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The Cult of Honor

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Highlights

Natural Forest Conservation

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Discovering Thoughts, Inventing Future

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Mechanism of Learning Process

By Dr. Ritu Sharma
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Abstract- An attempt was made to understand mechanics of learning. The information showed that children generally use right brain to learn while adults use left brain. Learning is a function of conscious mind, subconscious mind, intellect and ego. The conscious mind learns with the help of sensory organs, the capacity of which is limited and its memory is also short-lived. To convert the short term memory into long term one, the material learnt by conscious mind has to be driven to sub-conscious mind by repetitions. More the repetitions, more strong the long term memory. The knowledge in the sub-conscious mind can also be stored if it is linked with things that are easy to remember. However, the recalling of information from subconscious to conscious mind is not possible in a disturbed state of mind. To alleviate this problem, a silent exercise, consisting of doing nothing for 10-15 minutes duration, is described. Besides, the silent exercise also helps in increasing the capacity of conscious mind to understand and learn.

The intellect is the discriminative faculty of mind. Its main job is to protect the ego. If a learner considers himself to be excellent, intellect will do every effort to protect his excellence. The chanting of gayatri mantra is also advised as it sharpens the intellect of the learner.

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Mechanism of Learning Process

Dr. Ritu Sharma

Abstract- An attempt was made to understand mechanics of learning. The information showed that children generally use right brain to learn while adults use left brain. Learning is a function of conscious mind, subconscious mind, intellect and ego. The conscious mind learns with the help of sensory organs, the capacity of which is limited and its memory is also short-lived. To convert the short term memory into long term one, the material learnt by conscious mind has to be driven to sub-conscious mind by repetitions. More the repetitions, more strong the long term memory. The knowledge in the sub-conscious mind can also be stored if it is linked with things information from subconscious to conscious mind is not that are easy to remember. However, the recalling of possible in a disturbed state of mind. To alleviate this problem, a silent exercise, consisting of doing nothing for 10-15 minutes duration, is described. Besides, the silent exercise also helps in increasing the capacity of conscious mind to understand and learn.

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I. Introduction

Learning is a fantastic phenomenon. That is why, a new born baby starts observing, feeling and learning things by himself. Evidences are also available in ancient literature that an infant starts learning in the mother's womb. Abhimanyu, a great warrior of the Mahabharata learned the art of archery in his mother's womb. It is a common experience that inspite of having learnt everything well, students commit mistakes in the examination hall. Likewise, singers sing well in bathrooms but forget when asked to sing in front of an audience. Why does such forgetting phenomenon occur at the crucial hour.

All parents want their children to be outstanding with 100% memory power. What to do to make it possible? For that, an understanding of the process of learning is required which would help in improving memory. Little information is available in literature about the mechanics of learning process which would possibly provide answers to the above questions. Therefore, an attempt was made in this direction so as to help the students to improve their performance in examination. A possible mechanics of learning process is described in this paper.

II. Learning Process in Children

It is our common experience that a two year old child will easily learn a new language which an adult will find difficult to learn. This is so because children use the right part of their brain to learn while adults use left brain. Children do not ask questions of how and why? They accept whatever teacher or mother teaches them as truth. The right brain simply accepts information. Children learn speaking before they learn the alphabets. Their brain also starts making grammar. No child learns grammar before speaking words. The right brain is alive until the child attains puberty. It is the stage when child moves out from right brain and wants to liberate himself from mother and teacher. He acquires questioning tendency before accepting the information. This happens when left brain takes over the right brain. His learning process is somewhat slowed. Adults understand first and memorize later while in children, reverse is the case. During childhood, all of us have memorized mathematical tables and poems simply by repetition but without understanding. They are still in our memory. This shows that the repetition of information helps in long-term memory.

Chanting of Gayatri mantra for 2-5 minutes daily in the morning is advocated as it tends to keep the right brain open **(Prabhakar, 2009).** According to **Acharya (2000)**, chanting of this mantra generates vibrations which sharpen the intellect by activating different glands. The mantra has the purport that, "May God expand my intellect and make me intelligent."

III. Mechanics of Learning Process

The learning process involves understanding and memorizing as well. It is a function of internal organs of the body, namely, conscious mind, subconscious mind, intellect and ego. As such understanding takes place at four levels:

1. Conscious mind
2. Subconscious mind
3. Intellect
4. Ego

a) Working of conscious mind

Its working could be considered similar to a TV screen on which the images are projected. The conscious mind gains knowledge with the help of sensory organs and past information etc. and the images of the same are projected on the mind screen. The information, whatsoever, is present at a particular time is called awareness. Bigger the screen of conscious mind, more is the information or knowledge contained in it and vice versa. Thus, its size matters in grasping and containing the knowledge. The memory of

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this mind is limited. Thus main problem or challenge in education lies as to how to increase the capacity or space of conscious mind. The memory of conscious mind is also short-lived and subject to forgetfulness.

b) Creating more space or capacity of the conscious mind

Some evidences of inadequate space in mind are available in ancient literature. Tulsi Saheb, a great saint of India asked his disciple to cleanse his mind because his mind was full of clutter of thoughts (Puri and Sethi,1995). Thus, there was no space available in his mind to accommodate further knowledge. Every teacher goes on feeding the information to the students without caring whether their mind is in a position to grasp or absorb it. This causes confusion in their minds. Thus, students should be taught simultaneously to keep their minds clean or empty so that they can readily absorb new knowledge. Clean or empty mind means stillness of mind or maintenance of an equanimous state. The mind whose stillness is distorted is not able to concentrate. For maintaining stillness of mind, Swami (2014) a has discovered a silent exercise which he calls as " Chup sadhan". He has designed it for spiritual purposes as stillness of mind is also required for the upliftment of the soul. The stillness of mind is of great use in learning process. The technique is described in brief, as under:

c) Silent technique for stillness of conscious mind

It is based on the inherent attribute of the soul that it is neither doer nor enjoyer of the fruit of actions (Bhagwad Gita 13/31*) as quoted by Swami (2014)b. The technique consists of the following steps:

1. Sit in a comfortable position with spinal chord erect on carpeted ground or in a chair with both the hands in the lap. The right hand palm should be on left hand palm and the palms should face upwards. This is called Brahmanjali Mudra (Sidharth and Puri, 2014).This helps in stilling the mind.
2. Keep your eyes closed and think as if you are going to sleep, but sleep is to be avoided. The simple thought of sleep helps one to withdraw one's attention from the world to eye-brow centre (concentration centre).
3. Keep in mind that God is present everywhere and everything is happening in His presence. So, whatsoever happens is justice as injustice can't prevail in God's presence. Accept it from the heart.
4. Sit quietly with doing nothing and no expectation. Even the expectation of mind to be still should not be there. When you don't have any expectation, you do nothing, neither physical nor any mental activity. (Bhagwad Gita, 3/18 ,6/25).
5. When you have made up your mind to remain calm, still the thoughts may continue to come, but just ignore them. Let them come and go. Don't interfere with them nor differentiate them into good or bad thoughts. Adopt letting go attitude or indifferent attitude towards thoughts (Bhagwad Gita, 6/25). Accept them without any reservation. This means not to attach with positive and not to hate the negative ones.
6. Likewise, don't pay any attention to any outside disturbance, (it could be due to traffic or anything else). Simply ignore and feel totally unconcerned. Maintain aloofness from all the happenings (Bhagwad Gita, 2/14, 2/64, 3/34).
7. In due course of 10 to 15 minutes, mind will become empty and thoughtless. The disturbance, if any, will not have any effect on your mind as the mind acquires an equanimous state. In this state the mind is ready to absorb or grasp the knowledge like the sponge absorbs water. It amounts to creating space or increasing the learning capacity of the conscious mind.

It is an effortless and natural process. If you make efforts to still the mind you will never succeed just like you cannot succeed in making muddy water clear by stirring it. In contrast, if you just allow the muddy water to stand, mud will settle down on its own and water will become clear. A similar principle holds good while settling the mind and its passions. The stillness of mind has also been advocated by Gillchrest (1999) to tap the hidden powers of the universal mind . Prabhakar (2007, 2009, 2015) has used a similar silent exercise with some modifications and has observed spectacular increase (15- 20%) in the marks of the students Swami (2014) a has claimed that if a person enters into his own silence even for 1 to 2 seconds, he acquires infinite intelligence and strength. It appears that all the scientific discoveries have been made when the scientists were stationed in their absolute silent state. The mechanism of the silent exercise could be also explained in the terms of duster and blackboard. In the class, the teacher uses duster to erase the blackboard, in other words, he increases the capacity or space of the blackboard by erasing off the material. Likewise student can employ this silent exercise to erase the material of conscious mind. The thoughtless state of the conscious mind amounts to erasing off the material from the conscious mind and driving the material to the subconscious mind. Thus the silent exercise should form an integral part of education program. The students should be taught to sit in silence for 5 – 15 minutes before the class begins. As such, the memory of conscious mind is short-lived and to convert it to long term one, the help of sub-conscious mind is taken.

d) Working of Sub- Conscious Mind

It is also called "Chit" in Indian literature. It is a store house of information or memory and its capacity is infinite. It retains all the material that has been learnt and works mainly on the principle of repetition. More the

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repetitions, more is the retention of the material. Students must be made to believe that every subject is very easy. This belief will accelerate the learning process. On the other hand, if a subject is labelled as difficult, the students will not even attempt to learn that subject because the word "difficult" itself will work as a barrier in the process of learning. Sometimes, larger pieces of information, although easy to understand, yet are difficult to memorize (Prabhakar, 2015).In such situations he advises to break up the large information into small segments which will facilitate the memorizing process.

He explains it with a verse, "Apavitrah pavitrova sarva avasthan gatopiva yah samreth pundaree-kaksham". After reading it once, it may not be memorized by the student. So read first two words of this verse 10 times with open eyes and then repeat it effortlessly 10 times with eyes closed. Now read the first four words of the verse 10 times with open eyes and repeat 20 times with eyes closed but without any effort. If you feel effort or strain, repeat the process till you are able to read the four words effortlessly. Do not proceed further without effortless repetition. It may appear boring, but you are doing something which you were not able to do earlier using the power of the subconscious mind. Now read the next three words of the verse, 10 times and repeat the same effortlessly with closed eyes. If effort or strain is felt, one should repeat the process. Afterwards, read whole of the verse, 3 times and repeat the same with closed eyes. Keep on repeating effortlessly without any strain. Practice repetition of the whole verse 5 times, 3 times a day for 10 days. It will get embedded in the subconscious mind on a long term basis. Lekhi (2015) suggested whatsoever a child learns should be re-affirmed after the first 10 minutes then after 10 days and then after a week, then after a month and then after 3 to 6 months. This will ensure long term memory. Care should be taken that the student does not feel any strain or stress in his mind while repeating the process. As such, the number of repititions may depend on the calibre of a particular student.

