' work for assessing their performance, and they never or rarely prepared assessment tools based on the minimum learning competencies required for that particular course, never or rarely engage the students in the assessment process, and they never or rarely discuss with their students concerning the assessment methods and criteria (n=345, 57.5%, n=322, 53.6%,n=330,55%, and n=332, 55.4%, respectively). In addition, above 45% of sample respondents claimed that teacher educators never or rarely prefer to use alternative assessments than paper and pencil tests (n=286, 47.70%).

Around one-third of the respondents reported that teachers never or rarely check the quality of the test/exam using item analysis. Moreover, they did not develop marking criteria representing different understanding levels and never or rarely used open-ended questioning techniques and problems for assessing students' performance (n=196, 32.7%, n=198, 33%, and n=186, 31%, respectively). In general, the summary means score (Mean=2.67 and SD=0.39) shows that the assessment practices in the CTE were not adhering to the quality.

Table 5.11: The Comparison of Students, Teacher educators' and educational managers' views regarding the preparation and implementation of assessment tools in their CTE

Group	N	Mean	SD	F	Sig.	Result from Scheffe test
Educational managers	94	2.75	0.43	20.565	0.000	ST<TE
Teacher educators	212	2.77	0.41			
Student teachers	294	2.57	0.34			

Key: TE: Teacher Educators and ST; Student Teachers

As depicted in the above table, the Scheffe Post hock test result showed there were statistically significant differences between the students and teacher educators, and

educational managers. Student teachers showed a less rated scale (Mean=2.57, SD=0.34) as compared to the rated scale of teacher educators (Mean=2.77, SD=0.41) and educational managers (Mean=2.75, SD=0.43). On the other hand, the Scheffe test result indicated that there were no statistically significant differences in views between educational managers and teacher educators.

Table 5.12: Students, teacher educators, and educational managers' views and experience regarding the assessment methods frequently used by the teacher educator in their Colleges (N=600)

Test Items	Never	Rarely	Sometimes	Often	Almost always	Mean	SD
Mid exam(test)	0 0%	0 0%	115 19.2%	147 24.5%	338 56.3%	4.37	0.79
Final exam	0 0%	0 0%	73 12.2%	100 16.7%	427 71.2%	4.59	0.70
Group work without reflection	0 0%	69 11.5%	190 31.7%	265 44.2%	76 12.7%	3.58	0.85
Group assignment with reflection	0 0%	341 56.8%	250 41.7%	9 1.5%	0 0%	2.45	0.53
individual assignment without reflection	0 0%	152 25.3%	231 38.5%	217 36.2%	0 0%	3.11	0.78
Individual assignment with reflection	120 20.0%	365 60.8%	115 19.2%	0 0%	0 0%	1.99	0.63
Oral questions	0 0%	158 26.33%	142 23.67%	169 28.2%	128 21.83%	3.43	1.10
Seminars	0 0%	391 65.2%	209 34.8%	0 0%	0 0%	2.35	0.48
Project work	0 0%	374 62.3%	226 37.7%	0 0%	0 0%	2.38	0.48
Performance (practical) tests	0 0%	288 48.0%	207 34.5%	105 17.5%	0 0%	2.70	0.75
Portfolio	0 0%	400 66.7%	200 33.3%	0 0.0%	0 0%	2.33	0.47
Observations	0 0%	248 41.3%	169 28.2%	111 18.5%	72 12%	3.01	1.04
Peer-assessment	0 0%	282 47.0%	147 24.5%	103 17.2%	68 11.3%	2.93	1.04
Self-assessment	0 0%	271 45.2%	148 24.7%	115 19.2%	66 11%	2.96	1.04
Summary	120 1.43%	3342 39.79%	2425 28.87%	1341 15.96%	1172 13.95%	3.01	0.28

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According to Table 5.12, the majority of respondents (N=527, 87.50%) reported that final exams were frequently used for assessing the learning process. In addition, more than three-fourths of the respondents reported that their college regularly used mid-exams for assessment (N=485, 80.80%). It is also evident from Table 5.10 that nearly 57% of the respondents who reported group work without reflection were frequently employed in their college (N=341,56.90%). About half of the respondents reported that teacher educators frequently use oral questions (N=297, 50.3%). While nearly two-thirds of the respondents viewed seminars and portfolios as never or rarely applied for assessing students learning (N=391, 65.2%, and N=400, 66.7%, respectively). In addition, around 60% of respondents reported group assignment with reflection, individual assignment with reflection, and project work were rarely employed (N=341,56.8%, N=365,60.8%, and N=374,62.3%, respectively). Similarly, a considerable number of respondents reported that teachers infrequently employed portfolios, observations, performance tests, peer-assessment, and self-assessment (N=288, 48%, N=248,41.3%, N=282, 47%, and N=271, 45.2%, respectively).

Table 5.13. A repeated measure of ANOVA intended to measure relative preference among test items

Tools	N	Mean	SD	Mean Rank order	Test Statistics F(8.97, 5370.95)	P
Mid exam(test)	600	4.37	0.786	2		
Final exam	600	4.59	0.697	1		
Group work without reflection	600	3.58	0.853	3		
Group assignment with reflection	600	2.45	0.527	10	595.699	0.00
An individual assignment without reflection	600	3.11	0.777	5		
Individual assignment with reflection	600	1.99	0.626	14		
Oral questions	600	3.43	1.096	4		
Seminars	600	2.35	0.477	10		
Project work	600	2.38	0.485	12		
Performance (practical) tests	600	2.70	0.750	9		
Portfolio	600	2.33	0.472	13		
Observations	600	3.01	1.039	6		
Peer-assessment	600	2.93	1.045	6		
Self-assessment	600	2.96	1.041	6		

Based on the rating scale of the respondents, the researcher used repeated measures of ANOVA to examine whether there was a preference among the listed assessment techniques. The estimated F- ration with a repeated-measures of ANOVA with a Greenhouse-Geisser correction was statistically significant [$F(8.97, 5370.95)= 595.69$, $p < 0.001$]. These implied that there was a preference among the assessment types. The Post hoc result showed that the final exam, mid-exam, and group work without reflection

ranked as the first three tools preferred test items while individual assignment with reflection was ranked as the last choice for several teachers in the targeted college.

Third sub-research question: How do teacher educators, student teachers, and educational managers rate the quality of school-based learning program implementation in teacher education colleges?

3.3.6. School-based learning program (practicum) implementation

This research question aimed to assess the views and experiences of student teachers, teacher educators, and educational managers concerning the quality of practicum program implementation. In chapter 2 (sub-section 2.12), the researcher reviewed various issues that determine the quality of school-based learning programs. Thus, in the following table (Table 5.15), a total of 11 questions were administered and the questions were designed to address the following issues:

- The way the practicum program/course was designed and implemented
- Planning and budgeting for the practicum program
- The college and school partnership
- Mentor quality
- Mentor training
- alignment between what the students practice in the schools with what they learned in the CTEs
- Students'   roles   during   the   school-based   learning   program

Table 5.14: Teacher educators student teachers and educational manager's views and experience regarding the quality of practicum program implementation in their Colleges of Teacher Education (N=600)

Items	Strongly Disagree	Dis-Agree	Uncertain	Agree	Strongly agree	Mean	SD
The practicum program is designed to integrate theoretical knowledge with practice	11 1.8%	157 26.2%	158 26.3%	221 36.8%	53 8.8%	3.25	1.00
The CTE plans adequately for the practicum program	64 10.7%	227 37.8%	186 31.0%	87 14.5%	36 6.0%	2.67	1.04
The CTE provides adequate orientation for students on the importance of the practicum courses for their teaching profession	49 8.2%	283 47.2%	146 24.3%	94 15.7%	28 4.7%	2.62	1.00
There is a strong partnership between CTE and primary schools.	42 7.0%	219 36.5%	259 43.2%	57 9.5%	23 3.8%	2.67	0.89
An adequate budget is allocated for the practicum program implementation	71 11.8%	306 51.0%	189 31.5%	34 5.7%	0 0.0%	2.31	0.75
The CTE provides adequate training for school mentors and tutors regarding the practicum	39 6.5%	312 52.0%	179 29.8%	62 10.3%	8 1.3%	2.48	0.82
At the end of the teaching practice, mentor teachers provide assessment reports for student teachers so that they can assess their development.	18 3.0%	225 37.5%	163 27.2%	129 21.5%	65 10.8%	3.00	1.07

Continuation of Table 5.14

Items	Strongly Disagree	Dis-Agree	Uncertain	Agree	Strongly agree	Mean	SD
The CTE demonstrates adequate supervision for the practicum program	42	299	166	79	14	2.54	0.89
	7.0%	49.8%	27.7%	13.2%	2.3%		
Schools assign experienced mentors and tutors to assist the prospective teachers while they are in the field practice	56	272	181	73	18	2.54	0.93
	9.3%	45.3%	30.2%	12.2%	3.0%		
Adequate time is allotted for the practicum program	39	283	193	73	12	2.56	0.86
	6.5%	47.2%	32.2%	12.2%	2.0%		
There is an alignment between what the students practice in the schools with what they learned in the CTEs	40	238	200	102	20	2.71	0.94
	6.7%	39.7%	33.3%	17.0%	3.3%		
Summary	471	2821	2020	1011	277	2.64	0.65
	7.14%	42.7%	30.61%	15.3%	4.20%		

Table 5.14 shows the frequencies, percentages, and mean agreement or disagreement rating of the respondents' views toward the implementation of the practicum program in CTE. As observed from the summary result, the average mean of 2.64 indicated that the implementation of the practicum program in CTE was not as expected. The sample respondents expressed a strong negative feeling concerning six of the eleven statements. Nearly two-thirds of the respondent questioned the adequacy of the budget allocated for the practicum program implementation (n=377, 62.83%). Above 55% of the respondents reported being dissatisfied with the adequacy of orientation given to students on the importance of the practicum courses for their teaching profession, dissatisfied with the partnership between the CTE and the primary schools, and dissatisfied with the CTE supervision services for the practicum program(n=332, 55.33%; n=351,58.50%, and n=341,56.38%, respectively).

Table:5:15 The Comparison of Students, Teacher educators' and Educational managers' views and experiences regarding the implementation of practicum

Group	N	Mean	SD	F	Sig.	Result from Scheffe test
Educational managers	94	2.95	0.67			EM>TE>ST
Teacher educators	212	2.69	0.57			
Student teachers	294	2.40	0.55	53.214	0.000	
	600	2.64	0.65			

Key: EM: Educational Managers; TE: Teacher Educators and ST; Student Teachers

As depicted in ANOVA Table, the F-test ratio [$F_{(2,597)}= 53.214$, $p<0.05$], following this Scheffe Post hock test result showed that statistically significant differences were observed between the students, teacher educators, and college administrators. Those college students showed a less rated scale (Mean=2.40, SD=0.55) as compared to the rated scale of teacher educators (Mean=2.92, SD=045) and college administrators (Mean=2.95, SD=0.67). Moreover, the Scheffe test result showed a significant difference between college administrators (Mean=2.95, SD=0.67) and teacher educators (Mean=2.92, SD=045).

Fourth sub-research question: What are the institutional policies/mechanisms in place for ensuring the quality of teaching, learning, and assessment practices in the colleges?

5.3.7. Quality enhancement policies/mechanisms

This research question aimed to investigate the existing institutional policies/mechanisms that have been used by the colleges to ensure the quality of teaching, learning, and assessment practices. A total of 16 questions were designed and administered to identify those institutional policies/ mechanism being used and how it has been implemented. Moreover, the questions were designed to elicit the views and experiences of teacher educators and student teachers regarding the effectiveness of the existing policies or mechanisms.

Table 5.16: Teacher educators' and educational managers' views and experiences regarding the institutional quality monitoring mechanisms in their CTE (N=306).

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
The CTE has well established internal quality assurance system	44 (14.4%)	149 (48.7%)	103 (33.7%)	10 (3.3%)	0 (0%)	2.26	0.74
In the CTEs, there is an established system of counseling services for students	46 (15%)	137 (44.8%)	110 (35.9%)	13 (4.2%)	0 (0%)	2.29	0.77
The CTE has written procedures to improve and enhance the quality of its teaching and learning	39 (12.7%)	111 (36.3%)	113 (36.9%)	42 (13.7%)	1 (0.3)	2.53	0.89
The CTE demonstrates applicable and collegial dialogue about continuous improvement of student learning and achievement	13 (4.2%)	121 (39.5%)	120 (39.2%)	49 (16%)	3 (1%)	2.70	0.82
The CTE communicates quality teaching standards for teacher educators	38 (12.4%)	115 (37.6%)	115 (37.6%)	38 (12.4%)	0 (0%)	2.50	0.87
The CTE has a specific body in charge of monitoring quality as its core functions	22 (7.2%)	106 (34.6%)	145 (47.4%)	31 (10.1%)	2 (0.7%)	2.62	0.79
The CTE undertakes a semester-based academic review of its courses/programs	18 (5.9%)	179 (58.5%)	109 (35.6%)	0 (0%)	0 (0%)	2.30	0.57
At the departmental/Stream level, there is an organized team that conducts classroom observations	75 (24.5%)	144 (47.1%)	81 (26.5%)	6 (2%)	0 (0%)	2.06	0.77
Teacher educators are provided classroom observation feedback	51 (16.7%)	145 (47.4%)	99 (32.4%)	10 (3.3%)	1 (0.3%)	2.23	0.77

Continuation of Table 5.16

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	SD
The CTE uses student evaluation results for enhancing teaching quality	27 (8.8%)	84 (27.5%)	126 (41.2%)	68 (22.2%)	1 (0.3%)	2.78	0.90
The CTEs have established mechanisms for evaluating the congruence of assessment practices with the learning goals stated in each course	29 9.5%	96 31.4%	134 43.8%	47 15.4%	0(0%)	2.65	0.85
The CTE has clear procedures that enforce teachers to follow quality measures such as preparing a table of specifications and item analysis for preparing test/exam	32 (10.5%)	112 (36.6%)	137 (44.8%)	24 (7.8%)	1 (0.3%)	2.51	0.80
In the CTEs, there is a culture of enhancing the quality of teaching, learning, and assessment through research and evaluation	39 12.7%	99 32.4%	125 40.8%	42 13.7%	1 (0.3%)	2.57	0.89
There is a system of evaluating assessment tools used by the teacher educators	30 (9.8%)	103 (33.7%)	128 (41.8%)	45 (14.7%)	0 (0%)	2.61	0.85
Student assessment approaches are documented for each course or program offered and are designed and implemented in a valid, reliable, and fair manner	25 (8.2%)	141 (46.1%)	99 (32.4%)	40 (13.1%)	1(0.3%)	2.51	0.83
The CTE uses assessment and evaluation outcomes for enhancing the competence of student learners	32 (10.5%)	116 (37.9%)	111 (36.3%)	46 (15%)	1 (0.3%)	2.57	0.88
Summary	560 (11.44%)	1958 (39.99%)	1855 (37.89%)	511 (10.44%)	12 (0.25%)	2.48	0.51

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The results in Table 5.13 show that the teacher educators mostly disagreed with the majority of the statements. Thus, the data tended to reflect a pattern of teacher and educational managers' respondents' discontent as far as quality enhancement policies/mechanisms were concerned. In addition, a variable mean of 2.48 indicated that the respondents were very dissatisfied with their college trends. The highest area of disagreement had to do with whether the CTE undertook a semester-based academic review of its courses/programs by regularly assessing learning outcomes for courses (n=219, 71.3%). It was followed by whether there is an organized team that conducts classroom observations at the departmental/stream level (n=197, 64.38%) and whether teacher educators provide classroom observation feedback (n=196, 64.03%).

The second area of discontent was related to whether CTE has well established internal quality assurance system, In the CTEs, whether there is an established system of counseling service for students in CTE, and whether the student assessment approaches were documented for each course or program offered and were designed and implemented in a valid, reliable, and fair manner (n=193, 63.07, n=183, 59.80%, and n=166, 54.25%, respectively). The study further investigated whether there was a significant difference in views and experience between teacher educators and educational managers, and in the following table (Table 5.17) the result was summarized.

Table 5.17: The One sample F-test intended to compare teacher educators and educational managers' views and experience towards the practice of quality enhancement policies/mechanisms

Group	N	Mean	SD	F	Df	Sig. (2-tailed)
Educational managers	94	2.47	.57	.050	(1,304)	0.823
Teacher educators	212	2.49	.48			

As depicted in Table 5.17, the estimated F-test statistics$(F_{1,304} = -.050; p = 0.823)$ failed to be significant at a 5% level of significance; this indicates that there was no

opinion difference between educational managers (M=2.47, SD=0.57) and teacher educators ($M = 2.49, SD = 0.48$). Therefore, the CTEs have to do more in the aspect of institutionalizing quality enhancement mechanisms.

PHASE II: PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

5.4. Participants and the data collected

As indicated in chapter four (section 4.3), mixed-method research was employed and thus, quantitative and qualitative data were collected to answer the research questions. Qualitative data were collected from student teachers, teacher educators, and educational managers (deans and vice academic deans) using individual interviews, focus group discussions, and open-ended questionnaire.

The following table portrayed the number of participants who took part in the interview and focus group discussions. The colleges were coded as CTE- 1, CTE -2, CTE- 3, and CTE- 4, whereas teacher educators were coded from 01-016. Interviewed college deans and vice deans were coded as CTE deans 01-08. In addition, focus group discussions were coded as FGD 01-FGD 04.

Table 5.18 Participants' distribution in the interview and focus group discussions

Colleges of Teacher Education	Focus Group discussions		Interview	
	Number of focus group sessions	Number of participants	Teacher educators	Deans and vice academic deans
CTE 1	1	7	4	2
CTE 2	1	7	4	2
CTE 3	1	7	4	2
CTE 4	1	7	4	2
Total participants	4	28	16	8

5.5. Research questions, themes, and sub-themes

According to Cohen (2007:462), qualitative data analysis involves organizing, accounting for, and explaining the data to make sense of data in terms of the participant's definition of the situation, noting patterns, themes, categories, and regularities. For analysing the qualitative data, the researcher followed the steps suggested by Creswell (2012:262). Thus, the researcher transcribed the interview and focus group discussion data in text form. Having this, themes and sub-themes were identified. The identified themes and sub-themes were organized in line with the research questions to discuss the finding in an organized and meaningful manner. Thus, thematic analysis and narrative description were used to analyse the data. Table 5.19 portrays the summary of themes and sub-themes.

Table 5.19. Research questions, themes, and sub-themes

No	Research question	Interview/focus group discussion questions	Themes and sub-theme
1	What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of teaching in the colleges of teacher education?	▪ How do you observe the teaching-learning practices in your CTE to prepare quality primary school teachers? ▪ In your observation, how do you evaluate the teaching methods used by teacher educators? ▪ How do you evaluate the students' level of participation in the learning process? ▪ How best do you think the instruction should be delivered? ▪ How do you evaluate the students' academic support services in your CTE? (Registry-related services, mentoring/academic advising, etc. ▪ How do you evaluate the students' academic support services in your CTE? (Registry-related services, mentoring/academic advising, etc. ▪ How do you evaluate the commitment of the CTE Deans, stream officers, and department heads to resolving challenges faced by the students in their learning process?	5.4.2. Theme 1. Quality of teaching and learning practices Sub-themes: ▪ Students' motivation and level of engagement in their learning ▪ Teaching strategy ▪ Quality of learning environment ▪ Students' approach to learning ▪ Students' academic support services

No	Research question	Interview/focus group discussion questions	Themes and sub-theme
2	What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of assessment practices in the CTEs?	• How do you evaluate the assessment practices in your CTE in terms of promoting students deep learning/critical thinking skills? • How do teachers assess students' achievements? • In your view, for what purpose do teachers use classroom assessment? • What kind of assessment tools do teachers frequently use? How do you evaluate its quality? • How do you describe the quality of assessment practices concerning addressing the required competencies of primary education teachers' framework?	5.4.1.1. Theme 1: The quality of assessment practices
3	How do teacher educators, student teachers, and educational managers rate the quality of school-based learning program implementation in teacher education colleges**?**	▪ What is your view regarding the effectiveness of the practicum program implementation in preparing quality teachers? ▪ What does a CTE-school partnership look like for effective implementation of the Practicum program? ▪ In your opinion, how do you evaluate the quality of mentors assigned to assist prospective teachers during field practice?	5.4.1.2. Theme 1. Quality of practicum program implementation Sub-themes ▪ Effectiveness of the practicum program ▪ School-college partnership ▪ Mentors' quality

No	Research question	Interview/focus group discussion questions	Themes and sub-theme
4	What are the institutional policies/mechanisms in place for ensuring the quality of teaching, learning, and assessment practices in the colleges?	▪ How do the departments ensure that learning is going on and that the quality is maintained? ▪ Is there a standardized assessment policy in your CTE? If yes, how it has been implemented? What challenges have been encountered? ▪ What mechanisms do teacher educators use to ensure assessment quality? ▪ How do you evaluate the quality of practicum program implementation?	5.4.2. Theme 1: Quality assurance mechanisms
5	How are identified views and experiences of teacher educators, student teachers, and educational managers be improved to prepare quality teachers in the colleges of teacher education?	What do you suggest for improving the quality of teacher training?	Theme 2: Teacher educators, student teachers, and educational managers' opinions on how to improve the quality of teacher training.

5.5.1. Quality of teaching and learning practices

The aim of the interview session concerning research question one was to explore the views and experiences of educational managers, teacher educators, and student teachers concerning teaching-learning practices from quality perspectives. Qualitative data collected using interviews, focus group discussions and open-ended questions were organized based on the sub-themes portrayed in Table 5:19.

Sub-theme 1: Students' motivation and level of engagement in their learning

Participants in the FGD, and interview uncovered a decline in students' motivation and commitment to their learning. As elaborated in their interview sessions, the following issues were forwarded as a reason.

- The decline of the social status of the teaching profession
- Lack of adequate attention by the government
- The teaching profession was not their first choice(for students)
- Living conditions of the students

The following extract from the interview and focus group discussions confirms the above.

> *Most students who enter teaching do so after exploring all other possibilities (CTE-1, Teacher Educators 04).*

> *Students consider teaching as a transitional profession; they have no plans to stay in the teaching profession. As a result, they do not try to achieve better results. The focus of most students is on moving to the next semester with a low pass score (CTE-2, Teacher educator 06).*

> *Students who joined the college were those who did not pass a university entrance examination (CTE-3, Teacher educator 10).*

Teachers have low status in the community; I think that's why students are not as happy with their training (CTE-2, Teacher Educator 05).

Students do not show commitment to their learning. Most students work to get minimum pass marks. Even though they have low-grade points, the government hires them due to the shortage of teachers in most primary schools (CTE-4, Teacher Educator 14).

Efforts are made to produce quality teachers at our college; The College prepares plans at various times and evaluates performance. However, in general, I do not think the graduates are as competent as expected (CTE-4, Teacher educator 13).

Student participants in the focus group reflected their dissatisfaction associated with the salary and fringe benefits of the teaching profession. However, they had chosen the profession due to better access to employment. The following excerpt confirms this:

I like the teaching profession, but, not attractive in terms of salary and other fringe benefits (FGD 02).

When we were recruited into college, we made teaching a priority because most of our friends were recruited. But after we started the training, our understanding of the teaching profession improved (FGD 04).

On the other hand, the college deans and some of the teacher educators raised the issue of the living conditions of student teachers as their dissatisfaction.

Most of our students are from low-income families. There are no dormitory and cafeteria services in the colleges. The government pays them ETB 450 per month (approximately 9 USD). The environment is not conducive for students to attend their education (CTE-1, Dean 01)

Sub-theme 2: Teaching strategy

Most of the interviewed teacher educators hold the view that teacher educators use teacher-centered teaching strategies claiming the following factors as a challenge: inadequacy of the time allotted to cover the course, teaching load, and students' learning preferences. Focus group discussion results also confirmed that teacher educators frequently use lecture methods more than others student-centered teaching methods. The following excerpts demonstrate the above findings:

> *Most teacher educators use a teacher-centered teaching approach. They do this not because of a lack of awareness, but because the content of the course is large and there is not enough time to cover the courses. Student engagement is low and it is impossible to ensure that they learn (CTE-1, Teacher educator 01).*

> *Students can't understand unless I explain the course's fundamental idea. I, therefore, prefer to deal with it myself (CTE-3, Teacher Eeducator 13).*

On the other hand, participants of the focus group discussion claimed that they didn't have the right to choose the kind of teaching-learning methods appropriate for their learning. The following excerpts confirm this:

> *Our participation is dependent on the activities developed by the teacher. If the teacher educator planned to conduct a group discussion we would discuss it in a group. In most cases, teacher educators use their time to cover the course (FGD 03).*

> *Most teacher educators instruct us to follow our module [Printed materials developed to teach a particular course], they ask questions from the module and at the end, they summarize the key points (FGD 04).*

Some student teachers prefer teacher-centered teaching strategy as it reduces their duties (FGD 03); whereas most of the participants in FGD 01,02 and 04 blamed teacher educators for using a teacher-centered teaching approach.

Teachers do not teach us in a practical and participatory way, so after the exam, we forget most of the course we have learned (FGD 01).

Teacher educators do not consider individual differences among students (FGD 03).

Sub-theme 3: Quality of learning environment

For the quality teaching-learning process to take place the learning environment should be conducive, and all stakeholders should work to ensure student learning. As the learning paradigm shifts from the transmission to a transaction, the teaching faculty and students share equal responsibility for the process. Thus, educational managers, teacher educators, and student teachers should work in collaboration to ensure the quality of the training. The findings from interviews and focus group discussions confirmed that the colleges have adequate resources like the library, well-equipped laboratories, classrooms, ICT infrastructures, and other necessary equipment that facilitate the teaching and learning process. However, the participants commented that these resources were not properly utilized to ensure the quality of teacher training. In addition, the participants confirmed that the colleges have experienced manpower with appropriate specialization and a well-established organizational structure. Interviewed educational managers and teacher educators reflected the decline of students' commitment to their learning, they did not respect their teachers, lack of teacher's commitment to helping students, and teachers do not prefer to create intellectually challenging learning environments.

On the other hand, participants of focus group discussions (students) also admitted that students do not show commitment to their learning, and they also blamed teacher educators for they do not arrange extra tutorial programs to help students and for lack of

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timely supervision from college administrators' side. The following excerpts demonstrate the above findings

> *Our college is equipped with the necessary educational inputs and we have also experienced teaching staff with appropriate qualifications in each department in the college. (CTE-4, Dean 08)*

> *We face budget constraints to arrange capacity-building training for teacher educators and practicum cases, with regards to educational inputs such as a library, laboratory, ICT infrastructure, and office equipment; we have adequate resources to run the teaching-learning process.(CTE-4, dean 07)*

Another interviewed teacher educator remarked that:

> *Our basic problem is not a lack of necessary resources, but the way we utilize them. He further explained that the college has adequate ICT infrastructure and yet the teaching-learning process is not supported by technology. According to the interviewee, teacher educators still follow chalk and talk approach (CTE-2, Teacher educator 07).*

Another interviewed teacher educator described the quality of the learning environment in the college from three dimensions: leadership commitment, students' commitment to their learning, and teachers' commitment to supporting students' learning. The following excerpts confirmed this:

> *In my view, the learning environment is determined by the commitment of the college administrators' in coordinating teacher educators and other stakeholders to enhance students' learning. The college deans, stream officers, and department heads should work hand in hand with the teacher educator. Students should also show a desire to improve themselves. In our context, the students do not show commitment to improving themselves academically. Most students do not read, they work to get minimum passing marks. I think a lack of commitment from the students' side also affects the teachers' commitment (CTE-2, Teacher educator 6)*

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In the FGD, one of the student teachers said:

Teacher educators are not happy with the performance of the students. They criticize students in the classroom by comparing their performance with other students in the college several years back. However, they are not [teacher educators] initiated to help us by arranging extra tutorial classes (FGD 3).

With regards to classroom management, participants of FGD confirmed that there were no such disruptive students in their classroom and the disciplinary problem was not a serious issue in their respective colleges (in all FGDs).

Another student added:

In my opinion, the learning environment is now good. We suffered a lot during the first year. We were not properly oriented regarding the rules and regulations of the college, the grading system, our duties and responsibility, and issues related to course adding and dropping cases (FGD -4).