The question arises as to why we have forgotten so many things because we have left the learnt material in the conscious mind itself and have not driven it to the subconscious mind with effortless repetitions. The long term memory can also be assured if the student links the information with the things, easy to remember. If he links the names of planets with a statement, "My very educated mother just showed us nine planets", where the first alphabet of each word denotes the names of each planet of the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Similarly colours of the rainbow could be learnt by the acronym "vibgyor" denoting different colours. The memory of an outstanding information creates a niche in the mind thus helping it to remember on a long term basis. Such information may consist of disasters, bomb blasts, demonetization etc. Likewise, pointers in the form of charts and tree diagrams may be tried to recall the information from the subconscious memory.

e) How to recall the information from the subconscious mind

Recalling the information from the subconscious mind to the conscious mind is not possible in a disturbed (fearful) state. Similarly envy, jealousy, tension, fault finding and blame also disturb the peace of mind, blocking the flow of information from subconscious mind to the conscious mind. So the students' mind should be as peaceful as possible. This could be achieved if they resort to silent exercise (as described earlier) for at least 2-3 minutes before attempting the paper in the examination hall or the class. This will ensure continuous flow of learnt material without any forgetfulness. The students should not resort to the thinking as it is a function conscious mind. The thinking needs to be avoided as it also obstructs the flow of information from subconscious mind. It is a common experience that if one forgets something as to where he has kept it, he starts thinking about it but it never comes to his mind. The moment one stops thinking, all of a sudden, it comes to his memory. Lord Krishna also advises Arjuna to establish oneself in one's own silence before starting any work (Yogananda, 2014).

f) Working of Intellect and ego

Intellect is the discriminative and determinative faculty of the mind. Its main job is to protect ego. The ego is I-ness of the consciousness, what you consider yourself to be (Sharma, 2014). In other words, ego is a shape or form acquired by the self: soul (Ahm) which by acquiring a shape (Akara) of any object, may be of body etc becomes ego (ahamkara). The soul, being animate, an essence of God, is the very infinite source of intelligence. In fact, the intelligence of the soul is reflected in the intelligence of the mind. With silence practice, intellect also gets rest and becomes pure.

Learning process is conditioned by the kind of ego of a student. If he considers himself to be an outstanding student, his intellect will do every possible effort in learning to make him an outstanding learner. Swami (2013) reported that whatsoever the mind thinks in the presence of the eternal soul, the thought is manifested into a visible form in due course of time. It is the intellect that decides what one has to do to protect one's ego. It directs its decision to the mind, which in turn conveys its orders to the concerned sensory organs for the needful. Lastly, the ego of a student must possess an element of unselfish serving attitude so that the knowledge gained by him is used for the upliftment of poor masses (Vivekananda,1969).

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IV Conclusions

From the above discussions, it can be concluded that learning takes place at four levels, i.e. conscious mind, subconscious mind, intellect and ego. The working of conscious mind is based on the sensory organs while that of sub conscious mind, on the repetitions of the subject. The intellect protects the ego and does every effort to protect the contentions of the ego. A silent exercise of 10-15 minutes duration, consisting of doing nothing, is described as it enhances the learning process by improving the overall efficiency of the learning process.

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13. *The numerator 6 denotes the chapter of Bhagwad Gita while the denominator, 25 denotes the verse of Bhagwad Gita. Likewise other numerators and denominators denote the chapters and verses of Gita respectively.

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The Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods: Focused on Selected CTE of Oromia

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Abstract- The purpose of this study is to identify the Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods and to examine how Higher Diploma Program Training changes HDP Trained Teachers' Classroom Teaching Methods so as to bring changes in college students' learning. The method employed in this study is descriptive one because it helps to reveal the current major implementation problems after the training of higher diploma. Among 10 CTE in Oromia, three colleges namely, Nekemte, Jimma and Asela were chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample were to examine the certain improvements and changes of HDP experienced beginners since they trained more teacher educators up to the present time.The sample sizes are fifty- Seven students from each college making up a total of one hundred and seventy –one students out of 5,700 and Sixteen HDP trained teachers from each college making up a total of 48 teachers out of 210 were included using probability sampling since the populations were relatively large. Instruments used for data gathering were questionnaires composed of both open and close ended items were set and administered. To cross-check the validation of information gathered, the researcher used semi-structured interview questions beside with personal observation which was used to compare the opinion of respondents with relevant issues of pre-set questionnaires of students and teachers.

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Chapter One

I. The Introduction Parts

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and definition of key terms used.

a) Background of the study

The investigation of the quality of education and the effectiveness of teacher education developed higher diploma program, which identified the needs of teacher's educators in Ethiopia (HDP Handbook, 2008). Higher diploma program began in all 21 teacher education Institutes in October 2003 G.C., as a new compulsory qualification, for all teacher educators (MOE 2011:4). It aimed at improving the quality of classroom practice. It provides teacher educators with practice of program to support their development as effective teachers and reflective practitioners with enhanced professional status, able to model student centered learning and continuous assessment, manage change and make a difference in education system (HDP Hand Book 2011:6).

Education is not only a preparation to later life, but also it is an aspect of life itself (Silberman 1970:17). In other words, education is not a preparation for living but it is identical to life itself. To be educated means to understand how to make intensions effective in the real world and how to apply knowledge to the life one lives and the society in which one lives. Therefore, education holds the key to society mobility, personal success and national development. It is to enjoy the present, to get ready for the future, to behave responsibly as a member of a society and to learn to face diversity. Baum and Tolbert (1985: 119) state that it is now generally recognized that development of a country's human resources is essential to its prosperity and growth and to the effective use of its physical capital.

Education is an integral component of all development effort. According to Benson 1963:33 -41), to consider growth over the long run future, we must ask that what changes in education are likely or possible. What is required to maintain the contribution of more education to the growth rate is maintenance the percentage increase in the amount of education received, adjusted for the greater importance of the upper grade. This prospect makes it all the more important to seek improvement in the quality of education.

Attention to the concept of quality education has come to the most noticeable issue as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned and how

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learning occur is as important as access to education. But one difficulty is that while most people understand intuitively what they mean by "quality of education" there may not be a common understanding of the term. According to UNESCO (2003:3), the conventional definition of quality education is linked directly to such critical components as teachers, content, methodologies, curriculum, examination, systems, policy, planning and management and administration.

Successful quality education is a whole class room process most often led by the head teacher and the classroom is where inputs are transformed into learning. Without a competent teacher, no curriculum can be implemented effectively. Thus, quality educational processes require well-trained teachers who are able to use learner centered teaching and learning methods. Moreover, Chapman et-el (1996:146) pointed out that a quality education must be offered with a managerial and administrative system that supports effective learning.

Among other things provision of quality education has been given more emphasis at all levels by Ministry of Education (MOE). Ministry of education indicates that throughout the education system the increase in enrollment would be complemented by improvement in quality-from better trained and motivated teacher, more relevant curricula, more books improved school environment, and improved internal efficiency, to examinations which provide feedback to institutes to help improve classroom teaching (ESDP-I, 1999:7)

Among the suggested quality indicators, availability of qualified teachers is one that affects quality of education. Being aware of this, Higher Diploma program continually develops in line with government policies and strategies to support teacher educators who are qualified 6 with a minimum standard of BA and BSC degrees. Its significant expansion in tertiary education has resulted in the need for more trained teacher educators to guarantee the quality and to achieve the sector goals, and to meet the demand for the HDP (MOE, 2011). Since college teachers are training student teachers, they must themselves be equipped with a high quality so as to be competent and be educated for the specifics of their role to produce better teachers and improve the learning of students in Oromia.

In general, classroom teaching methods play a key role in producing competent teachers. Though the training policy of the government is intended to improve the quality teacher educators it also needs too many programs to realize its intended missions. Among these higher Diploma program is one which plays its own role in class room teaching.

This study, therefore, will attempt to examine the role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods in order to recommend the solutions.

b) Statement of the problem

Higher Diploma program serves dual purpose. On one hand, it provides teacher educators with practical implementation of the courses (contents) in using varied active learning methods. On the other hand, it makes teacher educators reflective in their daily lessons. These objectives will be achieved only if the appropriate teaching methods in the class room are employed with a reasonable quality as that of a training conducted in the HDP sessions.

The purpose of this study would, then, be to identify the Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods and to examine how Higher Diploma Program Training change HDP Trained Teachers' Classroom Teaching Methods so as to bring changes in college students' learning.

In its attempt to investigate these things, the study tries to answer the following basic questions:

1. How do HDP trained teacher educators, college principals view the relevance and appropriateness of the HDP module's sessions for teacher education?
2. How do teaching-learning processes affect quality of classroom teaching methods?
3. Does the attitude of trained teacher educators towards teaching and that of the trainee students towards learning contribute to the present quality of HDP?
4. To what extend does the level of competence and experience of college principals affect the performance of HDP works?
5. What should be done to bring positive changes in the trained teacher educator's classroom teaching methods?
6. What skills, knowledge and attitudes of trained teachers in the teaching Method areas are changed positively for the courses that they are engaged to teach?

c) Objectives of Study

Based on the issues raised before, the following objectives will be made as the core concern of this basic research in HDP as a subject of study in selected colleges.

- To assess the perception of teacher educators toward their improvement of class room teaching methods after completing HDP.
- To see the improvements that were made because of attending HDP.
- To analyze the output employed on students because of HDP trained teacher-educators.

d) Significance of the Study

The effectiveness and efficiency of HDP depends on a thorough understanding of the problems that hinder its successful accomplishment. Thus, HDP

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coordinators, moderators, leaders, tutors, facilitators and line managers have to be aware of the problems, which affect the implementations of HDP sessions in the real classroom situations, and this is possible only by conducting systematic research on the issue. Hence, the study becomes useful and timely in considering the problems of HDP works of the college. More and more teacher educators have recently completed HDP training. However, the necessary HDP training inputs and the teaching learning process that the trained teacher educators gained from HDP sessions are not implemented in the actual classroom situations at the required level. The principal aim of this study is, there fore, to identify the major roles of HDP that have an impact on the trained teacher educators class room teaching methods in the selected colleges in Oromia. Hence, the findings of this study are expected to see certain impact for effective and efficient teaching and learning activity in the colleges of Oromia. Based on the findings of the study, HDP coordinators, at Ministry of education and university levels, HDP moderators, HDP leaders and HDP related line managers in collaboration with the trained teacher educators of HDP and HDP concerned stake holders are expected to make considerable effort to solve the existing HDP trained teachers' problems in the college of Oromia. Therefore, the problems discussed in the study will have the following importance.

1. The study is expected to contribute in the identification of the problems that become hindrances for trained teachers to implement what they have trained in the HDP.
2. It is intended to create awareness to the problem among trained teacher educators in particular and HDP related coordinators at large.
3. It is also hoped that it encourages others to do more and detailed research on the problem.

e) Delimitation of the study

Although HDP trained teachers are suffering at all levels of their teaching in the classroom, to make the study specific and manageable, it is delimited to certain selected college of Oromia only. The study is delimited to the major roles of HDP in improving trained teachers' class room teaching methods in Nekemte , Jimma and Asela CTE since non-teacher educators in university have a separate sessions in the module for their training. In addition, investigating the roles of HDP in improving trained teachers' class room teaching method is a very wide area of study. Hence, it is related to many roles that include general external roles such as politics, cultural, economic, demographic and global conditions and internal roles such as inputs like students, teachers, curriculum, facilities, college management and educational process, instructional time, language of instruction, methodology of teaching, evaluation.

However, it is very difficult to include all these roles of HDP that directly and indirectly create problems in improving HDP trained teachers' classroom teaching methods in this study. Therefore, to make it manageable, the study concentrated only on the internal (in –college) roles that have influences in the class room teaching Methods. Thus, the roles considered were teachers, students, HDP Module Sessions, college management, educational process, methodology of teaching, and evaluation.

f) Limitations of the study

Although Jimma teachers college managed to carry out the study, the researcher faced problems in conducting this research. Some of the constraints were time limit for proposal submission, skills of the researcher in the area and more literature review in the area of the study, respondents' reluctance in giving responses to the teachers' questionnaire and dislike to be observed while teaching and learning is going on.

g) List of Abbreviations and Acronyms

MOE: Ministry of Education
HDP: Higher Diploma Program
CTE: College of Teachers' Education
HDL: Higher Diploma Leader
HDT: Higher Diploma Tutor
HDC: Higher Diploma Candidate 10

Chapter Two

II. Review of the Related Literature

a) The Role of HDP for Quality Education

Until the early 1990s, the pursuit of quality in institutes was implicit in such activities as curriculum development, rather than explicit in programmers for institute improvement. The concept of quality as a management was only just beginning to merge within the car industry. By the early 1980s, competition from Japan has generated a desperate financial crisis of the Ford Motor company- ironically so, accountants dedicated to reducing cost and tightening budgets. During the 1990s, as the notion of managing quality has become formalized in business applications, so several attempts have been made to transfer the idea of quality to educational setting (Maurice Holt in Hoy, Bayne-Jardine and Wood, 1999:1-2). Quality in education is linked to purpose. Education is to do with learning, rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Margaret Maden and Josh Hillman, Cited in Hoy, Bayne- Jardine and Wood (1999: 13) pointed out that improvement is achieved by the whole institute; by the teacher, but also by the pupils by all staff, not only the teacher, and by the parents and wider community.