Sub-theme 4: Students' approach to learning

The main focus of the interview and focus group discussion was to probe how students approach their learning. The following excerpts reflected that students pursue a surface approach to learning.

Most students attend their education to score a "C" grade which is a minimum pass mark. Students' low expectation discourages teachers' commitment (CTE-2, Teacher educator-9).

Our college usually duplicates and distribute course module (printed material) for each course for students. Students expect short notes from their teacher educator instead of reading the course module. (CTE-3, Teacher educator-12)

Most teachers provide us with short notes of the course and focus their assessment on those specific portions of the course; as the result, our result has been improving (FGD-1).

Students desire to accomplish their education by simply securing their grades. They do not prefer teachers who strictly force them to read, do different project works, and challenge them (CTE-1, Teacher educator-3).

Most students prefer true-false, multiple-choice, and matching items instead of essay type (FDG 4; CTE-2, teacher educator 5&6, CTE-3, teacher educator 11).

Sub-theme 5: Students' academic support services

The majority of the respondents who participated in the focus group discussions reflected their dissatisfaction with the absence of formal academic advisory services in their colleges. As noted by one of the participants, students did not have a platform where they discuss personal and college-related issues, their future career options, institutional policies, and registry-related requirements as well as study skills development mechanisms.

One of the colleges vice academic deans has admitted the absence of formal guidance and counseling service in his college; however, disclosed its importance as follows:

The availability of academic counseling services can help improve students' academic performance. Students will always have a mentor who guides them throughout their stay in the college and provide them expert advice and resources to uplift their learning and development.

5.5.2. The quality of assessment practices

Regarding the quality of assessment practices in the colleges, participants were asked about their evaluation of the assessment practices concerning addressing the required competencies of primary education teachers' framework. The following excerpts indicate

that the classroom assessments were not aligned with the national curriculum framework of teacher education.

Students who graduated with distinction status are not passing nationally prepared licensing exams. This indicates that our classroom assessment is not aligned with the minimum learning competencies stated in the national teacher education curriculum framework (CTE-4,dean 06).

Another interviewed teacher educator added:

The growing number of trainees in our college has put a huge strain on the work of teachers. As a result, we find it difficult to develop teaching skills based on the learning of each student. I do not believe that the evaluation system is constantly evaluating students' progress and giving them feedback (CTE-3, teacher educator 12)

Another teacher educator expressed that the purpose of assessment in the colleges was predominantly for grading.

The predominant purpose of assessment in my college is for grading. Students are earning passing marks and heading to graduation. The assessment practice here is not to enhance students' learning (CTE-3, teacher educator-10).

On the other hand, all interviewed educational managers and teacher educators reflected plagiarism and attempt at exam cheating as a challenge in their respective colleges.

One of the factors affecting the quality of assessment in our college is plagiarism. When the group/ individual assignment is given, they usually copy the work of other students and submit it.

With regards to alignment, one of the interviewed teacher educators said:

> *Teachers prepare assessment tools based on what they have taught (based on the course module); however, most teacher educators do not prepare a table of specifications (CTE-3, teacher educator-04).*

5.5.3. Quality of practicum program implementation

As reviewed in the literature (Chapter two, under 2:12), effective implementation of the practicum program is a key issue for the realization of the quality of teacher education. The practicum program provides a platform where students not only practice skills of teaching but also help them reflect on pedagogical and professional theories and skills in classrooms. A piece of evidence from the literature and theory of education indicates that the practicum is effective when it is based on practices and principles. One of the principles is that there should be a connection between what students learn in college and what they practice in school (Zeichner, 2010:490-491). Student teachers should have project works that would help them learn how to teach in schools in practice and from practice.

Besides the role of the mentors assigned by the cooperating schools, the college tutors should also assist the prospective teachers in the school context. Another determining issue for the quality of the practicum program is that there should be strong collaborative partnerships between schools and teacher education colleges. The significance of an effective school-college partnership is not only for students practicing in the schools, but also it creates an opportunity for the professional development of mentors and facilitates the collaboration of the school staff and teacher educators in research and school improvement activities. Teitel (1999) as cited in Callahan and Martin(2007:6) characterized professional development schools as: "innovative types of school college partnerships designed to bring about the simultaneous renewal of schools and teacher education programs-restructuring schools for improved student

learning and revitalizing the preparation of professional development of experienced teacher educator at the same time".

Another issue identified in the literature regarding the determinants of the quality of the practicum program was the roles and responsibilities of the stakeholders (student teachers, mentors, and college tutors) in various stages of the practicum implementation. In addition, there should be intensive supervision and support from the college of teacher education.

Having the above critical issues in mind, the researcher framed the interview guide and focus group discussion questions and the following themes were identified.

- Effectiveness of the practicum program
- School-college partnership
- Mentor's quality

Sub-theme 1: Effectiveness of the practicum program

Participants of the interview and focus group discussions expressed similar opinions regarding the role of the practicum program as key to enhancing teacher quality. Even though the program was implemented in their respective colleges, participants' concern was on factors that hinder its effectiveness. One of the participants (*CTE-3, teacher educator-11*) mentioned its importance as follows:

> *The practicum program helps trainees to prepare themselves before entering the world of work. The student teachers learn and practice teaching skills, expected responsibilities, and activities during school observation and in independent teaching practices.*

Another teacher educator added:

> *The program helps trainees equip themselves with school rules and regulations, classroom instructional activities, and deal with problem-solving and know the various teaching methods (CTE-3, teacher educator-03).*

Confirming the above conversation, participants of the focus group discussion remarked that:

> *In the practicum course, I have learned how the schools operate their duties, how to handle students in the classroom, how to plan and implement the instruction and prepare assessment tools. By doing so, I realized what I should do to become an effective teacher in my future career (FGD 03).*

One of the colleges vice academic deans remarked that:

> *Learning to teach is not similar to learning to perform other jobs. Besides the theories students learned in college, they should learn from practice and reflect on what they have learned. Thus, if implemented properly, the practicum program plays a vital role in preparing competent teachers (CTE-3, dean 06).*

However, participants of the interview, as well as focus group discussions, described that the practicum program is not implemented in a way of ensuring the quality of teacher training. The participants reflected on their view and experiences as follow:

> *"…as we are learning to teach, we need to understand the diverse and complex demands of teaching. Our college is not adequately planning to ensure this. Adequate time was not allocated for the program. In some practicum courses, we are required to compile a portfolio to be reflected at the end of the program; however, to save time, teacher educators prefer group reflections and assign group representatives [to reflect on] ." (FGD 04)*

Another teacher educator added:

> *In the national curriculum, the time allotted for each practicum course is adequate. However, sometimes, students are forced to cover two subsequent practicum courses at the same time. In my opinion, the inadequacy of time allotted by the college for the course is one of the factors affecting the effectiveness of the practicum program (CTE-2, Teacher Educator 07).*

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Another interviewed teacher educator described that

> *The major factor affecting the quality of practicum program implementation was the absence of clear roles and responsibilities for student teachers, mentors, and college tutors (CTE-4, Teacher educator 13).*

Another teacher educator (CTE-4, Teacher educator 15) noted that the schools' mentors were not discharging their mentorship roles as expected and described his views and experiences as follows:

> *The assessment result of the mentee marked by the mentor doesn't represent the mentee's performance. This is not only due to the skill gap of the assessor, but also the social tie between the mentor and the mentee. The interviewee further explained that, in the context of the region under the study, most primary school teachers were assigned to teach in their respective local areas. The CTEs also send their students to their respective woreda from which they were selected to join the CTE. Thus, some mentors value their social ties more than their professional integrity.*

College deans (CTE 1- Dean 01, CTE 1- 02, CTE- 3 Dean 05, and CTE-4, Dean 08) pointed out the following challenges for the effective implementation of the practicum program:

- Constraints of the budget to run the program(for providing mentor training, for students' accommodation costs as well as for mentor and tutor's professional payment)
- Increase of college students for schools to accommodate.
- Resistance from school principals- considering the practicum program as an additional duty.
- Students desire to be assigned to their respective locality.

Sub-theme 2: School-college partnership

For effective implementation of the practicum program, there should be a clear linkage between the partner schools and the college that defines the expected duties and responsibilities during the practicum program implementation. The results of interviews and focus group discussions, however, show that; in some schools, school principals show resistance to accepting students placed for practice. The following extracts taken from the respondents reveal this as follows:

> *In pre-service teacher training, the woreda education office and the schools have their part. For this, there is an established partnership between the stakeholders. From a few years onwards, some school principals show resistance to accepting the assigned students considering it an additional duty (CTE-2, Dean 07).*

One of the FGD participants said:

> *Sometimes, the college informs us to report to a particular school to do our practicum duties as specified in the course; however, the principal refuses to accept us, and then the college sends supervisors to communicate with school principals (FGD 3).*

Another FGD participant said:

> *In some schools, the principals refuse to assign mentors and provide necessary information during school observation and critical classroom observations. The students further stressed that some school principals consider the practicum activities as an additional task, which is not indicated in their duties and responsibilities (FGD 01).*

Yet another teacher educator added:

In my understanding, there is a weak partnership between the schools and our college. Most times, the school principals complain that the college is not supporting them in providing training, equipment and in other different ways (CTE-2, Teacher educator -08).

The above quotations collectively reveal that there is no strong partnership between the colleges and the catchment schools.

Sub-theme 3: Mentors' quality

Practicum is considered a key component in pre-service teacher training in Ethiopia. The practicum in primary teacher education as reflected in the structure of the primary teacher education program has to be designed in a way that stretches along the various semesters and provides opportunities for students to reflect and learn from actual school practices by putting them in a series of reflections and inquiries. For effective implementation of the practicum program, the role of the mentor is pivotal.

Focus group discussions participants were asked the question "in your opinion, how do you evaluate the quality of mentors assigned to assist the prospective teachers during the field practice? Some participants attested that there were devoted mentors who provided them with adequate experience. However, the majority of participants from all colleges uncovered the competency gaps of school mentors and how the mentors were assigned to assist them. The following excerpts from FGD participants affirmed the above views as follows:

Some of the mentors assigned to assist us were not experienced (FGD 01).

In some departments, mentors may have a maximum teaching load. They face a shortage of time to assist us (FGD 03).

Some mentors leave the class and even the school compound providing us with activities to be done. Some of them consider our placement as a freedom to share their duties (FGD 02).

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> *Mentors were not trained on how to discharge their duties. Neither were they properly oriented by the college (FGD 04).*

The interviewed educational managers (Deans and vice deans), and teacher educators similarly raised the problems of students' assessment results provided by the school mentors. The CTE-1, dean 01 remarked as follows:

> *Regarding student assessment, school mentors should evaluate students' performance as per the requirement of the respective practicum courses. However, mentors give unreasonable grade which does not represent the students' performance. Sometimes, the college arranges reflection sessions to cross-check students' performance by disqualifying the results given by the school mentors.*

From the above quotations, it can be concluded that student teachers were not assisted by the experienced teachers in the school. Moreover, the college didn't give adequate mentor training to enhance the mentors' competency in basic mentorship skills.

5.5.4. Quality enhancement policies/ mechanisms

The main objective of the fourth research question was to assess the institutional quality assurance mechanisms used to assure the quality of teaching, students' learning, and assessment practices in the CTEs. As described by Sallis (2002:4), educational organizations are expected to ensure the quality of their service to fulfill their professional responsibility and accountability. Thus, the interview and focus group sessions were guided to elicit the research data on the following issues:

- The existence of written procedures in the CTEs to improve and enhance the quality of teaching, learning, and assessment.
- The use of institution-set standards for student achievement appropriate to its mission and goals and how well the CTEs use these standards.
- The existence of mechanisms for students to provide feedback regarding teaching, learning, and assessment practices in the CTEs

- The mechanisms used by the CTEs to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.
- Level of communication regarding the policies and procedures related to teaching, learning, and assessment practices among the college community (students, teacher educators, educational managers)

Regarding institutional policies, all interviewed teacher educators and educational managers confirmed that the colleges were guided by their academic legislation endorsed by the Regional Education Bureau. The interviewed teachers noted as follows:

> *We have academic legislation and all academic matters are governed by the legislation (CTE-1, Teacher educator 03).*

Another teacher educator added:

> *Academic legislation offers freedom for teachers how to teach and assess their students. Thus, the legislation is considered a guiding policy in the college (CTE-2, teacher educator 07).*

The interviewed educational managers said that legislation as a guiding policy is inadequate in addressing the complex teaching, learning, and assessment issues. The excerpts from the interview are as follows:

> *Teaching, learning, and assessment issues are complex and require specific guidelines and procedures to assure their quality (CTE-1, Dean 01).*

> *We do not have a specific policy and full-fledged rubrics to evaluate the teaching, learning, and assessment quality in our college (CTE-2, dean 04).*

To ensure the quality of the training, the colleges should have clear policies and mechanisms. For this, there should be an independent institutional quality audit team with the specific task of ensuring that the training offered in the college is up to the

standard, relevant, and of acceptable quality (Tesfaye and Kassahun, 2009:8). The interviewed teacher educators and educational managers, however, confirmed that there was no established system of conducting institutional quality audits. Excerpts from the interview reflecting these sentiments are given below:

> *In our college, there is no established quality assurance unit that can conduct an internal quality audit of the college process (CTE-2, Teacher Educator 07).*

> *The college conducts a review meeting with the academic staff twice a year; the review meeting focuses on the evaluation of the accomplishment of the college's annual plan. There are no mechanisms to assure that the teaching, learning, and assessment practices are being accomplished from quality perspectives (CTE-1, Teacher Educator 03).*

> *Departments assign courses for teachers to teach; as per the academic calendar, teacher educators prepare mid/ final examinations and administer the exam. There is no well-established system for evaluating the teaching quality and the congruence of the assessment tool with the course objectives (CTE-3, Teacher Educator 09).*

5.6. Extracts of responses from the open-ended questionnaire, regarding how to enhance the quality of teaching and learning in teacher education colleges.

Participants were asked to write their views and experiences on what should be done to enhance teaching-learning quality, assessment quality, quality of practicum program implementation, and the effectiveness of the institutional quality control mechanisms in teacher education colleges.