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b) Concept of Quality of Education

Literature on the quality of education often covers very broad concepts. Under the quality of education umbrella term may be included: content and methods of teaching, management of the educational process, what that students learn and who the learners are, as well as attempts to adapt education to changing needs through innovation (Coombs, 1969). Teachers and other engaged actively in education look at what is going on in terms of its educational value. Their valuations, on which their estimates of 'quality' are based, will relate to intrinsic consideration of two types – the first to do with the approximation of their products to their concept of an education in achieving approximation to such products out of children who came to them will therefore be understood partly in terms of achievement in relation to some ideal standards, and partly in terms of efficiency relative to the standards of intake. According to Peter (1977:27) there could be:

i. Product judgments of quality, which related purely to the degree to which those who had been at a college satisfied the multiple criteria involved in'being educated'. In this case quality of education involves quality of the product (Hawes; 1985; 255).

ii. Process judgments of quality, which took careful account of the state of students before they entered such institutions and measured the extent to which they had progressed towards being educated from a given base-line. Accordingly, we can say education has a quality if it exhibits some of the criteria associated with education, in either the product sense or in the process sense to a pre-eminent degree. But it is usually very difficult to say that there is more or less quality, because of the multiplicity of the criteria involved.

Quality implies different things to different people. Everyone is in favor of proving quality education (Sallis,1993: 21). The argument starts because there is a lack of agreement as to what it means. According to Sallis (1993: 27-29), in defining the quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. The first is, that is the product? And the second is who the customers are? The product of education is often the pupils or the students. Learners are often talked of as the output. The difficulty is that it is impossible to produce pupils and students to any particular guaranteed standard. The idea of the learner as a product misses the complexities of the learning process and the uniqueness of each individual learner. Therefore, it is more helpful to view education as a service rather than a product line. Service quality characteristics are more difficult to define than those for physical products since they include many important subjective elements.

Hoy, Bayne-Jardine and Wood (1990, 10) define quality in education as an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standard set by the clients who pay for the process or the outputs from the process of educating. Accordingly, quality in education is clearly linked to purpose. A quality education is one that enables children to reach high level academic outcomes (McDerMott; 1988:55). According to Ross and Mahlck (1990:71), an adequate definition of quality of education must include student out comes.

The common view of quality in education given by educators and policy makers, according to Adams (1993) cited in Asseffa Berhane (2002: 29-30) are: *Quality as reputation*-the existence in the minds of most people folklore about which are the best educational institution in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs. *Quality as a process*- reflects not only inputs or results, but also the nature of the intra institutional environments.

Quality as resource and inputs- fiscal reflects the particular bias of a community, an institution or a country toward a body of knowledge, skill or information. *Quality as outputs or outcomes*-achievements in knowledge, skills, entrance ratios to next level of education, income, & occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skill, attitudes & values relevant to the country's needs.

Quality as valve added- a measure of change – how the students have changed because of the learning program, the culture, and the norms of the institution; how the institution helps students to achieve their potential or enlarge human capacities. The value added consists of learning gain and the increased probability of income- earning activity (World Bank, 1995:45).

Public debate on the quality of education usually concentrates on a small number of issues that most frequent of which is the students' level of achievement. But it appears that the general concept of educational quality is complex and multidimensional. Evaluating the quality of the educational system as a whole, or a part of that system entails analyzing first and for most (Grisay and Mahlck, 1991: 34):

a. The extent to which the products or results or the education provided (i.e. the knowledge, skill and values acquired by the student), meet the standards stipulated in the system's educational objective and.

b. The extent to which the knowledge, skills and values acquired are relevant to human and environmental conditions and needs.

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But the notion of quality cannot be limited to students alone; it should also take into account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, building, equipment, curriculum, text books and teaching – learning process, etc. (Grisay and Mahlck; 1991;4) there is no such thing as general definition of the ultimate purpose and objective of education (Beeby, 1986:37). In line with this Kellaghan and Greaney (2001: 22-23) have explained the role of education as related to its purpose and objective. Accordingly for some, the role of education is fostering students' cognitive, moral and social development; for other, education is a means of promoting social cohesion and nation building; for other, it is a preparation for the world of work. It maybe because of this divergence in views that many, though not all, system assessments focus on knowledge and skills that are universality accepted as important.

In general, quality in education can only be conceived as being relative and related solely to the context in which the education is provided. However, in education, quality makes the difference between success and failure (Sallis,1993:11) quality demand is increasing. Work is required to be done faster and better. Quality demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign competition (Gerber and Brown;1994:197). Therefore, quality education at every level is an absolute necessity to day(Mitra,1998;663).

c) The use of HDP Training for Educatio nal Standards

The idea of standards is closely related to the idea of quality, and had a part in much debate about education since the 1980s (Kellaghan & Greaney; 2001:23). The philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the particular purpose, place and time of student. When student receive performance standards which articulate a specific content area or skills focusing on expected students' work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively. Much of the confusion in the debate on the decline of educational quality stems from the common belief that achievement or performance of pupil's schools or the entire educational system. But, since the conditions and needs vary from one country to another, and knowledge and technology are constantly changing, educational standards must be regarded as fundamentally relative (Beeby, 1969). Furthermore, standard set should be periodically reviewed – on the basis of research studies- also because aspirations and expectations of the population change (Grisay and Mahlck, 1991: 4). For this purpose, content standards and instructional objective can serve as important point of entry for teachers and administrators working to revise curriculum (Zmuda and Tomiano; 2001: 28). Finally change in standards must be related to changes pertaining to learning conditions, such as resource, classroom practices, and teacher competence.

d) Measurement of Quality of Education in line with HDP

As stated earlier, quality in education is difficult to define and measure (World Bank, 1995: 2). Regarding this, Tegegn Nuresu (1998: 41) expressed that a discussion on the quality of education usually focuses on level of pupils achievement in examinations, parents satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil – teacher ratios, class – size, and availability of facilities and qualification of teachers.

One indicator of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 1990:58). On the other hand, the quality of educational system or part of the system is often described in terms of inputs into the teaching process rather than in terms of students' achievement, basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicator which are frequently used by planners in developing countries as approximate means of measuring quality, e.g. repetition, dropout, promotion and transition rates. This is probably due to their availability (Grisay and Mahlck, 1991; 4-5). Nevertheless, whilst they are useful for making aggregate comparisons between region of a country, and between countries, they are less relevant for analyzing differences in performance between school and between students with in the same grade. For this, measures of learning outcome will be necessary (Lockheed and Hanshek, 1987). Learning outcomes are typically being measured through standardized measurements of students learning implemented at the end of the schooling grades (Gropello, 2003: 9). Most countries now have some cycle. In cases where those does not exist, results of simple school leaving examination can be used as

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proxies, but the probable lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 1990: 21).

Finally, the participation in regional assessments or even international assessment would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is, ultimately advisable to measure learning outcomes through national and non- national exams (Gropello, 2003, 11). Where such data like result in standardized achievement tests and furthermore, the attainment of more complex- but not less vital educational objective are rarely evaluated: individuals capable of working in cooperation with other to demonstrate ability of inquiry and problem solving etc. can be used to measure quality of education (Ross and Mahlck 1990: 41). In general, according to Ross and Mahlck (1990: 72-73), every society has certain explicit or implicit measures or status indicator of educational quality such as educational inputs, educational outputs and educational processes.

e) Quality, Efficiency and Effectiveness

The concept of good education varies with the stage of development of the school system and of the teachers who serve it. Quality of education according to Beeby (1966: 10-13) may be thought of at three different levels. At the simplest level is what might be termed the *classroom* conception of quality, quality as seen by an inspector of schools. This embraces such measurable skill as ability in the 3 R's, and the acquisition of a given range of fact about history, geography, hygiene and the like.

The second level is termed outside the classroom and into the market place, where the quality of education is measured by its productivity. The economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies that cost and benefit values are attached to input and output (Grisay and Mahlck; 1991:6). According to economists an improvement in the quality of resource devoted to education or by an improvement in the efficiency with which existing resource are employed (Burkhead, Fox and Holland, 1967: 5). An increase in the quality of resources takes the form of more and better inputs into education.

At third level, where quality is judged by broader social criteria, new sets of values must be taken into account, and clashes of opinion and each judges the school system in terms of the final goals we set for ourselves, our children, our country. Among these three levels, it is at the classroom level that the greatest measure of agreement on quality will be found (Beeby, 1966:13). Beeby (1966:15) argued that any fall in the quality of the work might be expected to increase the number of failures and dropout in schools.

The term 'quality' and achievement (i.e. Students' examination results or test performance) are sometimes used interchangeably by planners and administrators when describing the evaluation of the education system or when comparing the situation of a school or group of schools (Grisay and Mahlck, 1991:5). In response to public concern in the 1960s those in position of political responsibility for the quality of schools implemented local, state and even nation school reform initiatives. As a result of this demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration and the use of standardized test (Stiggins, 2002: 19).

Most recently, state wide standard based assessment have become the latest approach to outcome accountability. Standard based approaches are similar in some respect to minimum competency testing, but different in other. For example, performance based assessment were rarely used in minimum competency testing, many standard – based approaches however, include performance- based assessment that require pupils to produce or apply knowledge, not just remember it (Airasian and Abrams, 2002:55). An effective school is then a school, which gives a significant contribution to the students' achievement independently of the students' background and the community context (Gropello, 2003:11).

In other words, it is the value added by the school to the students literacy, academic and social skills through its teaching practices, general organization and management, etc. high quality a schools are sometime defined by their results e.g. cognitive tests or examination scores or by their material correlates (e.g. resources per students) (Lloyed, Tawilla and Clark, 2003: 447). Quality education puts students at the center of the process; students' achievement must be the school's first priority since school exists because of students, this would seem self-evident (UNICEF, 2000:16). Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue quality for individuals and systems (UNICEF, 2000: 19).

Current state legislative policies across the United states aimed at strengthening education accountability through standard based practice, parent choice, and charter schools emphasize policy makers' beliefs that schools may be evaluated in term of their effectiveness in educating their students (Heck, 2000: 20), educational practitioners have often been reluctant to rely solely on these type of indicator of educational quality (Salgank, 1994 in Heck 2000: 513). One

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important issue is that the use of students outcomes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2003: 513). For examinations (tests) to improve quality of education, quality of examinations themselves, kellaghan and Greaney (1992 :9) have argued that defect of examination have been pointed out in numerous occasions in African countries. These are;

i. Most examinations, at both primary and secondary level, are limited to pencil and paper test and so ignore a variety of skill that cannot be measured in this way.
ii. Examination emphasizes the achievement of scholastic skills paying very little attention to more practical skills.
iii. In most examination questions, the student is required to recall or recognize factual knowledge, rather than to synthesize material or apply principle to new situations. Many examinations contain very little reference to the everyday life of students outside the school, dealing with scholastic topics and applications for the most part, rather than, for example trying to find out if a student can use money in the market place.
iv. The quality of actual items used in tests is often poor. If schools gear their teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of knowledge and skills that most people would regard as desirable.