The following views were revealed:

The emphasis given to teacher education colleges at the national and regional levels is low. Enhancing teaching quality in colleges requires significant investment to fulfill infrastructure and learning resources (CTE-1, dean 02).

The college does not have a standard for measuring the quality of teaching. Quality teaching should be defined and communicated among teacher educators, student teachers, and educational managers (CTE-1, Teacher Educator 23).

For enhancing teaching-learning quality, teacher educators should be trained and equipped with contemporary teaching skills (CTE-1, Teacher educator 48).

Teachers are overloaded and, thus, find it difficult to provide additional tutorial education for students. Several students in some classes make it difficult to offer individualized instruction. Therefore, there should be a manageable number of students in the classroom, and the teacher teaching load should also be reasonable (CTE-2,Teacher educator 69).

The teaching-learning process should be supported by information communication technology. Although the college's infrastructure is adequate, teachers still lack the skills and knowledge to use information communication technology (CTE-3, Teacher educator 127).

Another teacher educator (Teacher educator 163) listed the following opinions for enhancing the quality of teaching and learning process in the colleges of teacher education. According to the respondent, the quality of teaching and learning would be improved if the following issues are addressed:

- *Colleges must have standards for what quality teaching is.*

- *Students should reveal a sense of ownership for their learning.*
- *Teacher educators who strive for quality teaching should be motivated*

- *The learning environment should be conducive to implementing student-centered teaching methods*
- *Capacity-building training should be offered for teacher educators on different student-centered teaching methods.*
- *The relationship between students and teachers should be based on trust and respect.*

Some respondents associated the problem of lack of quality teaching and learning with students' background knowledge. According to the respondents, students' prior knowledge, readiness to learn, commitment, and motivation in the teaching profession have a significant impact on quality teaching and learning. The following excerpts from the open-ended questions responses reflecting these sentiments are given below:

> *Quality of teacher education should begin with the learners. That means those who failed to join a university should not be placed in teacher education colleges (CTE-4, Dean 07).*

> *When it comes to the quality of education, the first thing to consider is student placement. Students joining the colleges of teacher education must be competent and have an interest in staying in the teaching profession; but, what is happening is different. The trainees who are entering the teacher education colleges are the ones who failed to join the university placement national examination (CTE-3, Teacher educator 133).*

5.7. Extracts of responses from open-ended questionnaires, regarding how to enhance assessment quality in the teacher education colleges

Respondents were asked to write their views on enhancing assessment quality in teacher education colleges. Commonly expressed views were extracted and presented as follows:

Students should be well informed about the minimum learning competencies set for each course. The assessments should be designed to check if those competencies are achieved (Teacher educator 198).

Assessment should be designed to assess individual student's performance (CTE-1, Teacher educator 10).

Assessment tools should be prepared to evaluate the critical thinking skills of students (CTE-2, Dean 03).

The project works and group or individual assignments should be accompanied by reflection or micro-teaching mechanisms to check if the assignments were done by the students themselves (CTE-3,Teacher educator 157).

5.8. Extracts of responses from the open-ended questionnaire, regarding how to enhance the quality of practicum program implementation in teacher education colleges.

Most of the respondents addressed the following issues for the effective implementation of the practicum program:
- an adequate budget should be allocated by the government.
- School mentors and college tutors should be given adequate training on how to help prospective teachers.
- Sufficient time should be allocated for field practice.
- There should be a strong college-Schools partnership.

5.9. Extracts of responses from open-ended questionnaires regarding how to enhance the effectiveness of quality control mechanisms in teacher education colleges.

Most of the respondents suggested the following issues to enhance the effectiveness of quality control mechanisms in the CTEs.

- There should be an independent quality assurance unit in the colleges of teacher education
- The colleges should have well-defined standards for quality teaching, learning, and assessment practices
- The college's vision, mission, values, and specific standards should be communicated to the college community.

5.10. THE INTEGRATION OF QUANTITATIVE AND QUALITATIVE RESULTS

The study used a mixed-method approach specifically a convergent parallel mixed design. Both qualitative and quantitative data were collected. Quantitative data were collected from teacher educators, student-teachers, and educational managers from four regional state teacher education colleges in Ethiopia. A total of 600 respondents participated in completing the questionnaire. Qualitative data were collected using interviews, focus group discussions, and open-ended questions. The quantitative data were analysed using appropriate statistical tools/methods based on the objectives of the study.

The first research question assessed the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of teaching in the colleges of teacher education. Quantitative data were organized and analysed under four sub-heading namely: the quality of the learning environment, the teaching strategy used by teacher educators, the students learning approach, and CTE's commitment to enhancing quality teaching. Qualitative data were organized into one theme and five sub-themes. Both the quantitative and qualitative data results showed that teachers effectively manage their classrooms. However, students were not getting adequate guidance and counseling, the learning environment was not academically challenging, students did not show commitment to their learning, and the teachers' commitment to improving students' achievement was low. Besides, the qualitative findings showed that students' lack of motivation was associated with the social status of the teaching profession and their living conditions while attending their education colleges.

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A finding from a quantitative study on the teaching strategies of teacher educators was corroborated by the qualitative results. Both quantitative and qualitative results revealed that teacher educators use teacher-dominated teaching strategies.

Concerning the students' learning approach, both quantitative and qualitative results indicated that students' desire in their education to meet minimum syllabus requirements emanated from fear of failure, they rely on their short notes instead of understanding the whole picture of the learning material, do not show a desire to understand the learning material through critical thinking, their engagement was for a better grade and their preference of the assessment approaches together with the above aspects were associated with a surface approach to learning.

It was found from a quantitative study that the colleges were not adequately providing counseling, career advice, and mentoring service for student teachers, despite using value judgment, the colleges were not using students' evaluation results to enhance teaching quality, and the respondents had shown their dissatisfaction with colleges' initiatives for helping students to work efficiently, and there was no system of awarding/giving recognition for remarkable quality teaching initiated by the teacher educators. The above result was also substantiated by the qualitative results.

Quantitative data regarding assessment practice revealed that teacher educators were not using diversified samples of students' work to assess their progress. Despite this, they rely on traditional assessment approaches to meet the student's needs. There was no practice of discussing the assessment criteria with student teachers and teacher educators seldom prepared a table of a specification to align the assessment tools with the learning objectives or minimum learning competencies. The qualitative data also supported the above results.

With regards to assessment methods teacher educators used, both quantitative and qualitative results showed that teacher educators frequently use mid-exam (tests), final exams, and group and individual work/projects. whereas, assessment methods such as portfolios, performance (practical) tests, observations, peer, and self-assessment were

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not practiced by the teacher educators. As corroborated by the qualitative result, teacher educators rarely instruct student teachers to reflect on their project work either individually or in a group.

Concerning school-based learning program implementation, quantitative and qualitative results showed that the program was planned and budgeted inadequately. The partnership between the college and the schools was loose and school mentors were not trained to assist and guide the mentee and the supervision from the college lacks consistency. Besides, there was a discrepancy between what students learn in college and what they face in independent teaching.

Lastly, regarding the quality enhancement policies/mechanisms, both quantitative and qualitative results showed that the colleges use academic legislation as a guiding policy and a tool to assuring teacher training quality. However, there was no established independent quality assurance unit in the colleges. The overall result of quantitative and qualitative results revealed the inadequacy of institutional quality monitoring mechanisms in the colleges.

To alleviate the quality gap in teacher education, the research participants suggested that the selection process of entrants joining teacher education should be of high quality, and there should be significant investment in fulfilling infrastructure and learning resources. In addition, the colleges should have clear standards to measure the quality of teaching, student learning, and assessment. Moreover, there should be adequate planning and budgeting for the practicum program implementation, adequate training should be given to school mentors and college tutors, and there should be a strong partnership between the colleges and partner schools. Furthermore, there should be well-organized institutional quality enhancement mechanisms in the colleges.

5.11. DISCUSSION OF QUANTITATIVE RESULTS AND QUALITATIVE FINDINGS

Education is a cornerstone for the development of any nation as it is a key to producing a labor force (Regassa et al.2013:268; Dange and Siddaraju 2020:138). It is education

quality that best fits the present and future needs of the learners (Nagoba and Mantri, 2015:175). There are different factors that directly or indirectly determine the quality of education. The quality of education is directly related to the quality of instruction in the classroom. Teachers cannot be replaced with any type of instructional materials and are far more important than rich curricula and other teaching infrastructure (Malik and Behloh, 2014:12). Hammond (2006:300) reflected that, among all educational resources, teachers' abilities are especially crucial contributors to students' learning. Hopkins and Stern (1996:501) further emphasized that teachers are at the heart of educational improvement. Any benefits that accrue to students as a result of educational policies require the enabling action of teachers.

Research has consistently associated the quality of teachers with how they are trained as a teacher (Green, Eady, and Anderson, 2018:204; Singh, Hoyte, Heimans, and Exley 2021:1-3; Hollins 2011:403). Teacher training programs can generate well-equipped teachers who can promote quality education by producing quality learners, maintaining a quality learning environment, updating quality content, technologically assisted quality processes, and intending quality outcomes according to the demand of the time (Dange and Siddaraju 2020:138)

Cognizant of the above premises, the study sets out to investigate the quality of pre-service teacher education at regional state colleges of Ethiopia. The research questions were formulated to elicit the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of teaching, assessment, the effectiveness of the implementation of the school-based learning program, and the quality enhancement mechanisms used by the sampled colleges. Moreover, the opinions of the research participants were also analyzed on how to enhance the quality of teacher preparation.

5.11.1. Quality of Teaching and Students' Learning

To begin with, the quality of teaching in the sampled colleges was not at an acceptable level as viewed and experienced by the teacher educators, educational managers, and

student teachers. In this study, the quality of teaching was assessed from the perspectives of the quality of the learning environment, the teaching strategy followed by the teacher educators, the students' learning approach adopted, and the CTE's commitment to enhancing the quality of teaching.

Literature on learning environment research presents different concepts, understandings, and dimensions based on diverse epistemological and ontological perspectives. Contemporary learning environments are usually based on constructivist learning approaches that advocate student-centered learning (Closs, Mahat, and Imms, 2021:273). As remarked by Ramsden (1992:6), students' thoughts and actions can be profoundly affected by the educational context or environment in which they learn.

In this research, the quality of the learning environment was viewed from eight dimensions: namely, classroom management practice, the provision of adequate guidance and counselling, students' freedom of asking questions, the existence of intellectually challenging learning situations, the relationship between students and the teacher, students' commitment for their learning, teacher's commitment for students' academic success, and patience and sympathy of teacher educator towards students.

Quantitative results revealed that among eight dimensions of quality learning environment, except for classroom management practice (mean 3.0, SD 1.18), in all other dimensions, the computed mean was below 3 (refer to 5.3.1.1. Table 5.2). On the other hand, the interview and focus group discussion findings also showed that teacher educators were not happy with the commitment of students to their learning, the inadequacy of capacity-building training for teacher educators, and the lack of proper guidance and counseling for the students. The student participants (FGD) critically raised their concerns regarding the absence of guidance and counseling services in their college as a source of their academic failure. As concluded by Ciobanu (2013:172), Student services contribute to the quality of student's learning experience and their academic success, decrease the dropout rate, and increase students' life diversity, encouraging and establishing an open method of making rational decisions and also resolving conflicts and prepare students for active involvement in society.

According to Ramsden (1992:100), high-quality teaching can be ensured if students are actively engaged in the teaching-learning process. To assess the teaching strategy used by the teacher educators, nine items were used in the questionnaire (also refer to section 5.3.1.2, table 5.4), and the qualitative findings were presented in section 5.5.2.1 under theme three. From quantitative findings, it was found that teacher educators were not applying appropriate teaching strategy that ensures the quality of students' learning. The qualitative findings also confirmed that most teacher educators use teacher cantered teaching approach, their focus was on covering the courses in allotted periods, and they do not consider individual differences among students. Besides these, participants of FGD expressed doubt that teacher educators did not adequately plan and prepare for instruction. Besides, CTE's commitment to enhancing the quality of teaching was assessed. The finding revealed that the colleges are not working to enhance the quality of teaching as expected (also refer to section 5.3.1.4). Thus, the issue of the quality of teaching requires considerable attention.

Another area addressed in the study was students' approaches to learning. The particular learning strategy adopted by a student in a given situation is determined by a complex interaction between the student's pre-existing belief about knowledge and learning, and the student's perception of the learning approach that is required by the educational context (Smith et al. 2001:175). Research has identified two approaches to student learning: deep approach and surface approach learning (Beattie, 1996:1). An approach to learning is not a fixed characteristic of an individual. All learners are capable of using both deep and surface approaches. It is their perception of the demands of a task that largely determines which approach they use (Ditcher, 2001:25). According to Martens and Prosser (1998:28), the deep approach results in quality learning, and the surface approach relates to low-quality learning outcomes. The use of the surface approach is associated with low-quality and ineffective learning, and short-term goals, such as passing exams, which may be achieved, but much of what is 'learned' can be easily forgotten (Ditcher, 2001:25).

In this research, the learning approach of students was assessed from deep and surface approach perspectives. A total of six questions were designed based on the

reviewed literature (chapter 2, sub-section 2.10.2). As can be referred to in section 5.3.1.3; table 5.6, students pursued a surface approach to learning which a reflection of poor quality of learning is. The qualitative findings also supplemented the results of the quantitative results (also refer to section 5.5.2.1., theme four). Therefore, college administrators and teacher educators should be aware of the effect of students' approach to learning and take appropriate action to reverse the scenario.

5.11.2. Quality of assessment practices

Assessment, rather than teaching, has a major influence on students' learning. It directs attention to what is important. It has a powerful effect on what students do and how they do it (Boud and Falchikov, 2007:18). Different researchers categorized paper-pencil tests, True-False, and completion items as a traditional assessment (Frank and Barzilai, 2004:44). Besides this, such assessments promote a surface approach to learning. Unlike traditional tests, new alternative assessments encourage students to think critically and draw conclusions about complex problems. (Herman, Klein &Wakai, 1997:340). The new modes of assessment (alternative assessments) take diverse forms, such as performance assessment, portfolios, learning logs, self-assessment, peer assessment, group-work assessment, and oral/poster presentations (Havness & McDowell, 2007:6). Assessment should be participatory and learners should not be seen as passive subjects (Boud & Falchikov, 2007:18). Assessments encourage quality learning when it demands higher-order thinking on the side of learners (Belaineh, 2017:699).