As a solution to improve quality of examination, accreditation of institutions may be useful. This is, on the one hand, the relationship between government and increasingly autonomous institution changing and, on the other hand, individuals are less and less likely to start and complete a qualification of a single institution over a single period of time Accreditation mechanisms need to establish a new link between the assessments of individual completeness and evaluation of institutional capacity and performance (World Bank, 2003: 67). This is because accreditation and certification system help learners move easily and efficiently between different types and levels of learning. Several countries have developed national qualification frame works that assign qualifications from different institutions to a set of levels, with each level linked to competence standards since the 1980s – Australia, England, New Zealand, Scotland were the earliest to do so (World Bank, 2003: 65). Other Asian and African countries have announced plans to develop framework. Institutions are held accountable for the standard of service they provide (Stone, 1977: 8).

To control quality and maintain accountability, many countries, including Chile, Colombia, France and the United Kingdom, have established national standards and assessments at the primary and secondary education levels (Lethwood, Edge, and Jantzi,1999 in World Bank 2003:68). It is important to distinguish between selection testes for access to the next level of education, which virtually all countries have and tests at various stage of schooling certifying learning and providing for accountability, which are less common (world bank, 2003;68). In relation to accountability one may ask as to who may be responsible if quality does not reach an acceptable standard. Kellaghan and Greaney (2001;27), in an attempt to answer this question argue that government, educational planner, managers, teachers, students, teacher training institutions, parents, and even taxpayers are all accountable. In general, it is safe to say that everyone should be held accountable for matters over which each has control. Finally there are alarming numbers of students who do not master certain desirable levels of reading, writing and arithmetic as required for their grade level. Therefore quality control can help identify special and common causes (Mitra, 1998; 663).

f) Teachers' knowledge and skill, experience and motivation

The more people know the more they can do. The better-educated staff the better able they will be under take quality improvement (Sallis, 1993: 49). It is the quality of the teacher that influences the quality of learning in the classrooms (Dear, 1996: 160). The quality of the teaching staff is measured by their educational level (OECD, 1973: 77). Of all inputs required to carry out an educational activity effectively, teachers are the major component in successfully accomplishing the task. They occupy almost a crucial position in the modern society because they serve as a bridge to link the society and education system.

Effective teaching is determined by the individual teachers' knowledge of the subject matter and mastery of pedagogical skills, which create a strong positive effect on student achievement. For this to happen, adequate preparation is required. This means that a teacher needs professional training to be able to understand the needs of the students and to assist them expertly in a more effective way. Teachers are increasingly being asked to accept a fuller responsibility, of creating condition to pupil's learning and mastery of learning offers exciting possibilities in doing so (Drever, 1985: 139). Smilarly, OECD (1992: 79) argued that improving educational quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Carnoy (1999: 84) has argued that if teachers are crucial, education policy makers will need to get a much clearer picture of who their teachers are, how they view their role in the system and the type of incentives, regulation, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial,

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because qualified personnel in the future should not only have knowledge, more important, they should be devoted and faithful to their tasks. The influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Mingyuan, 1989: 89). Thus the quality of teachers is the key to the effectiveness of education.

Teachers' subject knowledge, an intended outcome of pre- service training is strongly and consistently related with student performance. The most effective strategy for ensuring that teachers whose knowledge has been assessed. Well – designed, continuous in – service training is a second strategy for improving teacher subject knowledge and related to pedagogical practices (World Bank, 1995: 82-83). The highest quality teachers, those most capable their students learn, have deep mastery of both their subject matter and pedagogy.

In addition to qualification, experience of teachers is another important factor that creates favorable condition in teaching. Regarding this, Caillods (1989: 156) has noted that, the development of stronger instructional and classroom management is gained through experience. Those teachers with long teaching experience can minimize the amount of time needed for administrative procedure matters in the classroom. Experienced teachers introduce appropriate method and techniques of teaching that can related the learning activity with pleasant event and consequences. They are also able to create an environment that assists students to feel good about them. However, according to research finding, majority of developing countries including Ethiopia have faced serious shortage of well – qualified and experienced teacher educators.

Ones the teachers' qualification is fit to the standard i.e. knowledgeable and well skilled with sufficient experience, their working condition which include remuneration, professional development, availability of learning materials, effective and democratic leadership (quality of administrative support and leadership), free from stress, etc. affect their ability to provide quality education and therefore, be considered. Regarding this ILO and UNESCO (1994) argued that major emphasis on teachers' working conditions, salary, and their decision – making role in education change at the national and local level is central to improving educational change at the national and local level is central to improving educational quality. In addition, a UNESCO conference on the status of teachers (1966: 114) stated:

> *Amongst the various factor which affect the status of teachers particular importance should be attached to salary seeing that in present world conditions other factors such as the standing or regard accorded them and the levels and appreciation of the importance of their functions are largely dependent as in other comparable professions, on the economic position in which they are placed.*

The above statement indicates that teachers need incentives, which is one form of motivation. Motivation is a critical determinant of performance (Lunenburg and Ornstein, 1991: 88). Similarly, Noah and Morrison (1997: 134) state that demotivation was found to be the cause for poor quality teaching. This implies that better motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert effort in manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show greater effort by developing various types of institute improvement whereby teachers play an active role in the operation of the institute. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. In general, good performance requires having adequate and well- qualified teachers who motivated to work hard.

Relevance and Development of HDP Modules

HDP Modules defines the subject to be taught and furnishes general guidance regarding the frequency and duration of instruction. HDP Modules and Teachers Guidance should be closely linked to performance standards and measure of outcome (World bank, 1995: 77). National goal for education, and outcome statement that translate those goal into measurable objective, should provide the starting point for the development and implementation of HDP Modules (UNICEF, 2000). HDP Modules should emphasize problem solving that stresses skills development as well knowledge acquisition. HDP Modules should also provide for individual difference, and focus on results or standards and targets for student learning. In addition curriculum structure is gender- sensitive and inclusive of students with diverse abilities and background and responsive to emerging issues such as conflict resolution (UNICEF 2000:9). The problem is that curriculum changes are available. There is little or no monitoring of educational quality and comparison of output on a national or regional basis (Baum and Tolbert, 1985: 124). Sometimes, there is problem of relevance when HDP Modules is developed. In line with this, Seyoum and Ayalew (1989: 8) argued that by the twentieth century, educators were confronted with large numbers of students who found the existing HDP Modules rigid, difficult, demotivating and irrelevant to real life situations. Therefore when changes in curriculum occur, it should be made relevant to the future life of the student and should be relevant to the development of the society as a whole. Hence, the quality of the Modules affects the quality of HDP training.

Preparation and development of a curriculum should be considered in light of what has been done to include the interests, needs and educational

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background of the students and their level of achievement. The content of the curriculum should be appropriate and proportionate to the knowledge level of the learners, if the desired quality of education is to be attained effectively pertains to the, Coombs (1986: 105) argued that quality of education pertains to the relevance of what taught and learned to how well it fits the present and future learning needs of the particular learners in question, given their particular circumstances and prospects.

Additionally, irrelevance of the Module is the most critical problem in the HDP training system of this country. Therefore the problem related with what is stated above affect the quality of CTEs education.

Chapter Three

III. The Research Methodologies and Procedures of the Study

a) Method of Research

This study is aimed at the Role of Higher Diploma in Improving Trained Teachers' Classroom Teaching Methods in selected CTE in Oromia so as to understand and describe the causes for implementation problems. The method employed in this study is descriptive method because it helps to reveal the current major implementation problems after the training of higher diploma in selected Oromia CTE.

b) Data Source

Data sources in this study were of both primary and secondary ones. Secondary data were collected from recent modules of higher diploma leader's guide, Relevant impact assessment of HDP related works, relevant technical documents prepared by ministry of education, yearly HDP National workshop moderation reports and related documents from CTE were the sources. Primary data were collected from HDP leaders, Tutors, HDP Trained Teacher Educators, and HDP related line managers and students in the respective CTE. In addition, observation regarding the availability of improvements in classroom teaching methods because of HDP trainings and related matters in sample CTE's were made.

c) Sample Population and Sampling technique

There are 10 CTE in Oromia Currently. From these three of them were Nekemte , Jimma and Asela which were chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample were to examine the certain improvements and changes of HDP experienced beginners since they trained more teacher educators up to the present time. The following table shows statistical representation of the targeted research.

Table 1: Questionnaire in three CTE's

I	Asella		Nekemt		Jimma		Total
	Sex		Sex		Sex		
	Male	Female	Male	Female	Male	Female	
	16		16		15	1	48

Table 2: Academic Qualification

I I	Asella				Nekemte				Jimma				Total
	Diploma	First Degree	Second Degree	PhD	Diploma	First Degree	Second Degree	PhD	Diploma	First Degree	Second Degree	PhD	
		7	9			5	11			4	12		48

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Table 3: HDP Related Facilitation

III	Asella					Nekemt					Jimma					Total
	HDC	HDT	HDL	HDPLM	HTT	HDC	HDT	HDL	HDPLM	HTT	HDC	HDT	HDL	HDPLM	HTT	
			2		14	1	1	1		13	2	1		1	12	48

Table 4: Experiences in Teaching

IV	Asella						Nekemt						Jimma						Total
	2-4	5-7	7-9	9-11	11-13	13& above	2-4	5-7	7-9	9-11	11-13	13& above	2-4	5-7	7-9	9-11	11-13	13& above	
	1	2				13	1	2	2	1		10	1	2	2		1	10	48

Regarding the respondents, HDP related line managers were included in sample by using a variability sampling technique since they were few in number. The other groups of respondents constituted students and HDP trained teacher educators. Fifty- Seven students from each college making up a total one hundred and seventy –one students out of 5,700 and Sixteen HDP trained teachers from each college making up a total of 48 teachers out of 210 will be included using probability sampling in such a way that after the number of students and HDP trained teachers were decided, they were requested to pick papers on which a number were written one by one. The above colleges, students and HDP trained teachers were selected using probability sampling since the populations were relatively large.

d) Instruments for Data Collection

In order to gather first hand information pertaining to the subjects of the study, questionnaires will be set and administered. Questionnaire will be used to secure data from many people at a time and for its natural characteristics that follow informants to express their ideas and opinions freely.

Thus, questionnaires composed of both open and close ended items were set and administered. To cross-check the validation of information gathered, the researcher used semi-structured interview questions beside with personal observation which was used to compare the opinion of respondents with relevant issues of pre-set questionnaires of students and teachers.

e) Procedures of the study

The questionnaire was initially developed in view of the basic research question of the study. Before they were administered to respondents, a pretest was carried out in one college to ensure language clarity and appropriateness of the item contained in the questionnaire. Experts in the field were consulted and appropriate change was made depending on comments Collected during the tryout. At last, these questionnaires were set in their final forms. Objectives of the study were explained to respondents to maximize return of questionnaires. In addition, observation checklist was developed to cross check the information that was obtained.

f) Methods of Data Analysis

After the questionnaires were returned from respondents, data gathered from respondents was tabulated in such a way that it described the characteristics of respondents and results of responses to the given item. Results of respondents were employed to analyze the responses of the sample groups as it is revealed in the following table.

g) Organization of the study

The research report was organized in five chapters. The first chapter contained the background of the study and its approach. The second chapter dealt with a review of related literature. The third chapter dealt with the research methodology and procedures of the study and the fourth chapters dealt with presentation and analysis of findings. The final chapter contained summary, conclusions and recommendations of the study. At the end papers containing relevant information that was used in this study was annexed in the appendices.

Chapter Four

IV. Analysis and Interrelation of Data

Sixteen HDP trained teachers from each CTE, constituting the total of 48 filled the questionnaire and completed the closed –and open – ended questionnaires, out of 210 instructors who have completed the HDP in Nekemt , Asela , Jimma CTE's. An unknown, but considerable, number of these have since moved on to study for higher degrees or to teach at other universities. In addition, 2 instructors from each of the above CTEs with the total number of 10 were interviewed using semi-structured interview questions.