From the quantitative and qualitative results, it was found that the assessment practices in the colleges didn't meet basic issues to be considered when preparing quality assessment tools. The quantitative findings revealed that teacher educators rarely use a diversity of samples of students' work for assessing their performance. They didn't prepare assessment tools based on minimum learning competencies required for that particular course, teacher educators prefer to use paper and pencil tests instead of alternative assessments, they do not engage students in the assessment process, and

lack the practice in checking the quality of test/exam using item analysis (refer section 5.3.2. table 5.10).

Regarding the assessment methods frequently used, quantitative findings revealed that teacher educators frequently use final exams, mid-exam (mid-term tests), group work and individual assignments/project work, oral questions, and observations. A repeated measure of ANOVA intended to measure relative preference among test items also confirmed a similar result. The result also revealed that teacher educators didn't use assessment methods that assess the critical thinking skills of students. Alternative assessment methods such as portfolios, peer and self-assessment, performance(practical) tests, project work, seminars, and making students reflect (presenting orally) were not the priority of teacher educators of the sampled colleges (also refer to table 5.12 and 5.13).

As confirmed during the interview and focus group discussions, students even copy the individual and group assignments from one another. Teacher educators didn't further check the efforts of the individual student through presentation/ reflection. From the above findings, it can be concluded that teacher educators use traditional assessment approaches that do not foster quality assessment practices.

5.11.3. Quality of school-based learning program

Practicum is an integral and highly important component in pre-service teacher education (Namubiru, 2010:306). For the practicum to be effective, there should be an active learning environment where students discuss, share and transform ideas and knowledge collectively based on their experience. A study conducted by Bruno & Aversana (2017:10) confirmed the relationship between the reflective practicum learning environment and the quality of students' learning.

Quantitative and qualitative findings revealed gaps in implementing the practicum program in the sampled colleges (refer to section 5.3.3. table 5.14). These gaps were the inadequacy of time allocated for the program, the inadequacy of capacity-building

training for mentors, and the absence of clear roles and responsibilities among student teachers, mentors, and college tutors. In addition, weak college-school partnerships, and the inadequacy of the budget to run the program were key problems mentioned during the interview and focus group discussions. Based on the findings, the college administrators and other concerned bodies should work to ensure the effectiveness of the practicum program implementation to enhance the quality of graduates.

5.11.4. Quality enhancement policies/mechanisms

Managing and ensuring educational quality is one of the key responsibilities of educational institutions and of those who work in them (McKimm 2009:186). Maintaining and ensuring the quality of teacher education requires continual efforts and built-in mechanisms that allow to continual review and improve current practices (Biggs, 2001:223). Authentic quality management focuses on assurance and improvement of the core productive functions of an organization (Houston & Hood, 2017:2). The main function of teacher education colleges are teaching, learning and assessment. Therefore, colleges should have a mechanism like academic auditing to assess the quality of educational processes and determines whether a unit is carrying out the activities necessary to produce, assure, and regularly improve quality (Ezer and Horin, 2013:249).

The quantitative result, as well as qualitative findings, showed that, despite planning and implementing various academic programs and use of academic legislation as a guiding policy, the colleges did not have an organized internal quality assurance system (also refer to section 5.3.4, table 5.16; section 5.5.2.4 for qualitative findings)

5.11.5. Participants' suggestions on how to enhance the quality of teacher education

In the open-ended section of the questionnaire, participants were asked to express their views and experience in enhancing the quality of teaching, learning, and assessment

practices in teacher education colleges. The following strategies were suggested based on the responses of participants of the study:

- Significant investment should be done to improve infrastructure and learning resources.
- The colleges should have standards for assessing the quality of teaching, learning, and assessment.
- The teaching, learning, and assessment practices should be supported by ICT.
- Students joining teacher education colleges should be competent and interested in the teaching profession.
- College-school partnerships should be strengthened for the effective implementation of the practicum program.
- School mentors should be trained on contemporary issues of school-based learning.
- Internal quality assurance systems should be established in the colleges.

5.12. CHAPTER SUMMARY

This chapter dealt with data presentation, analysis, and discussion. It began with the analysis of the demographic data of the respondents. Participants of the study were educational managers (college deans, vice deans, stream officers, and department heads), teacher educators, and student teachers from four regional state teacher education colleges in Ethiopia. The study employed mixed-method research and thus both quantitative and qualitative data were collected. In the first phase (Phase I), quantitative data were presented and analyzed guided by the research questions. Descriptive and inferential statistical tools were used based on the nature of the data and constructs intended to measure. In the second phase (Phase II), qualitative data were analyzed based on identified themes and categories. After analyzing the quantitative and qualitative data independently, they were integrated. In the end, the findings were discussed.

5.13. PROJECTION FOR THE NEXT CHAPTER

The last chapter of the study (chapter six), presents a summary of the research, conclusions, recommendations, and limitation of the study, and point out areas for further research.

CHAPTER SIX

SUMMARY OF RESEARCH, CONCLUSIONS, MAJOR FINDINGS, AND RECOMMENDATIONS

6.1.   INTRODUCTION

The study aimed to investigate the views and experiences of educational managers, teacher educators, and student teachers regarding the quality of teaching, learning, and assessment practices in the teacher education colleges of Ethiopia and forward research-based recommendations on how to enhance the quality of teacher education.

This chapter is supposed to deal with the summary of the study, discussions of key research findings, conclusions, and recommendations. The summary presents the main issues addressed in each chapter from one to six. In the end, the major findings of the study were presented guided by the research question. Furthermore, the limitations of the study were described and areas for further research were suggested.

6.2. SUMMARY OF THE STUDY

The study was conducted to investigate the practice of teaching, students' learning, and assessment from quality perspectives taking the views and experiences of teacher educators, student teachers, and educational managers as a unit of analysis. Currently, the quality of teacher education in Ethiopia is a national concern. Nowadays, the Ministry of Education of Ethiopia has prepared Education Development Roadmap (EDR) that lasts from 2018-2030. One of the issues identified as a pitfall for the quality of education in Ethiopia was the issue of teacher preparation and development. Major shortcomings related to teacher preparation were gaps in policy and strategy, discrepancies/ irregularities in policy implementation, frequent changes in teacher training modalities, and the mismatch between the medium of instruction in the teacher education colleges with the primary schools' medium of instruction.

This study was organized into six chapters. The first chapter was about the orientation to the study. The first part of the chapter dealt with the introduction and background of the study. This subsection attempted to introduce to the reader how and when teacher education started in Ethiopia and associated reform attempts as well as the challenges the system is facing in realizing the quality of teacher preparation. Next to the background of the study, the chapter presented the rationale for the study (section 1.2). In this part, the student researcher forwarded his justification for choosing the issue of the quality of teacher education to investigate. The third issue addressed in the chapter was the statement of the problem. In this subsection (section 1.3), the student researcher defined the problem to be addressed clearly and precisely. Accordingly, this research set out to find the answer to the following research questions:

1. What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of pre-service training in the colleges of teacher education?
2. What are the views and experiences of student teachers, teacher educators, and educational managers regarding the quality of assessment practices in the CTEs?
3. How do teacher educators, student teachers, and educational managers rate the quality of school-based learning program implementation in teacher education colleges?
4. What institutional policies/mechanisms are in place for ensuring the quality of teaching, learning, and assessment practices in the colleges?
5. What should be done to enhance the quality of pre-service teacher training in the regional states teacher education colleges in Ethiopia?

Furthermore, the chapter sets out the general and specific objectives of the study (see section 1.5), the limitations of the study (see section 1.6), the delimitation of the study (see section 1.7), the definition of key concepts (see section 1.8), and organization of the study (see section 1.9). Finally, a summary of the chapter (see section 1.10) and a projection for the next chapter are presented (see section 1.11).

Chapter Two presented the theoretical framework and literature review. Reviewed topics/ constructs were selected considering the research questions of the study. Thus, the literature review was organized based on the following descriptions: contemporary theories of learning (see section 2.2) such as behavioral learning theory, cognitive learning theory, and constructive learning theory; conceptualizing quality in education (see section 2.3), education quality in higher education context (see section 2.4), defining teacher education (see section 2.5), institutional quality assurance mechanisms in the CTE (see section 2.6), instructional strategies for quality teaching (see section 2.7), teaching effectiveness (see section 2.8), active learning methods for quality student learning (see section 2.9), students' learning style and approaches to learning: its implication for effective teaching and assessment (see section 2.10), assessment practices for quality students' learning (see section 2.11), the role of school-based learning program implementation in teacher education (see section 2.12). The chapter also dealt with the conceptual framework of the study. Finally, the key points addressed in the chapter were summarized and conclusions were made.

Chapter three dealt with an overview of teacher education in the Ethiopian context. The main issues addressed in the chapter were historical developments of teacher education in Ethiopia and reform programs (see section 3.2),

The fourth chapter presented the research design and methodology employed in the study. To carry out this study, the researcher used a mixed-methods approach with a convergent parallel mixed-methods design. The chapter also presented the study population, sample size, and sampling techniques (see section 4.5). The study was conducted in four regional state colleges in Ethiopia. The research participants were teacher educators, student teachers, and educational managers. A total of 294 student teachers, 212 teacher educators, 94 educational managers, and eight deans and vice deans responded to the questionnaire. In addition to the questionnaire, focus group discussions and individual interviews were used as an instrument of data collection (see also section 4.6). The chapter also described instrumentation and data collection techniques. Before collecting the main data, a pilot study was conducted to ensure the validity and reliability of the instruments. The results of the reliability test (Cronbach

alpha) show a very high-reliability rate ranging from (α=.0.725) to (α=.0.905). Moreover, methods of data analysis and interpretation, validity and reliability of data gathering tools, credibility and trustworthiness of qualitative data analysis, and the rigor and ethical consideration were treated.

Chapter 5 dealt with the data presentation, analysis, and discussions. Following the introductory remark of the chapter, discussions were made concerning the demographic data of the respondents. Data were analysed in two separate phases. In the first phase (phase I), quantitative data were analysed along with the research questions. In phase II(also see section 5.4), qualitative data were presented and analysed based on the identified themes and sub-themes. Following this, the integration of quantitative and qualitative results was made. Furthermore, the chapter also dealt with the discussion of qualitative and quantitative findings (see section 5.6).

The final chapter, chapter six, summarized the key issues addressed in the research. Major findings were presented along with each research question. Based on the findings, recommendations to enhance the quality of teaching, learning, and assessment practices were forwarded. Furthermore, conclusions, limitations of the study, and areas of further research were identified.

6.3. SUMMARY OF FINDINGS

In the proceeding chapter (chapter five, section 5.6), findings from the quantitative and qualitative data were thoroughly discussed. The findings were organized as per the research questions.

i. *Major findings related to research question one: What are the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of pre-service teacher training in the colleges of teacher education?*

This research question aimed to assess the views and experiences of teacher educators, student teachers, and educational managers regarding the quality of

teaching in the sampled colleges. Teaching quality was assessed from the perspectives of the quality of the learning environment, teaching strategy (teaching methods used by teacher educators), students' learning approach, and CTEs' commitment to enhancing quality teaching.

The findings of the study indicated that the learning environment in the colleges was not supportive of quality teaching. The finding showed that teacher educators didn't provide adequate guidance for students on how students can capitalize on their strengths, they didn't give freedom to students to ask questions related to their course in and out of the classroom, and there was a low degree of trust and respect between students and teacher educators. Besides, students did not show commitment to their learning. Furthermore, the current study indicated that teacher educators' commitment to students' success was also low.

Concerning the teaching strategies (methods of teaching), the study revealed that teacher educators mainly followed traditional methods of teaching that do not lead to better student learning. The findings indicated that teacher educators did not address individual differences while delivering lectures, failed to link learning objectives with teaching-learning activities and do not prepare instructional plans to provide a desirable learning experience. The current study also revealed that teacher educators did not encourage students' active construction of knowledge using performance-based tasks. Furthermore, the findings indicated that teacher educators did not encourage their students to demonstrate/ reflect individually or in a group. From the findings, it can be concluded that the teaching strategy (teaching methods) pursued by teacher educators was teacher-dominated which contradicts the quality of teaching.

Concerning the learning approach, students adopted a surface approach to learning. As is shown in Table 5.6 (section 5.3.1.3), the findings confirmed that students: worked to meet minimum syllabus requirements due to fear of failure, relied on their short notes instead of understanding the whole picture of learning materials, did not show a desire to understand teaching and learning material through critical thinking, showed low

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motivation towards their education. Besides this, students' engagement in the task was grade oriented.

Regarding assessment, students did not show preferences for essay-type assessments and preferred multiple-choice, true-false, and completion items. The gaps mentioned reflected a surface approach to learning that contradicts the essence of quality teaching and learning. These findings aligned with the reviewed literature (see section 2.10). The F-test result in Table 5.7 also confirmed that there was no opinion difference among student teachers, teacher educators, and educational managers regarding the approach to learning.

As indicated in Table 5.8, the commitment of the teacher education colleges to engaging in activities that can boost the quality of teaching was found to be low. The average mean, 2.59, indicated that the respondents were dissatisfied with the CTEs' commitment.

ii. Major findings related to research question 2: What are the views and experiences of student teachers, teacher educators, and educational managers regarding the quality of assessment practices in CTE?

The second research question aimed to assess the quality of assessment practices in the CTEs. As noted in the literature, the quality of assessment is associated with the quality of students' learning. Assessment has a powerful influence on the approach students pursue toward learning, the time they spend on their studies, how widely they study the curriculum, and whether they grasp the key concepts of the subject (Bloxham and Boyd, 2007:16). Thus, assessments should promote deep learning (Belaineh, 2017:699), and should focus on holistic approaches to make judgments on students' performances in the educational environment (Nasab, 2015: 171). Furthermore, the assessment should be designed to assess the learning outcomes (Bloxham and Boyd, 2007:27; Hattie, 2009:264).

It emerged from the current study that teacher educators rarely use a diversity of samples of students' work for assessing their performance. They didn't prepare assessment tools based on minimum learning competencies required for that particular course, teacher educators prefer to use paper and pencil tests instead of alternative assessments, they do not engage students in the assessment process, and lack practice in checking the quality of test/exam using item analysis (refer section 5.3.2. table 5.10). A repeated measure of ANOVA intended to measure relative preference among test items revealed that teacher educators frequently use final exams, mid-exam (mid-term tests), group work and individual assignments/project work, oral questions, and observations. Alternative assessments such as portfolios, performance (practical) tests, peer and self-assessments, group/individual project work with reflection, oral questions, and observations were not the priority of teacher educators of the sampled colleges (also refer to Table 5.12 and 5.13).

As confirmed during the interview and focus group discussions, students even copy the individual and group assignments from one another. Teacher educators didn't further check the individual student's efforts through presentation/ reflection.

From the above findings, it can be concluded that teacher educators use traditional assessment approaches that do not foster quality assessment practices.

iii. Major findings related to research question 3: How do teacher educators, student teachers, and educational managers rate the quality of school-based learning program implementation in teacher education colleges?

This research question aimed at evaluating the quality of school-based learning program implementation in the CTEs. As per reviewed literature (chapter two, sub-section 2.12), effective implementation of the school-based program plays a vital role in teacher education (Hamaid et al. 2014:191). The quality of school-based learning is determined by the quality of mentors and tutors (Ralph and Walker, 2014:1; Martin, 1994:269; Hudson, 2010:1), there should be also the integration of theoretical knowledge and skills with practice (Fekede & Gemechis, 2009:111-112).

The research findings indicated that the school-based program was designed to integrate theoretical knowledge with practice. In addition, mentor teachers provide assessment reports to student teachers so that they can identify their strengths and weakness. The findings further revealed that the colleges were not adequately planning and allocating sufficient budget for the implementation of the program, and students were not given adequate time to get experience from their mentors and school operations. In addition, adequate training was not given to school mentors and principals concerning what the students were expected to perform in the assigned schools as well as the roles and responsibilities of the concerned bodies. The current study also revealed that the partnership between the college and the catchment schools was weak.

From the findings, it can be concluded that the school-based program was not effectively implemented and, therefore, student teachers were not getting the school-based experiences as designed in the teacher education framework.

iv. Major findings related to research question 4: What are the institutional policies/mechanisms in place for ensuring the quality of teaching, learning, and assessment practices in the colleges?

The fourth research question was designed to assess the views and experiences of educational managers and student teachers concerning the institutional policies/mechanisms in place for ensuring the quality of teaching, learning, and assessment practices in colleges.

As is shown in table 5.16, educational managers and teacher educators were asked how the colleges were using quality monitoring mechanisms to ensure the quality of teaching, learning, and assessment practices in the colleges. The findings indicated that, in the CTEs, there was no well-established internal quality assurance system. The colleges use academic legislation as a policy to be guided. However, the findings confirmed that the academic legislation used by the colleges was not sufficient in addressing complex teaching, learning, and assessment practices in the colleges.

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v. Major findings related to research question 5: How are identified views and experiences of teacher educators, student teachers, and educational managers be improved to prepare quality teachers in the colleges of teacher education?

In an open-ended question, the respondents were asked their opinion regarding enhancing the quality of teaching and learning (see also section 5.4.5.1), assessment quality (as listed in section 5.4.5.2), and school-based program implementation (section 5.4.5.3) and regarding how to enhance the effectiveness of quality enhancement mechanisms in the college. The respondents stressed the need to improve the quality of the core functions of the college to improve the quality of the teacher preparation process.

6.4. CONCLUSIONS

The essence of the current study was to assess the views and experiences of teacher educators, educational managers, and student teachers regarding the quality of pre-service teacher education in regional state colleges in Ethiopia. In the study, the quality of teacher education was viewed through the lens of quality of teaching, learning, and assessment practices. The CTEs' institutional quality enhancement policies/ mechanisms were also examined.

The literature review confirmed that the quality of teaching and students' learning is associated with the quality of the learning environment. Thus, there should have enabling environment that helps the learners to fully engage in the learning process (Cirik, Colak, and Kaya, 2015:31; Beck and Kosnik, 2006:2). The learning environment should consider the experience of the learners in the process of learning (Karagiogi & Semeou, 2005:19). Therefore, constructive learning environment requires students' intrinsic motivation to engage in learning and a sense of ownership for their learning (Cattaneo, 2017:146).

The literature consulted also confirmed that the quality of teaching and students' learning is determined by the teaching method of the teacher educator (Kennedy,

1997:3 in Mannathoko, 2013:36). Teacher educators should implement a student-centered approach that places learners at the center of the teaching-learning process and also should build the environment in which deep learning outcomes are made possible for students and where high-quality students learning is promoted (Biggs and Tang, 2011:58; Clarke and Jopling, 2009:364). The reviewed literature also suggests that students learn best if they actively participate in their learning (Jacobs and Gawe, 2016:46). Students must do more than listen to a lecture delivered.

The quality of teaching and student learning is also associated with students' approach to learning. Research on students' approach to learning has identified two major approaches: deep and surface approaches to learning (Entwistle et.al. 2003:10). Deep approach to learning is associated with learning for understanding and a surface approach to learning as rote learning (Donnison and Edwards, 2012:10). Accordingly, exhibiting deep approach to learning by students is associated with high-quality learning and in contrast, a surface learning approach is associated with low-quality learning (Biggs & Tang, 2011:36; Donnison & Edwards, 2012:10-12).

Contrary to the literature, the findings revealed that the learning environment in the CTEs reveals low quality. The results indicated that teacher educators were not applying student-cantered teaching methods that ensure active participation of the learners. Regarding students' approach to learning, the findings revealed that they were advocating a surface approach to learning, which reflects the poor quality of learning. Based on the findings, it can be concluded that the learning environment in the CTEs lacks quality. Students' approach to learning also needs to be improved to enhance the quality of teacher preparation in the CTEs.

The quality of assessment practices has a powerful consequence on students' learning and their motivation (William, 2008:58). Therefore, assessment bridges the gap between learning and teaching (Nasab, 2015:165). With regards to the assessment approaches/methods, multiple-choice tests, true-false statements, fill-in-the-gaps, and matching exercises are considered traditional assessment techniques and are associated with low quality (Nasab 2015:170; Duinen, 2006:143; Ready, Grange,

Beets, and Lundies 2015:21). In general, paper and pencil made examinations are globally criticized for their detrimental effect on instruction and students (Abera, 2017:110).

On the other hand, globally, there is a paradigm shift in the assessment culture to a new and more learning-oriented assessment culture (Havness and Dowell, 2007:3). These assessments are called alternative/ authentic assessments, and take diverse forms such as performance assessments, portfolios, learning logs, self-assessment and peer assessment, project works, oral/poster presentations. Alternative assessments are considered quality assessments.

Concerning the assessment practices, the findings revealed that teacher educators in the CTEs widely use traditional assessment tools and the preparation and implementation of the assessment tools by itself failed to meet the basic principles of assessment tools preparation. Therefore, from the findings and the literature consulted, it can be concluded that the assessment practices in the CTEs lack quality and thus hampers the quality of students' learning.

Another conclusion to be drawn from the findings of the study is that the prospective teachers were not getting adequate school-based experiences through the school-based program. The program was not adequately planned and budgeted. CTE-school partnership was loose, and school mentors were not adequately trained to share their experiences and guide the student teachers. Another conclusion is that the colleges didn't have adequate internal quality monitoring mechanisms for enhancing the quality of teaching, learning, and assessment practices in the CTEs.

Based on the findings and conclusions drawn, in the subsequent section, recommendations are provided.

6.5. RECOMMENDATIONS

In Ethiopia, the education system is undergoing transformation guided by the policy document called "Ethiopian Education Development Roadmap", which is planned to be

implemented between the years 2018-2030. Among the issues addressed, teacher preparation and development was the one. As a policy document, it forwarded various policy recommendations. The fundamental aspiration of the current study was to investigate what the actual teaching, student learning, and assessment practices look like from quality perspectives on the ground, and thus the recommendations are forwarded to the practitioners, i.e., teacher educators and educational managers.

6.5.1. Recommendations concerning enhancing the quality of teaching and students' learning.

The researcher forwarded the following recommendations for enhancing the quality of teaching in teacher education colleges based on the findings of the present study and the literature review.

- The colleges should develop a quality teaching model that defines quality teaching in the context of teacher education.
- The colleges should provide capacity-building training for teacher educators on contemporary teaching methods that promote students' active learning.
- The teaching-learning process should be supported by technology to enhance the quality of teaching and students' learning. Therefore, teacher education colleges should update their ICT infrastructure and train their teacher educators with appropriate skills.
- Teacher educators should foster an intellectually challenging learning environment that promotes student teachers' higher-order thinking that focuses on producing a deep and holistic understanding of the teaching profession.
- The colleges should offer regular academic advising program and provides adequate orientations for the student teachers so that they can develop a sense of ownership for their learning.
- Teacher educators should be aware of the effects of the student-teacher relationship on the quality of students learning.

- Teacher educators should adequately plan for the instruction and check the alignment of teaching-learning activities and the assessment methods designed with the intended learning outcomes.

6.5.2. Recommendations concerning enhancing the quality of assessment practices:

- The colleges should develop a standard for preparing assessment tools for each course.
- Students should be well informed about the minimum learning competencies set for each course.
- Teacher educators should use assessment methods that assess higher-order thinking skills.
- The colleges should promote new modes of assessment (alternative assessments) instead of the traditional mode of assessment.

6.5.3. Recommendations concerning the institutional policies/mechanisms

- There should be an independent internal quality assurance unit fully mandated to perform overall activities related to assuring the quality of the core process of the colleges.
- The colleges should establish an authentic quality management system to ensure the quality of teaching, learning, and assessment practices.

6.5.4. Recommendations concerning the practicum program implementation

- Effective implementation of the practicum (school-based learning) program requires proper planning and an adequate budget. Students also should have adequate time to practice and learn from their practice. Hence, teacher education colleges should give special attention to planning and budgeting for school-based learning.
- The school-based program takes schools as a learning center. The Woreda education offices have the responsibility of assigning students to different schools.

The school principals in turn assign mentors and necessary facilities as per the nature of the school-based learning courses and assess the student's performance. Therefore, the colleges should establish a strong partnership with their catchment schools and district education offices.

▪ The colleges should provide capacity-building training for school mentors to help them discharge their full responsibility for the effectiveness of the program.

6.6. THE CONTRIBUTION OF THE STUDY

The present study is the first to investigate the quality of pre-service teacher training in the regional state colleges of Ethiopia. Despite the limitations elaborated in sub-section 6.8, the study has made a significant contribution by generating evidence on the quality gap of teaching, learning, and assessment practices in the CTEs. The study has made clear the way regarding what should be done to enhance the quality of pre-service teacher education in the regional state colleges of Ethiopia. To this end, the study may have the following contributions.

6.6.1. Contribution of Study to Knowledge

The body of knowledge on the quality of teacher education is enriched. The knowledge will assist and support the college administrators, teacher educators, and student teachers to develop ways of improving their practice to enhance the quality of teacher education. Further studies on the same topic could use this study as a base for future references and consultations.

6.6.2. Contribution of Study to Policy

The study may contribute to policymakers and other decision-making authorities at different levels (Ministry of Education, Regional Education Bureaus, Zonal Education Desks, and District Education Offices) to re-visit their policy on the selection of prospective teachers joining teacher education colleges. The findings showed that most students who join teacher education colleges do not have a favorable attitude towards

the teaching profession (see also section 5.5.1). Besides this, the study also indicated the policy gap in addressing the quality of teaching in the context of teacher education. The finding of the study indicated the inadequacy of institutional quality assurance policies in the colleges of teacher education. Therefore, the study may help policymakers and other decision-making authorities to address the policy gap to enhance the quality of pre-service teacher training.

6.6.3. Contribution of study to practice

The major aim of this study is to examine the quality of pre-service teacher training taking the views and experiences of educational managers, teacher educators, and student teachers as a unit of analysis. Concerning teaching quality, the findings of the study indicated that the learning environment in the colleges was not supportive of quality teaching. The teaching strategies used by teacher educators were traditional that do not lead to better student learning (see also Table 5.4; Section 5.3.2). Students adopted a surface approach to learning as opposed to a deep approach to learning (see also Table 5.6; Section 5.3.3). Besides, the commitment of teacher education colleges to engaging in activities that can boost the quality of teaching was to be low. Concerning the assessment practices, the study revealed that teacher educators use traditional assessment approached that do not foster quality assessment practices (also refer to Table 5.12 and 5.13). The practicum program, which is considered a key component in teacher training, was not effectively implemented and therefore student teachers were not getting the school-based experiences as designed in the teacher education program. The findings also confirmed that the colleges did not have adequate institutional quality assurance systems.

Therefore, the researcher believes that the study has covered important components of teacher training and has identified gaps that hampered the quality of teacher training in the regional state colleges of Ethiopia and also forwarded detailed recommendations. Thus, the researcher believes that proper implementation of the recommendations would enhance the quality of teacher training of the sampled colleges and also helps

other colleges to revisit their practice of teaching, learning, and assessment in their respective context.

6.7. RECOMMENDATIONS FOR FURTHER STUDY

In Ethiopia, several studies have been conducted in the area of quality education at higher education and general education levels (from pre-primary to grade twelve in the Ethiopian context). The quality issue of teacher education at the college level has been given less attention. However, these colleges train teachers for pre-primary and primary schools.

In addition to the above fact, the current study was confined to only four colleges found in the southern part of Ethiopia. Future studies may need to expand to cover more teacher education colleges in the country. The researcher feels that the following areas need more investigation in the Ethiopian teacher education context.

- Attitudes of prospective teachers towards the teaching profession.
- Alignment of the primary school curriculum with national teacher education framework.
- The effectiveness of college administrators in enhancing the quality of teacher education in the CTEs.
- Assessment of teacher educators' role in enhancing students' learning.

6.8. LIMITATION OF STUDY

In all research, some limitations must be acknowledged when the results are considered. The primary limitation of the study was that it focused only on four teacher education colleges found in the southern part of Ethiopia. The result could be generalized only to these colleges. It would have been conclusive if participants from primary schools had participated in the study. However, due to financial and time constraints, the researcher could not include participants from primary schools. Therefore, professionals interested in conducting research in the area would consider filling the gap seen in the study.