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Thus it does represent a valid sample, being at list 8%of total trained teachers (only 1 % female), socio economic status and nationality.

On the other hand, there were also respondents who were taught by the same teachers in the same CTEs comprising 57 for each with total number of 171. Since all their responses were more or less similar, they were analyzed in the same graph as it is explained in this chapter.

The respondents were guaranteed anonymity (they did not have to write their names on their questionnaires) and confidentiality (even if the researcher knows who had written a particular answer, he would not reveal that information to anyone else). The participants were, therefore, encouraged to answer completely honesty in order that the answers should have workshop itself were that ample time was given, which they may not be willing to dedicate to the job at other times, and collusion was discouraged so that answers were individually.

a) Analysis and Interpretation of the Quantitative Questionnaire

Results of respondents were employed to analyze the responses of the sample groups as it is revealed in the following table. Different statements that are related to varied methods ofteaching with their negative and positive implications. They are the responses of three CTE's lecturers and Students.

Table 1: The analyses in this chapter are conducted according to the following table.

	Asella						Nekemte						Jimma							Total
	Old		New		HDP		Old		New		HDP		Old		New		HDP			
	1,2,3,5, 12,15,19, 20,22		4,6,7,8, 9,10,11, 13,14,16, 17,25,29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		1,2,3,5, 12,15,19, 20,22		4,6,7,8, 9,10,11, 13,14, 16, 17,25, 29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		1,2,3,5, 12,15, 19, 20,22		4,6,7,8, 9,10,11, 13,14,16, 17,25,29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		Number of statements in questionnaire	
	–	+	–	+	–	+	–	+	–	+	–	+	–	+	–	+	–	+	Teachers' Response	48
V	2	14	6	10	4	12	5	11	3	13	5	11	1	15	2	14	3	13		
	2,3,5,6, 9,10		1,4,7,8, 11,12,13		-----		2,3,5,6, 9,10		1,4,7,8, 11,12, 13		------		2,3,5,6, 9,10		1,4,7,8, 11,12, 13		-----		Number of statements in questionnaire	
VI	8	49	10	47	-----		6	51	9	48	-----		4	53	7	50	-----		Students, Response	171

Numbers of statements in the questionnaire are analyzed:

1. HDP-Changes observed because of Higher Diploma Program analyzed in No.1.1-1.9
2. New- Changes observed because of Active Learning Methods analyzed in No. 2.1-2.7
3. Old- Changes observed because of teacher-centered methods of teaching analyzed in No. 3.1-3.2

In the first part of this trained teachers' classroom teaching methods, the participants were asked to rate their degree of agreement with 34 statements for teachers and 13 statements for students. The scale used was a five –point as follow as:

1. Strongly agree,
2. Disagree
3. Agree,
4. Strongly disagree
5. Neutral

Responses 1 & 2, 4 & 5 were consolidated to give general ratings agree or disagree with point 3 on the scale being considered neural as between agreeing or disagreeing.

The vertical scale of the graph representing the result was as follows:

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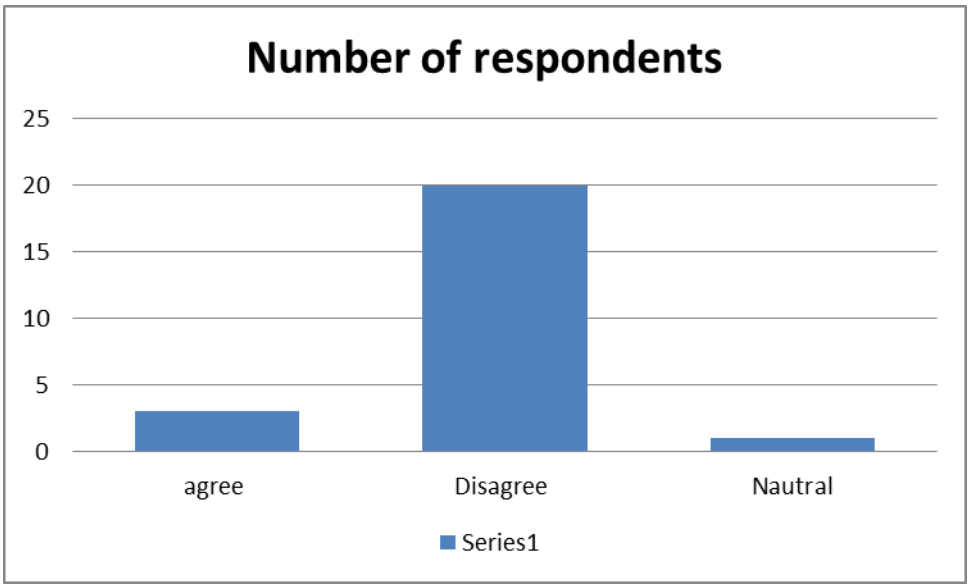


Figure - 2

Group of statements on HDP: Improvements that were observed from trained teacher educators because of the role that HDP training in CTE played.

This response is not surprising, though one might have expected all the respondents to say that the HDP had changed the way they teach as they spent eight months taking the course and ,in most cases ,put a lot of time and effort into it. The respondents who were neutral are either saying that the course failed in its purpose or that they were already such good teachers that they had nothing to learn from the course. Nevertheless, it is clear that most lectures feel that they benefited from the HDP and presumably, have become better teachers because of it.

i. *The existence of other training which is better than HDP to support for improvement of class teaching methods*

Again it's rather surprising that any one regrets having completed the HDP and therefore, considers it is wastage of time. In fact, the lecturers did have choice, though there may have been a sense of professional obligation or pressure from departmental superiors which, if there was, is surely a good thing. In general, however, it is clear that the HDP is highly valued. It would be interesting to explore why some lecturers feel they did not benefit from it.

ii. *Professional Development Observed because of HDP training held in CTE's*

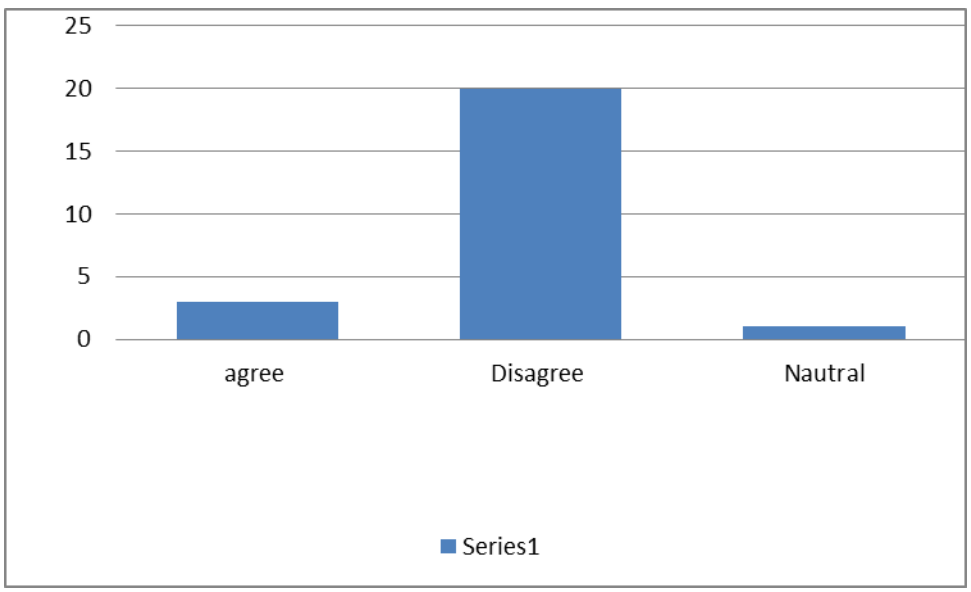


Figure - 3

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This confirms that responses to the previous two in that the HDP is regarded as very important for instructors' career development. This should be seen in relation to questions 18, 21, 23,24,26,27,28,30,33 and 34 below where a majority of respondents affirmed that the HDP certificate would help them to advance their careers. These statements serve to cross –check other and do, indeed, yield similar responses. Again, it is curious that a few respondents feel that the HDP has not helped their professional developments. Unfortunately, it is the nature of multiple choice questionnaires that the researchers don't really know what the respondents are really thinking or whether they have misunderstood the question.

iii. *HDP graduates need follow –up workshops throughout their careers to remind them of HDP methods.*

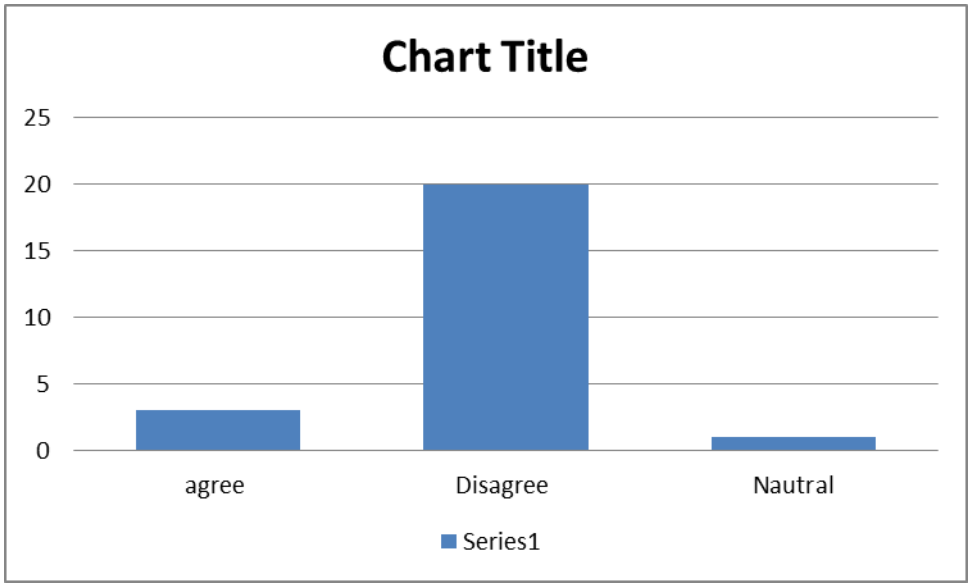


Figure - 4

There was strong in favor of this statement, which shows that instructors recognize the need for updating their methodologies on a regular basis. Attitudinal and methodological change do not happen after only one course or workshop, but need regular updating and reinforcement. With the new framework for continuous professional development in higher education because of its publication in the ministry of education, it is expected that this refreshing and upgrading will be an obligation on instructors in the future.

iv. *My action research was useful to my teaching.*

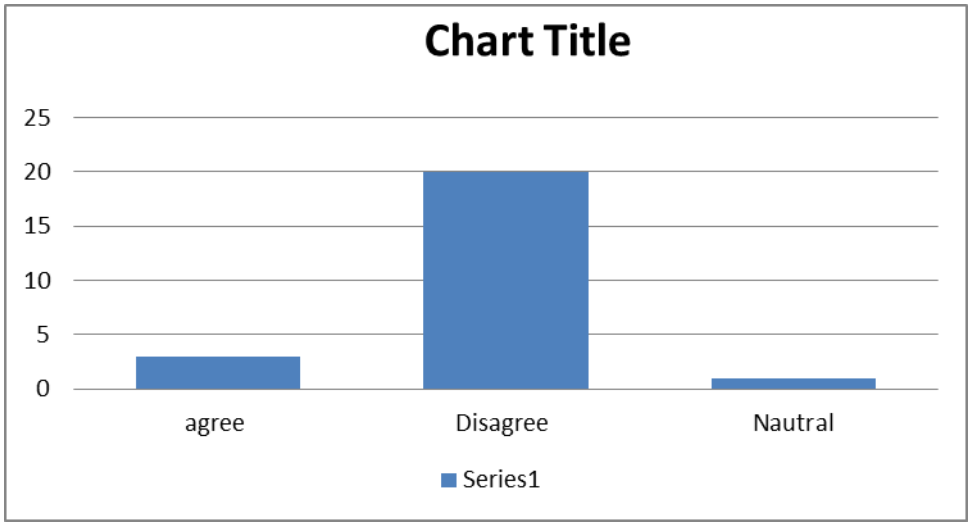


Figure - 5

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This is strong support for the role of action research in the HDP course. This statement and number 10 above, about the school placement, were included to be unnecessary components of the course if it were strictly limited to teaching methodology. Both were given strong support, demonstrating that HDP graduates do not just see the course in such limited terms, but as an enrichment of themselves as educators, not just teachers.