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6.9. CONCLUDING REMARKS

From the finding of the study, the researcher concluded that the quality of teacher education was hampered due to deficiencies associated with the quality of teaching, student learning, and assessment practices. Besides, the prospective teachers were not getting adequate school-based experiences before completing their education. The lack of internal quality monitoring mechanisms in the CTEs worsened the situation since colleges were not assessing the quality of their core functions-teaching, learning, and assessment. The researcher believes that implementation of the recommendations provided would enhance the quality of teacher education in the CTEs.

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APPENDIX A: PROOF OF REGISTRATION TO UNISA 2022

UNISA | university of south africa

0144

A I R M A I L
MIRADO B D MR
P.O BOX 115
HAWASSA,ETHIOPIA
ETHIOPIA

STUDENT NUMBER : 58557989

ENQUIRIES TEL : 0861670411
        FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2022-02-02

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION)   (90019)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	CENTRE(PLACE)

Study units registered without formal exams:
@ TFPEM01   PhD - Education (Education Management)   **   E
  TFPEM01   PhD - Education (Education Management)   **   E
@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
Please note the new requirements for reregistration and the number of credits per year which state that
students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
and thereafter must complete 48 NQF credits per year.
Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
important information.
Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
such qualification.
Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

CREDIT BALANCE ON STUDY ACCOUNT: 0.28-

Yours faithfully,

Prof M S Mothata
Registrar

0108 O 00 0

PRETORIA
UNIVERSITEIT VAN SUID-AFRIKA
UNIVERSITY OF SOUTH AFRICA

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

To: Southern Nation Nationalities and Peoples' Regional State Education Bureau

Hawassa

Mr. Dawit Fantaye

Deputy and Head of Teacher Development affairs, SNNPRS, Ethiopia

Subject: *Request for permission to conduct research*

Dear/Sir,

My name is Berhanu Desalegn Mirado. I am a Ph.D. student at the University of South Africa (UNISA) in the department of Educational Leadership and management. Currently, I am conducting research entitled: "Quality of Pre-service Teacher Training of Regional State Colleges in Ethiopia". The research aims to examine the quality of teaching, learning, and assessment practices in teacher education colleges and to find research-based solutions to overcome the quality gap in the process of teacher education in the region.

I am writing this letter to your Bureau to get permission to collect data from regional state colleges through your letter of cooperation.

Finally, I want to thank you in advance for the overall support you render me for the realization of my research work.

Contact address: Telephone: 0900506020; email: bdesalegn0@gmail.com, Hawasa College of Teacher Education, Ethiopia

Yours Sincerely,

APPENDIX C: SUPPORT LETTER FROM REGIONAL EDUCATION BUREAU

በደ/ብ/ብ/ሕ/ክ መንግስት ትምህርት ቢሮ
SNNPRS EDUCATION BUREAU
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Teachers And Education Leaders Dev.licensing & Re- Licensing Afairs
ቁ.ፐር 006/ሕ18—1083/ከ2/35
ቀን 13.3.2014

To: Hosana College of Teacher Education
Dilla College of Teacher Education
Arbaminch College of Teacher Education
Bonga College of Teacher Education

Subject: _Requesting the cooperation of your esteemed college_

Mr. Berhanu Desalegn Mirado has requested us to write letter of cooperation for your esteemed college to collect data for his PhD research entitled "Quality of Pre-service Teacher Education of Regional State Colleges in Ethiopia". As described by the researcher, the aim of the research is to examine the quality of teaching, learning, and assessment practices in teacher education colleges and to find research based solutions to overcome the quality gap in the process of teacher education in the region. Moreover, we have confirmed that the university of which the researcher pursuing his study, the University of South Africa has officially granted the Ethical Clarence Certificate for the researcher to collect data.

Appreciating the researcher's commitment for perusing his research in the area of teacher education, we hereby request your cooperation during his data collection.

Yours Sincerely,

ዳዊት ፋንታዬ ኮጫ
Dawit **Fantaye Kocha**

CC:

Deputy Head: Teachers and Education Leaders Development, and Licencing Affairs.
Regional Education Bureau

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Deputy Bureau Head-Teachers
& Edu/Leaders Dev't/Licensing
& Re Licensing Affairs

☎ 046-2121292
046-2205490
🖶 Fax 046207187

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In replying, please quote our Ref. No

✉ P.o.Box 506
ሀዋሳ
Hawassa

በደ/ብ/ብ/ሕ/ክ መንግስት ትምህርት ቢሮ
SNNPRS EDUCATION BUREAU
የመምህ/ትም/አመ/ልⶊና ሙ/ያ ፈ/አስ/ዕድ/ዘርፍ
Teachers And Education Leaders Dev.licensing & Re- Licensing Afairs

ቁ.ፕር006/ሀ18 – 1083/ሀ²/51
ቀን ___13.4.2014___

To: Hosana College of Teacher Education

Dilla College of Teacher Education

Arbaminch College of Teacher Education

Bonga College of Teacher Education

Subject: _Requesting the cooperation of your esteemed college_

Mr. Berhanu Desalegn Mirado has requested us to write letter of cooperation for your esteemed college to collect data for his PhD research entitled "Quality of Pre-service Teacher Education of Regional State Colleges in Ethiopia". As described by the researcher, the aim of the research is to examine the quality of teaching, learning, and assessment practices in teacher education colleges and to find research based solutions to overcome the quality gap in the process of teacher education in the region. Moreover, we have confirmed that the university of which the researcher pursuing his study, the University of South Africa has officially granted the Ethical Clarence Certificate for the researcher to collect data.

Appreciating the researcher's commitment for perusing his research in the area of teacher education, we hereby request your cooperation during his data collection.

Yours Sincerely,

ዳዊት ፋንታዬ ኮጫ
Dawit Fantaye Kocha

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Deputy Bureau Head-Teachers
& Edu/Leaders Dev't/Licensing
& Re Licensing Affairs

CC:

Deputy Head: Teachers and Education Leaders Development and Licencing Affairs.

Regional Education Bureau

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ለትምህርት ጥራት ሁላችን እንጋር!!
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In replying, please quote our Ref. No

✉ P.o.Box 506
ሀዋሳ
Hawassa

209

ቁጥ CO06/h18-1083/h2/3

ቀን 13. 3. 2014

To: Hosana College of Teacher Education

Dilla College of Teacher Education

Arbaminch College of Teacher Education
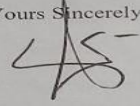
Bonga College of Teacher Education

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Yours Sincerely,

ዳዊት ፋንታዬ ኮጫ
Dawit Fantaye Kocha

CC:

Deputy Head: Teachers and Education Leaders Development and Licensing Affairs.

Regional Education Bureau

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Deputy Bureau Head-Teachers
& Edu/Leaders Dev't/Licensing
& Re Licensing Affairs

ለትምህርት ጥራት ሁላችንም እንጣር!!
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In replying, please quote our Ref. No

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ቁጥር C006/h18-1083/h 2/35

ቀን 13.4.2014

To: Hosana College of Teacher Education

Dilla College of Teacher Education

Arbaminch College of Teacher Education

Bonga College of Teacher Education

Subject: _Requesting the cooperation of your esteemed college_

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Yours Sincerely,

ዳዊት ፋንታዬ ኮጫ
Dawit Fantaye Kocha

CC:

Deputy Head: Teachers and Education Leaders Development, and Licencing Affairs.

Regional Education Bureau

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Deputy Bureau Head-Teachers
& Edu/Leaders Dev't/Licensing
& Re Licensing Affairs

ለትምህርት ጥራት ሁላችን እንጋር!!
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In replying, please quote our Ref. No

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🖷 Fax 046207187

✉ P.o.Box 506
ሀዋሳ
Hawassa

211

APPENDIX D: QUESTIONNAIRE FOR EDUCATIONAL MANAGERS AND TEACHER EDUCATORS

University of South Africa (UNISA) College of Education, Department of Education Management and Leadership

Questionnaire for Educational Managers and Teacher Educators

Dear CTE Dean, Stream officer/Department Head/Teacher Educator

This questionnaire is designed to collect data for my doctoral research entitled: "Quality of Pre-service Teacher Training at Regional State Colleges in Ethiopia" for the degree of Doctor of Philosophy in Education Management at the University of South Africa under the Supervision of Professor J.Nyoni. This study aims to examine the quality of teaching, learning, and assessment practices in teacher education colleges. As an educational professional, your participation is very valuable and thus, you are kindly requested to complete this survey questionnaire honestly and frankly based on your views and experience. The findings and recommendations will help the government's effort of improving the quality of teacher training.

As a researcher, I assure you that, your response will only be used for this research and no harm is associated. You are not required to indicate your name and all information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in completing the questionnaire is voluntary and you have full right to omit any question or to withdraw at any time.

Please, use a **tick "√" mark** to indicate your responses for items with alternative responses and briefly write your views and experiences for the open-ended items and return the completed questionnaire within two days to me or the Dean of your college.

If you have any research-related inquiries, they can be addressed directly to me. My contact details are:

Cell phone: +251900506020/+251916139213

Email: bdesalegn0@gmail.com

Thank you in advance for your cooperation.
Berhanu Desalegn Mirado (the researcher)

Part 1. Background Information

1. Sex: Male ☐   Female ☐   Not willing to describe ☐
2. Age: Below 25 years ☐   36-40 years ☐
   25-30 years ☐   Above 41 years ☐
   31-35 years ☐
3. Experience in teaching at College/university level: _____Years
4. Educational Qualification

   Bachelor of Art (BA) ☐   Master of Art (MA) ☐
   Bachelor of Education (BED) ☐   Master of Science (MSC) ☐
   Bachelor of Science (BSC) ☐   Master of Education (M. E) ☐
   Doctor of Philosophy (Ph.D.) ☐

5. Position
   Dean ☐   Teacher Educator ☐
   Vice Dean ☐   Officer (including Practicum and CEP officers) ☐
   Department head ☐

Part 2: Teacher educators' and educational managers' views and experiences of Teaching-Learning practices in the Teacher Education Colleges

2.1. Teacher educators' and educational managers' views and experiences regarding the quality of the learning environment in their CTE.

Instruction: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S. No	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators effectively manage their classrooms for better student learning					
2	Teacher Educators provide adequate guidance for students on how they can capitalize on their strengths					
3	Teacher educators give full freedom to students to ask any questions related to their course in and out of the classroom					
4	Teacher educators choose intellectually challenging topics, but still within the grasp					

5	In your CTE, there is a high degree of trust and respect between students and teacher educators					
6	Students show commitment to their learning					
7	Teacher educators show commitment to students' success					
8	Teacher educators are patient and sympathetic toward students' work					

2.2. Teacher educators and educational managers' views and experiences regarding the teaching strategies used by teacher educators in their CTE

Instructions: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators recognize the existence of individual differences among students					
2	Teacher educators make an explicit link between the aims/ objectives of each teaching-learning activity					
3	Teacher educators prepare instructional plans to provide a desirable learning experience					
4	Teacher educators use individualized instruction to help learners make decisions					
5	Teacher educators use student-Centred approaches to ensure students' learning					
6	Teacher educators understand that the student's learning style is related to the teacher's teaching style					
7	Teacher educators connect the new element to be learned					

	with something from previous experiences					
8	For any project work/assignment, teacher educators instruct their students to present their work either individually or in a group					
9	Teacher educators encourage students' active construction of knowledge using performance-based tasks					

2.3. Teacher educators' and educational managers' views regarding the students' learning approach in the CTE.

Instructions: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	Students work to meet minimum syllabus requirements due to fear of failure					
2	Students rely on their short notes instead of understanding the whole picture of the learning material					
3	Students show a desire to understand the teaching-learning material through critical learning					
4	Students actively engage in their learning being motivated by what they learn					
5	Student's engagement in the tasks is grade-oriented					
6	Students prefer multiple-choice, true-false, and completion items to essay-type assessments					

Part 3: Teacher educators' and educational managers' views and experiences of the assessment practices in the Teacher Education Colleges

Instructions: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

3.1. **Preparation of the assessment tools and their implementation**

Instructions: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Almost always =5, Often =4, Sometimes =3, Rarely =2, Never =1,

S.N	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators use a diversity of samples of students' work for assessing their performance					
2	Teacher educators prepare assessment tools based on the minimum learning competencies required for that particular course					
3	Teacher educators prefer to use alternative assessments than paper and pencil tests					
4	Teacher educators engage the students in the assessment process					
5	Teacher educators discuss with their students concerning the assessment methods and criteria					
6	Teacher educators usually check the quality of the test/exam using item analysis					
7	Teacher educators design various ranges of assessments to provide overlapping evidence					
8	Teacher educators use some open-ended techniques and problems for assessing students' performance					

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3.2. Assessment methods frequently used by the teacher educators

Instruction: The following table contains various assessment methods used by teacher educators in teacher education colleges. Indicate the frequency of using them for evaluating your students by putting a tick "√" mark under the alternative scales given.

Items	Frequency of using the indicated assessment methods				
	Always	Often	Sometimes	Rarely	Never
Mid-exam (test)					
Final exam					
Group work without reflection					
Group assignment with reflection					
An individual assignment without reflection					
Individual assignment with reflection					
Oral questions					
Seminars					
Project work					
Performance (practical) tests					
Portfolio					
Observations					
Peer-assessment					
Self-assessment					
Key: **reflection** in this context is to mean that students are expected to explain how they have carried out the task given(student/s may reflect their classmates or to their instructor)					

Part 4: Teacher Educator's and educational manager's views and experiences regarding the commitment of the CTE aimed at enhancing the quality of its teaching

Instructions: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

Highly active=5, Fairly active =4, Moderately active =3, Slightly active=2, Not active =1,

S.No	Items	Activity level				
		1	2	3	4	5
1	Taking initiatives for helping students to work efficiently					
2	Providing adequate counseling service, career advice, mentoring					
3	Facilitating professional support for teacher educators in planning for quality teaching					
4	Awarding/ giving recognition for remarkable quality teaching initiated by the teacher educators					
5	The CTE provides funds for motivational teaching					
6	Provisions of facilities for enhancing quality teaching					
7	Setting criteria used for the initial recruitment process of the teaching staff prioritizes teaching quality					
8	The CTE uses students' evaluation results for improving teaching quality					

Part 5: Teacher Educator's and educational managers' views and experiences regarding the institutional quality monitoring mechanisms in the CTEs.

Instructions: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

Strongly Disagree=1 Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	The CTE has well established internal quality assurance system					
2	In the CTEs, there is an established system of counseling services for students					
3	The CTE has written procedures to improve and enhance the quality of its teaching and learning					
4	The CTE demonstrates applicable and collegial dialogue about continuous improvement of student learning and achievement					
5	The CTE communicates quality teaching standards for teacher educators					
6	The CTE has a specific body in charge of monitoring quality aimed at enhancing the quality of teaching and learning					
7	The CTE undertakes a semester-based academic review of its courses/programs by regularly assessing learning outcomes for courses					
8	At the departmental/Stream level, there is an organized team that conducts classroom observations					
9	Teacher educators are provided classroom observation feedback					
10	The CTE uses student evaluation results for enhancing					

	teaching quality					
11	The CTEs have established mechanisms for evaluating the congruence of assessment practices with the learning goals stated in each course					
12	The CTE has clear procedures that enforce teachers to follow quality measures such as preparing a table of specifications and item analysis for preparing test/exam					
13	In the CTEs, there is a culture of enhancing the quality of teaching, learning, and assessment through research and evaluation					
14	There is a system of evaluating assessment tools used by the teacher educators					
15	Student assessment approaches are documented for each course or program offered and are designed and implemented in a valid, reliable, and fair manner					
16	The CTE uses assessment and evaluation outcomes for enhancing the competence of student learners					
Key: A table of specifications, sometimes called a test blueprint, is a table that helps teachers align objectives, instruction, and assessment						

Part 6: Teacher educators and educational manager's views regarding the quality of practicum program implementation in the Colleges of Teacher Education

Instructions: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

Strongly Disagree=1 Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S. N	Items	Rating scales				
		1	2	3	4	5
1	The practicum program is designed to integrate theoretical knowledge with practice					
2	The CTE makes adequate planning of the practicum program					
3	The CTE provides adequate orientation for students on the importance of the practicum courses for their teaching profession					
4	There is a strong partnership between CTE and primary schools.					
5	An adequate budget is allocated for the practicum program implementation					
6	The CTE provides adequate training for school mentors and tutors regarding the practicum					
7	At the end of the teaching practice, mentor teachers provide assessment reports for student teachers so that they can assess their development.					
8	The CTE demonstrates adequate supervision for the practicum program					
9	Schools assign experienced mentors and tutors to assist the prospective teachers while they are in the field practice					
10	Adequate time is allotted for the practicum program					
11	There is an alignment between what the students practice in the schools with what they learned in the CTEs					

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Part 7: Teacher educators and educational managers' opinions on the overall improvement of quality of teacher training in the CTEs

Dear Teacher educator, here, kindly requested to briefly write your opinion on the following aspects to ensure the quality of teacher training in the CTEs

1. What should be done to enhance teaching-learning quality?
    _____
    _____
    _____

2. What should be done to enhance assessment quality
    _____
    _____
    _____

3. What should be done to enhance the effectiveness of practicum program implementation
    _____
    _____
    _____

4. What should be done to enhance the effectiveness of quality control mechanisms?
    _____
    _____
    _____

APPENDIX E: QUESTIONNAIRE FOR STUDENT TEACHERS

University of South Africa (UNISA) College of Education, Department of Education Management and Leadership

Dear Student teacher,

I am Berhanu Desalegn Mirado, a Doctor of Philosophy student at the University of South Africa. It is to inform you that I am collecting data for my doctorial research entitled: "Quality of Pre-service Teacher Training at Regional State Colleges in Ethiopia"

I am asking for your willingness in responding to the questions presented below. Your response will have great value for improving the quality of teacher training in your college as well as at the national level.

As a researcher, I assure you that, your response will only be used for this research and no harm is associated. You are not required to indicate your name or College and all information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in completing the questionnaire is voluntary and you have full right to omit any question or to withdraw at any time.

Please, use a **tick "√" mark** to indicate your responses for items with alternative responses and briefly write your views and experiences for the open-ended items.

If you have any research-related inquiries, they can be addressed directly to me. My contact details are:
Cell phone: +251900506020/+251916139213
Email: bdesalegn0@gmail.com

Thank you in advance for your cooperation.
Berhanu Desalegn Mirado (the researcher)

Part 1: Background Information

a. Sex: Male ☐ Female ☐ Not willing to describe ☐

b. Age:_____years

c. Stream: Language ☐

Aesthetics ☐

Social Science ☐

Education ☐

Maths and Natural Science ☐

Part 2: Student teacher's views and experiences of Teaching-Learning practices in the Teacher Education Colleges

2.1. Student teachers' views and experiences regarding the quality of the learning environment in their CTE.

Instruction: Please read the following statements and indicate your response for each statement using a tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S. No	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators effectively manage their classrooms for better student learning					
2	Teacher Educators provide adequate guidance for students on how they can capitalize on their strengths					
3	Teacher educators give full freedom for students to ask any questions related to their course in and out of the classroom					
4	Teacher educators choose intellectually challenging topics, but still within the grasp					
5	In CTE, there is a high degree of trust and respect between students and teacher educators					
6	Students show commitment to their learning					
7	Teacher educator show commitment to students' success					
8	Teacher educators are patient and sympathetic toward students					

2.2. Student teacher's views and experiences regarding the teaching strategies used by teacher educators in their CTE

Instruction: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators recognize the existence of individual differences among students					
2	Teacher educators make an explicit link between the aims/ objectives of each teaching-learning activity					
3	Teacher educators prepare instructional plans to provide a desirable learning experience					
4	Teacher educators use individualized instruction to help learners make decisions					
5	Teacher educators use student-centred approaches to ensure students' learning					
6	Teacher educators understand that the student's learning style is related to the teacher's teaching style					
7	Teacher educators connect the new element to be learned with something from previous experiences					
8	For any project work/assignment, teacher educators instruct their students to present their work either individually or in a group					
9	Teacher educators encourage students' active construction of knowledge using performance-based tasks					

2.3. Student teacher's views regarding the learners' learning approach in the CTE.

Instruction: Please read the following statements and indicate your response for each statement using the tick **"√"** mark to indicate your response. Please use the following scale:

Strongly Disagree=1, Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	Students work to meet minimum syllabus requirements due to fear of failure					
2	Students rely on their short notes instead of understanding the whole picture of the learning material					
3	Students show a desire to understand the teaching-learning material through critical learning					
4	Students actively engage in their learning being motivated by what they learn					
5	Student's engagement in the tasks is grade-oriented					
6	Students prefer multiple-choice, true-false, and completion items to essay-type assessments					

Part 3: Student teacher's views and experiences of the Assessment Practices in the Teacher Education Colleges

Instruction: Please read the following statements and indicate your response by using the tick **"√" mark**. Please use the following scale:

Almost always =5, Often =4, Sometimes =3, Rarely =2, Never =1,

3.1. **Preparation of the assessment tools and their implementation**

S.No	Items	Rating scales				
		1	2	3	4	5
1	Teacher educators use a diversity of samples of students' work for assessing their students' performance					
2	Teacher educators prepare assessment tools based on the minimum learning competencies required for that particular course					
3	Teacher educators prefer to use alternative assessments than paper and pencil tests					
4	Teacher educators engage the students in the assessment process					
5	Teacher educators discuss with their students concerning the assessment methods and criteria					
6	Teacher educators usually check the quality of the test/exam using item analysis					
7	Teacher educators design varied ranges of assessments to provide overlapping evidence					
8	Teacher educators use some open-ended techniques and problems for assessing students' performance					

3.2. Assessment methods frequently used by the teacher educators

The following table contains various assessment methods used by teacher educators in teacher education colleges. Indicate the frequency your teachers use to assess your performance by putting a tick "√" mark under the alternative scales given.

Items	Frequency of using the indicated assessment methods				
	Always	Frequently	Sometimes	Rarely	Never
Mid exam(test)					
Final exam					
Group work without reflection					
Group assignment with reflection					
An individual assignment without reflection					
Individual assignment with reflection					
Oral questions					
Seminars					
Project work					
Performance (practical) tests					
Portfolio					
Observations					
Peer-assessment					
Self-assessment					
Key: **reflection** in this context is to mean that students are expected to explain how they have carried out the task given(student/s may reflect to their classmates or to their instructor)					

Part 4: Student Teacher's views and experiences regarding the commitment of the CTE aimed at enhancing the quality of its teaching

Instruction: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

Highly active=5, Fairly active =4, Moderately active =3, Slightly active=2, Not active =1,

S.No	Items	Activity level				
		1	2	3	4	5
1	Taking initiatives for helping students to work efficiently					
2	Providing adequate counseling service, career advice, mentoring					
3	Facilitating professional support for teacher educators in planning for quality teaching					
4	Awarding/giving recognition for remarkable quality teaching initiated by the teacher educators					
5	The CTE provides funds for motivational teaching					
6	Provisions of facilities for enhancing quality teaching					
7	Setting criteria used for the initial recruitment process of the teaching staff prioritize teaching quality					
8	The CTE uses students' evaluation results for improving teaching quality					

Part 5: Student teacher's views regarding the quality of practicum program implementation in the Colleges of Teacher Education

Instruction: Please read the following statements and indicate your response by using the tick "√" mark. Please use the following scale:

Strongly Disagree=1 Disagree=2, Uncertain =3, Agree=4, Strongly Agree=5,

S.No	Items	Rating scales				
		1	2	3	4	5
1	The practicum program is designed to integrate theoretical knowledge with practice					
2	The CTE makes adequate planning of the practicum program					
3	The CTE provides adequate orientation for students on the importance of the practicum courses for their teaching profession					
4	There is a strong partnership between CTE and primary schools.					
5	An adequate budget is allocated for the practicum program implementation					
6	The CTE provides adequate training for school mentors and tutors regarding the practicum					
7	At the end of the teaching practice, mentor teachers provide assessment reports for student teachers so that they can assess their developments.					
8	The CTE demonstrate adequate supervision for the practicum program					
9	Schools assign experienced mentors and tutors to assist the prospective teachers while they are in the field practice					
10	Adequate time is allotted for the practicum program					
11	There is an alignment between what the students' practice in the schools with what they learn in the CTEs					

Part 6: Student teacher's opinion for the overall improvement of quality of teacher training in the CTEs

Dear Student teacher, here, kindly requested to briefly write your opinion on the following aspects to ensure the quality of teacher training in the CTEs

5. What should be done to enhance teaching-learning quality?

_____

_____

_____

6. What should be done to enhance assessment quality

_____

_____

_____

7. What should be done to enhance the effectiveness of practicum program implementation

_____

_____

_____

APPENDIX F: TEACHER EDUCATOR/EDUCATIONAL MANAGER/ STUDENT TEACHER 'S CONSENT FOR FILLING QUESTIONNAIRE

Dear Sir/Madam

I, _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunities to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to fill out the questionnaire. I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)   _____

_____   _____
Participant Signature   Date

Researcher's Name & Surname (please print)   _Berhanu Desalegn Mirado_

_____   ------------------------------------
Researcher's signature   Date

APPENDIX G: EDUCATIONAL MANAGER/ TEACHER EDUCATOR/ STUDENT TEACHER'S CONSENT TO BE TAPE-RECORDED DURING INTERVIEW /FOCUS GROUP DISCUSSION

I, _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunities to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the Interview. I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

_____

_____   _____
Participant Signature   Date

Researcher's Name & Surname (please print)   Berhanu Desalegn Mirado
_____   _____
Researcher's signature   Date

APPENDIX H: INTERVIEW GUIDE FOR STUDENTS (FOCUS GROUP DISCUSSION)

1. In your opinion, how do you evaluate the teaching quality in your CTE?
2. In your observation, how do you evaluate the teaching methods used by teacher educators?
3. What modes of teaching do your teachers mostly use?
4. How do you evaluate your participation level in the learning process?
5. How best do you think the instruction should be delivered?
6. How do you evaluate the assessment practices in your CTE in terms of promoting students deep learning/critical thinking skills?
7. How do you describe the quality of assessment practices in terms of meeting the required competencies of primary education teachers' framework?
8. How do teachers assess students' achievements?
9. In your view, for what purpose do teachers use classroom assessment?
10. What kind of assessment tools do teachers frequently use? How do you evaluate its quality?
11. How do teachers provide feedback for students' progress?
12. How do you evaluate the commitment of the CTE Deans, Stream officers, and department heads in resolving challenges faced by the students in their learning process?
13. How do you evaluate the quality of practicum program implementation?
14. What is your view regarding the effectiveness of the practicum program in preparing quality teachers?
15. How do you evaluate CTE-schools partnership for implementing the Practicum program?
16. In your opinion, how do you evaluate the quality of mentors assigned to assist prospective teachers during field practice?
17. How do you evaluate the student's academic support services in your CTE? (Registry-related services, mentoring/academic advising, etc.
18. What are your suggestions for improving the quality of teacher training?

APPENDIX I: INTERVIEW GUIDE FOR CTE DEANS/VICE DEANS/TEACHER EDUCATORS

- How do you observe the teaching-learning practices in your CTE to prepare quality primary school teachers?
- In your observation, how do you evaluate the teaching methods used by teacher educators?
- What modes of teaching do lectures mostly use?
- How best do you think the instruction should be delivered?
- How do you evaluate the assessment practices in your CTE in terms of promoting students deep learning/critical thinking skills?
- How do you describe the quality of assessment practices concerning addressing the required competencies of primary education teachers' framework?
- Is there a standardized assessment policy in your CTE? If yes, how it has been implemented? What challenges have been encountered?
- What mechanisms do teacher educators use to ensure assessment quality?
- What is your view regarding the effectiveness of the practicum program implementation in preparing quality teachers?
- What does a CTE-school partnership look like for effective implementation of the Practicum program?
- What mechanisms does your CTE use to monitor the quality of the training?
- How do the departments ensure that learning is going on and that the quality is maintained?
- What do you suggest for improving the quality of teacher training?