v. *Lesson plans help teachers with time management*

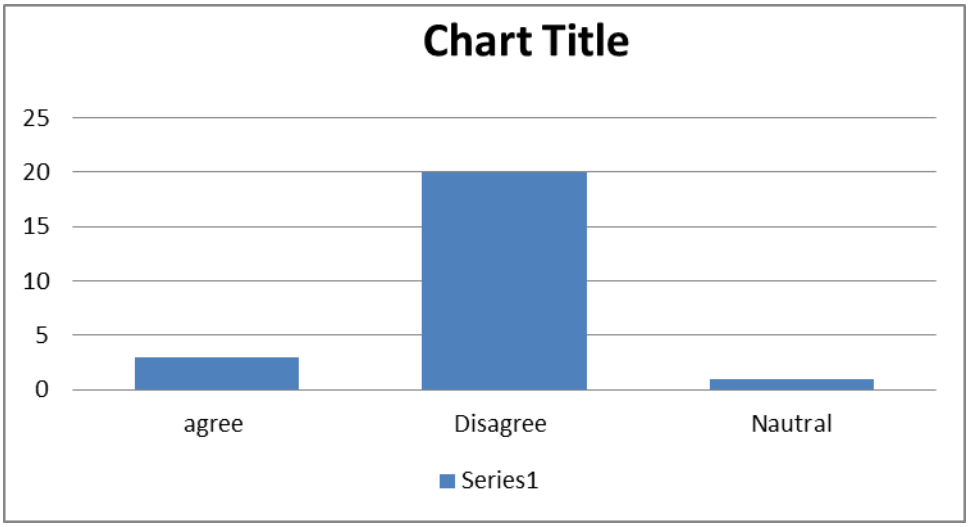


Figure - 6

As has been commented previously in relation to other statements, it is surprising that any instructor would disagree or even undecided about this statement, though there are probably some instructors whose time management would not be helped by anything.

vi. *Observing a colleague's class is only done during the HDP*

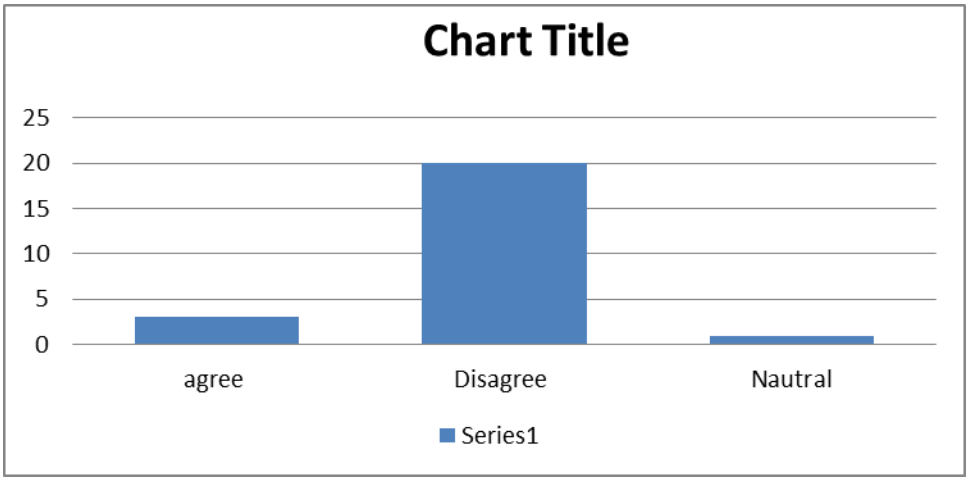


Figure - 7

As commented earlier, a new CPD policy for higher education is coming into force and this will undoubtedly require more lesson observations. It is good to see that there is some peer observation taking place apart from the HDP requirements.

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vii. *The HDP certificate helped me to advance my career.*

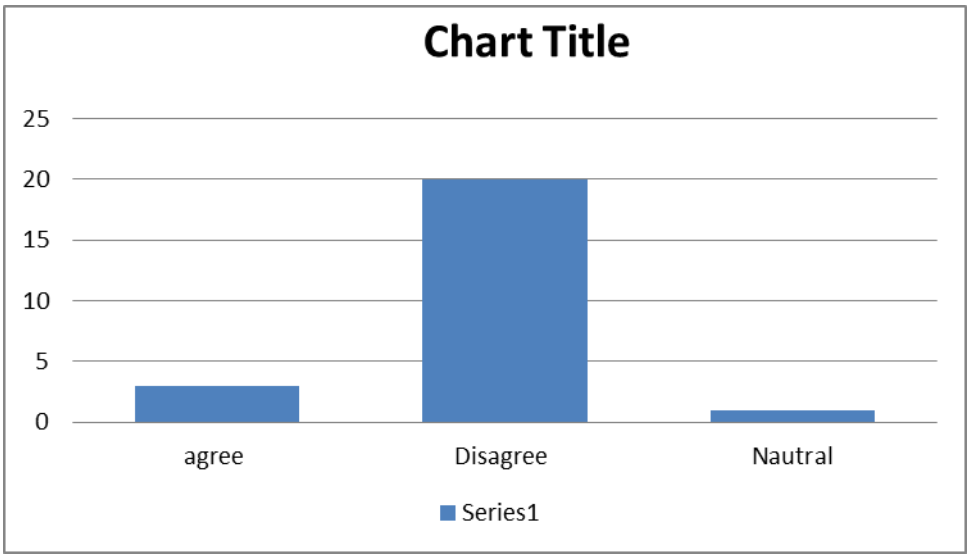


Figure - 8

If the HDP certificate had the recognition it deserves, as a professional qualification and recognition of teaching competence, everyone would have agreed with this statement. The fact that so many were unsure in their response, demonstrates that the HDP still does not have the degree of recognition that would guarantee successful career progression. If it were obligatory for all CTE instructors to have the HDP certificate, there would be no doubt that it was a requirement for promotion and advancement and advancement in the profession.

viii. *Recommending colleagues to take the HDP courses*

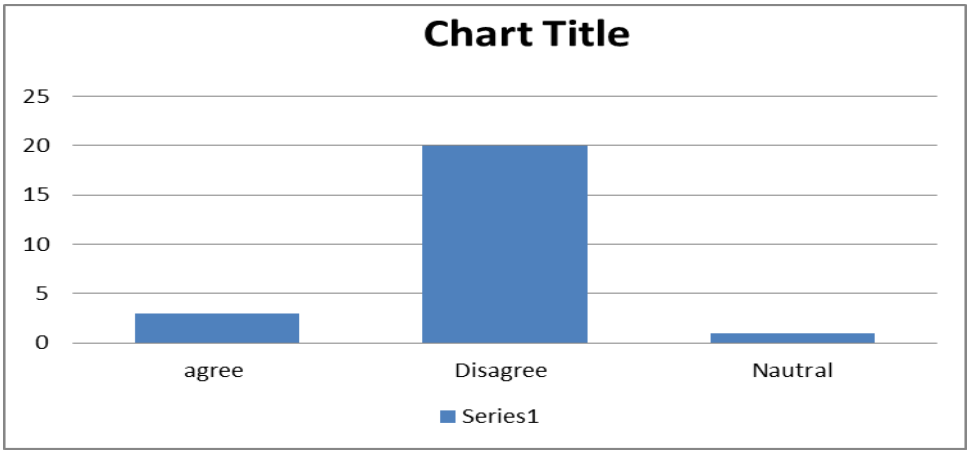


Figure - 9

The most unanimous approval given to this statement shows that, despite the uncertainty expressed in the previous item about the value of the HDP for career progression, it is valued for the enhancement of teaching skills that it provides, even if these are not recognized sufficiently for promotion or salary enhancement.

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ix. *Most of what is learned during the HDP is not useful*

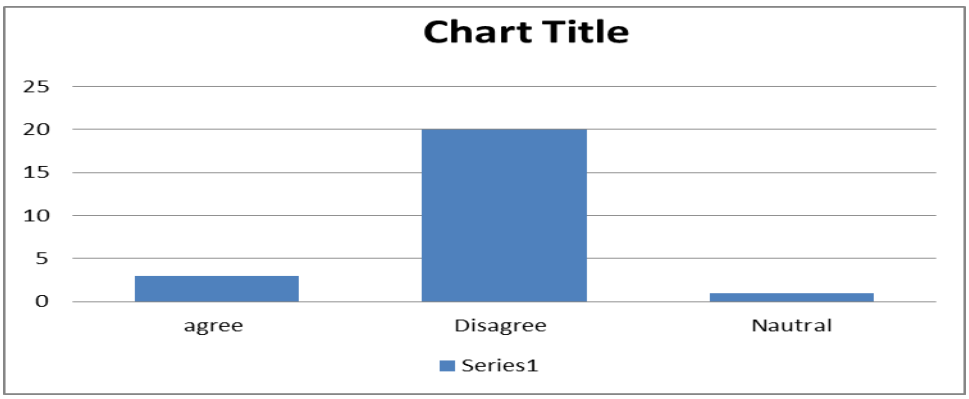


Figure - 10

It is somewhat surprising that anyone would say that they wasted their time doing the HDP, though this is what those who agree with this statement seem to suggest. Perhaps, under the cloak of anonymity, there are always going to be those who like to be controversial response. The statement is probably poorly worded and perhaps, therefore, confusing. It is a principle of questionnaire wording that the statements should be affirmative to avoid the ambiguity of double negatives.

b) Active Learning Methods: Group of statement son ALMs (4,6,7,8,9,10,11,13,14,16,17,25,29,31 and 32) 4: HDP trained teachers using of active learning methods in actual classroom

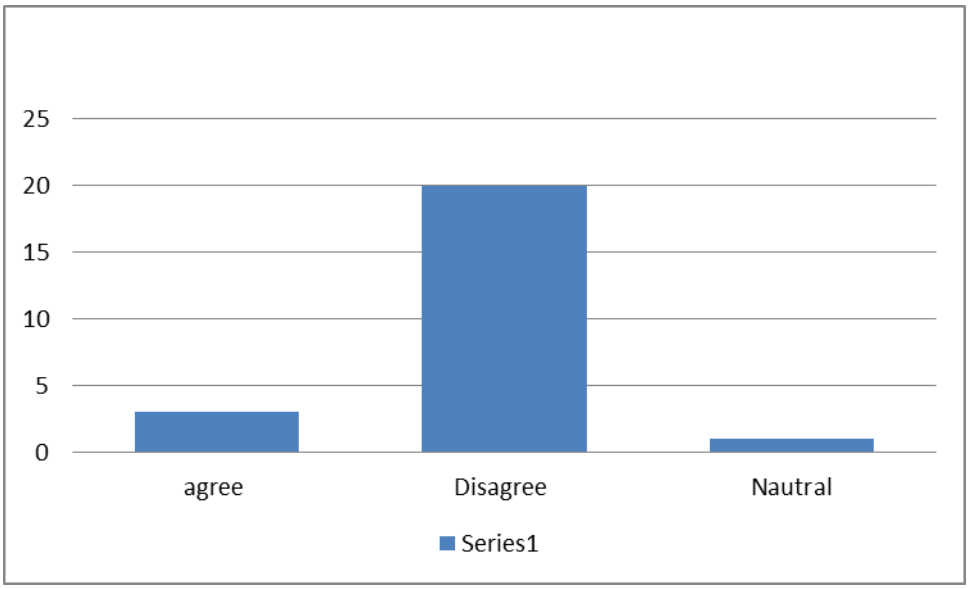


Figure - 11

This is very strong response in favor of the instructors having learned that there are at least some Active Learning Methods that can be used in all subjects. Only two respondents believed that ALMS were not appropriate, though this is itself a matter for concern as it represents nearly 10% of the total and more if the neutrals are counted in this skeptical category;this suggests that there are certain highly conservative lecturers who feel they have nothing new to learn and are probably unwilling even to try new methods in their classes. That is even questioning and answering is an active learning method, and a highly valuable one which should certainly be used with all classes in all subjects. It is truly shocking that any lecturer would consider that is method has no role to play in his or her teaching methodology. Alternatively, it represents a misunderstanding about what is mean tin the question by "active learning methods "; the respondents who denied the value of these methods in their subject may have in mind only the more unusual methods such as those known as the balloon debate or goldfish bowel, rather than methods such as questioning, pair work or group work, which they may well use. If this questionnaire were to be used again, it should contain a definition of active learning methods so that the respondents are clear what they are being asked.

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i. *Active learning methods take up too much valuable teaching time*

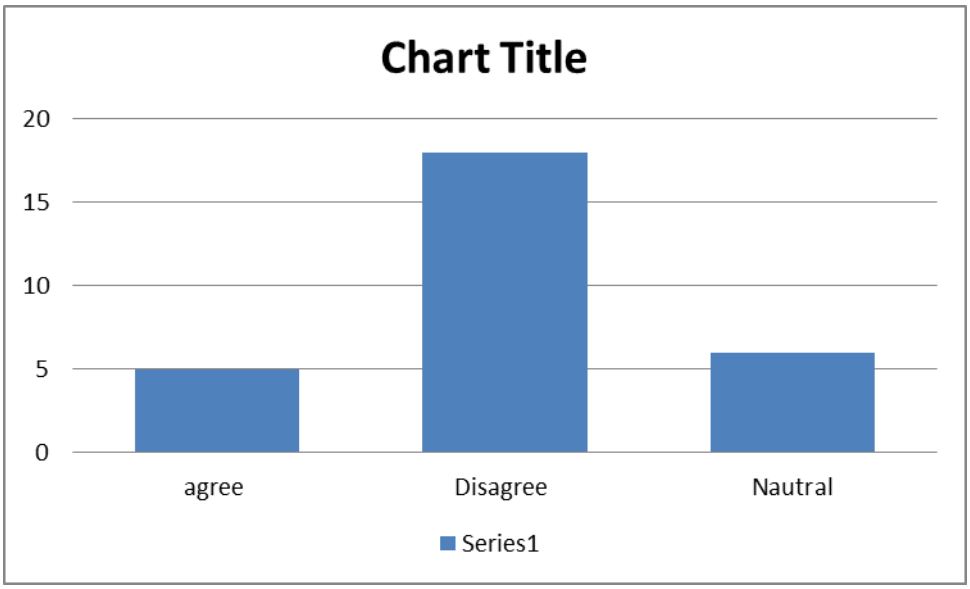


Figure - 12

This statement suggests reason why someone agreed with statement 5 and the result shows that a lot of instructors (43in total) are not convinced that ALMs are a valuable use of teaching time. This is as if using an ALMs were a luxury only to be used when there is plenty of time available, but not the best way to use time otherwise. It shows that the philosophy of the HDP to the effect that how you teach is as import (perhaps even more so) as what you teach has not been fully accepted or internalized. Teaching is still seen to a large degree as the imparting of information, rather than a way of encouraging thinking about, application of , and critical appraisal of information.

ii. *Instructors are too overloaded to do continuous professional development*

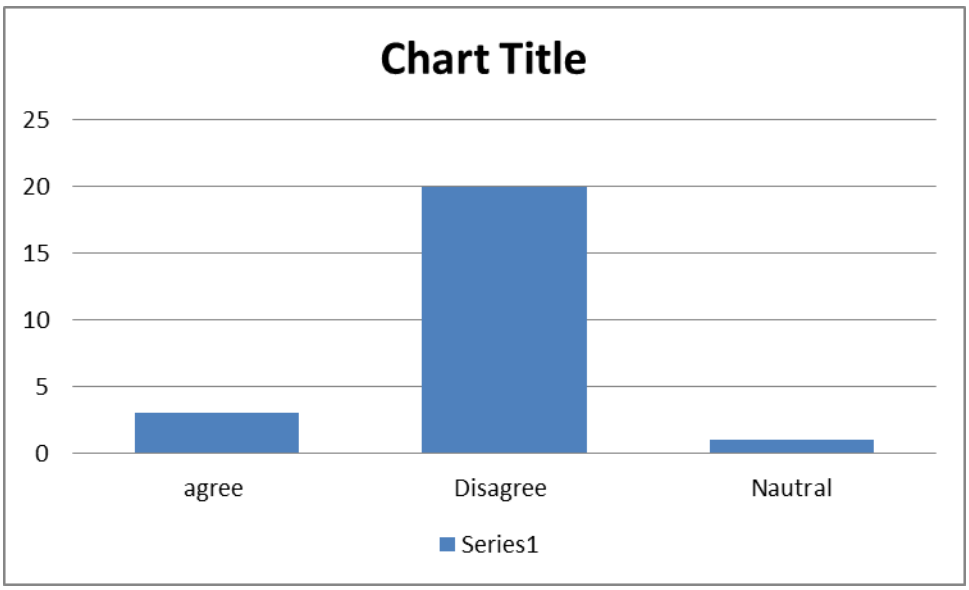


Figure - 13

Though 42 respondents agreed with this statement, 3 disagreed and 3 were neutral, suggesting that there is an acceptance that time can be found for CPD if necessary. As was commented in relation to the previous statement, if CPD becomes obligatory, instructors will have to find time for it, or time will have to be given to them by reducing their workload.

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iii. *Instructors in general are concerned to maintain high standards of teaching and want to improve the quality of their teaching*

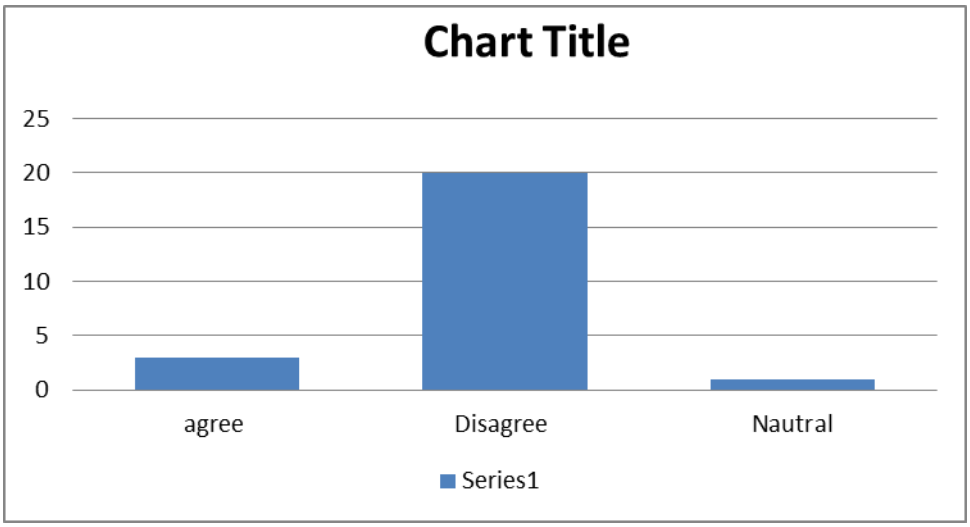


Figure - 14

The researcher should all be happy to see this affirmation, though 6 instructors were neutral about it, perhaps because they are more cynical or realistic about themselves and /or their colleagues. This positive attitude should certainly be rewarded by recognition being given to good quality teaching, whether by salary increments, priority access to scholarship opportunities or promotion. HDP graduates are encouraged to be role models to other teacher and to demonstrate the attitudes to teaching that this statement implies. Perhaps the neutral ones are merely saying that they don't know what that their colleagues do and therefore, cannot comment on this statement.

iv. *Discussion of teaching methods with my colleagues*

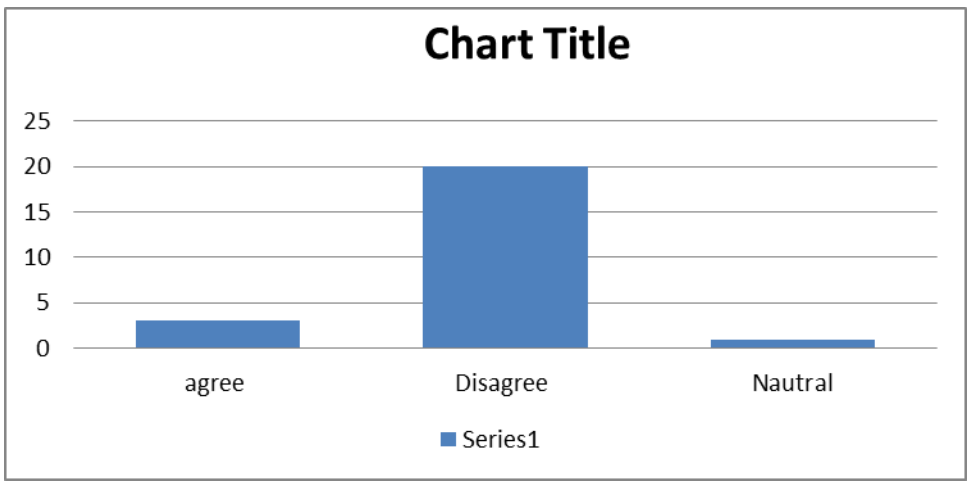


Figure - 15

Obviously, it is desirable that the CTE has serious educational professionals in its employee, and that there are discussions among them about teaching methods. Whether these discussions are limited to formal staff meeting or take place informally as well, the researcher does not know. It is not clear how it is possible to be neutral in relation to this statement, which seems to demands a 'yes' or 'no' answer, but 5 respondent were not sure how to answer.

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v. *Instructor would rather not be observed teaching by their colleagues*

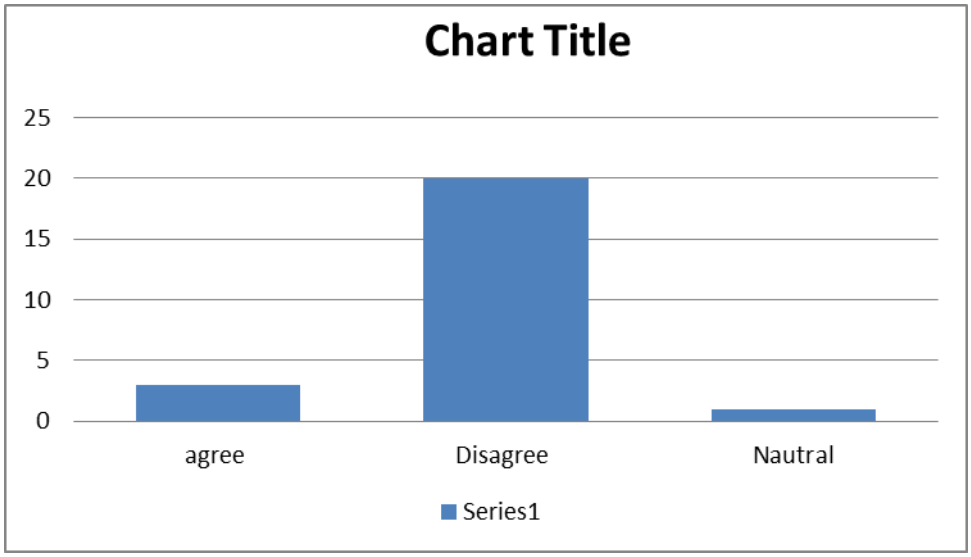


Figure - 16

These responses seem rather surprising as it is normal for people not to like being observed doing their job, but it suggests a willingness to be observed which is welcome

vi. *knowing about learning styles whether influences or teaching methods*

If instructors can be encouraged to treat their students as individuals, each with their own talents and preferred way of learning, then this is to be welcomed. Perhaps the statement should also have included "….. and assessment techniques." Because it is as important to assess students in relation to their different ways of exhibiting their knowledge as it is to take it into account only in the teaching process.

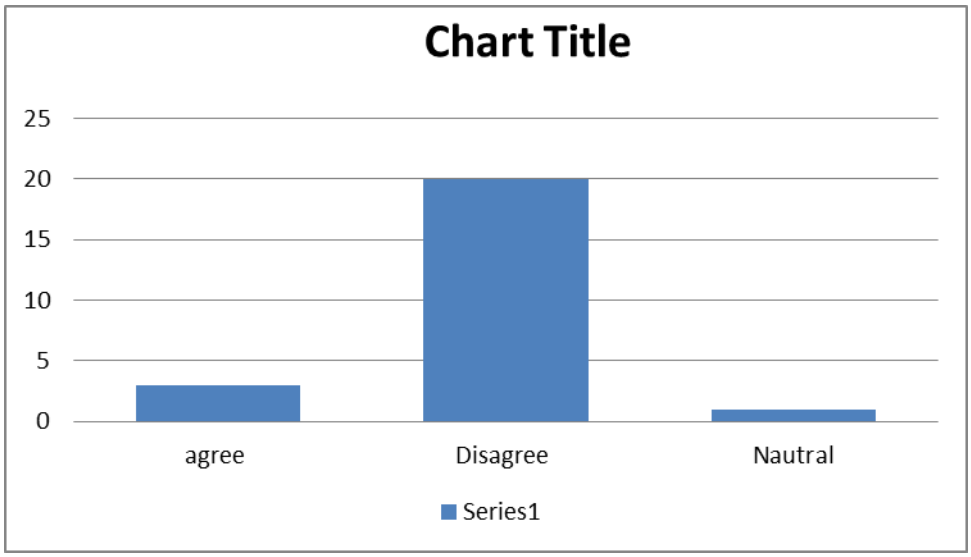


Figure - 17

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vii. *Students at CTE's are taught using active learning method*

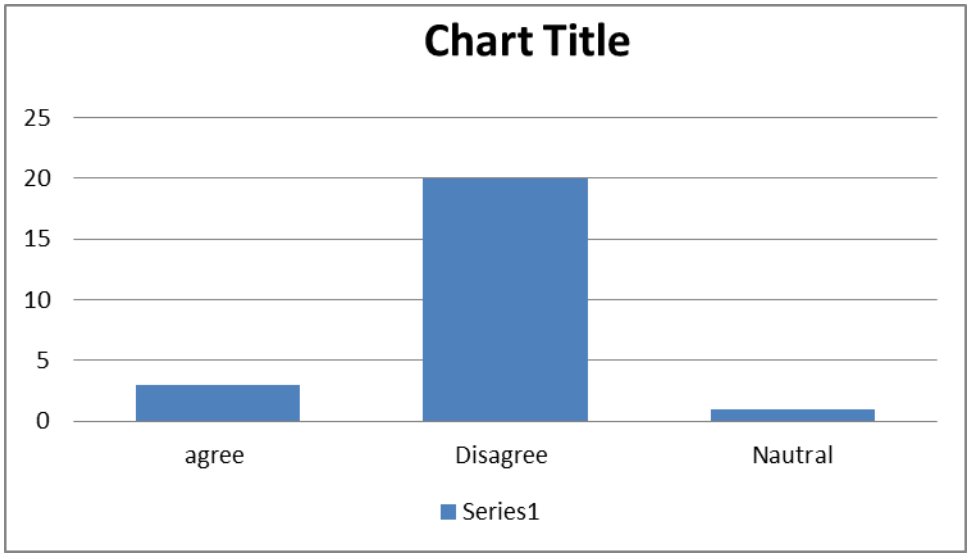


Figure - 18

This was probably not a very useful item to include in the questionnaire as it does not ask the respondents about what they do, about which they can answer with some certainty, as it asks about what they think others do, which is really only a matter of opinion this uncertainty is clearly reflected in the range of responses, with the largest number of respondents being ambivalent. Those who agree may have been thinking of what they themselves do, or want other to believe do, and extrapolated to their colleagues.

c) Lecture Methods of Teaching: Group 3: Most of the lessons I teach are in the form of lectures

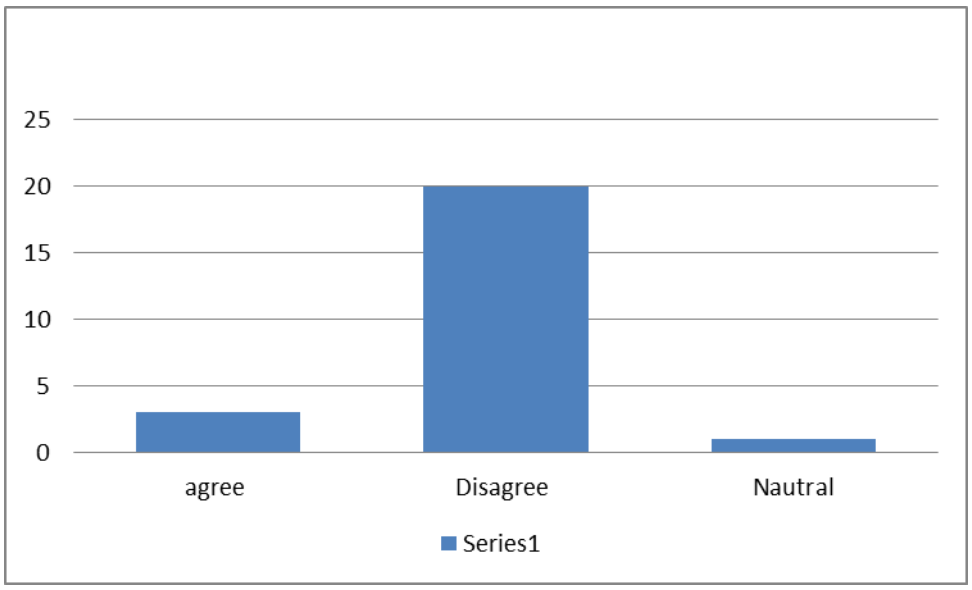


Figure - 19

Again, the researcher sees here the fact three instructors say that they still teach most of their lessons as lectures. It is not clear whether this would include some form of active learning as part of those lessons, but it does demonstrate that not all graduates of the HDP assimilated and internalized the need for students to be active participant in their own learning with in the classroom as well as outside it. There are still those lectures who assert that active learning is not appropriate for their subject. Class size is often given as the reason for this.

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i. *Experienced instructors do not need to write lesson plans*

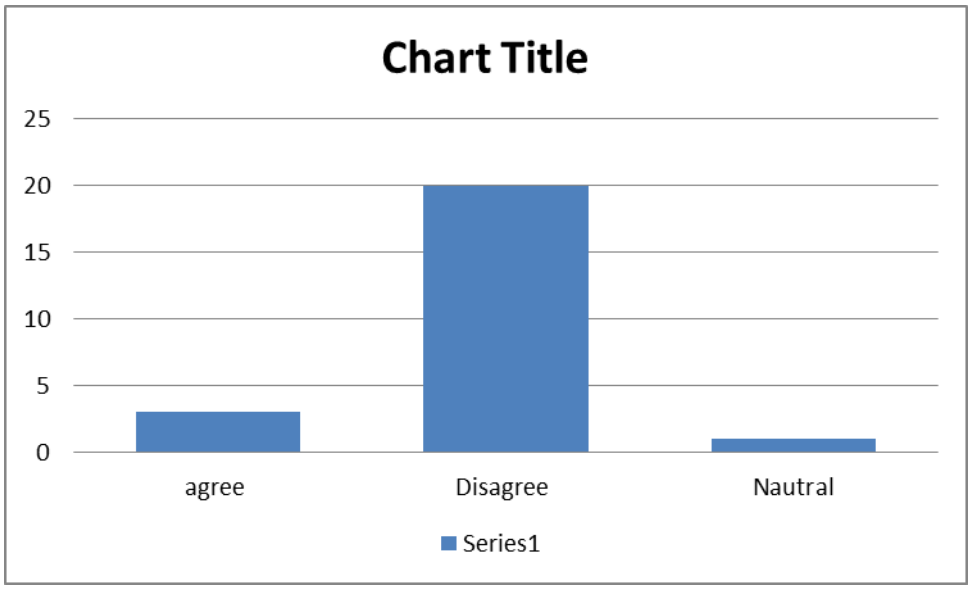


Figure - 20

Fortunately, very few instructors think that they do not need to write lesson plans, though it is surprising that any do after its importance was stressed during the HDP. The statement could have been phrased as: "I write a lesson plan for every class." to remove any ambiguity.

ii. *Only formal tests give the teacher useful feedback on student progress*

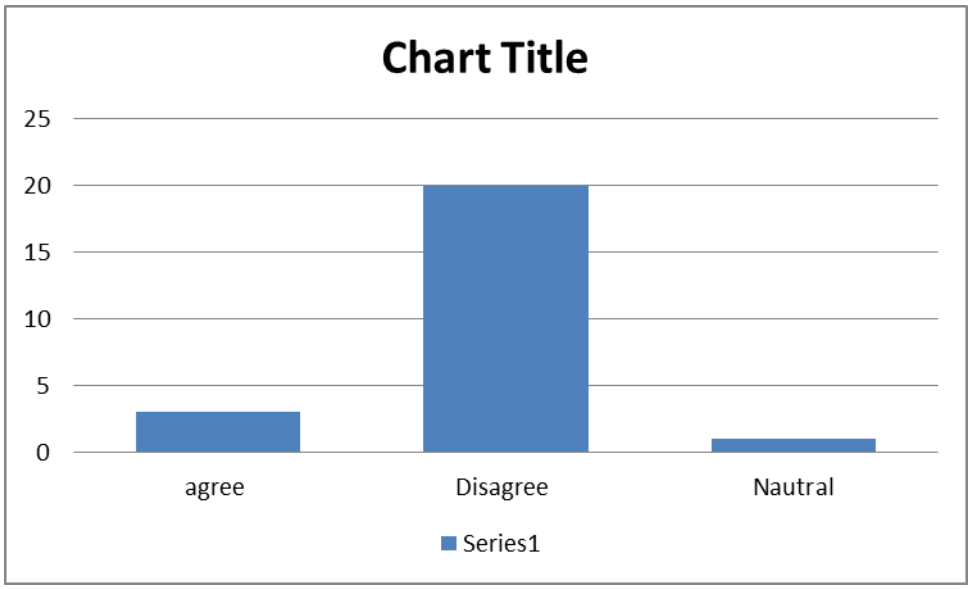


Figure - 21

This was another strong message from the HDP that there is wide variety of assessment methods and they should all be used to give every type of student, the opportunity to show what he or she can do for the instructors to know the strengths and weaknesses of every student. Most HDP graduates show that they are aware of this and are willing to use a variety of methods in line with the CTE policy on continuous assessment.

d) Analysis and Interpretation of the Qualitative Questionnaire

i. *Has HDP changed methods of teaching?*

The overwhelming response (48) to these questions was that the respondents had become better teachers in terms of the teaching methods they employ because of the HDP with a few also mentioning that they were more aware of a greater range of assessment techniques, too. They feel they have become far more

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concerned with student participation that previously and their lessons have become more interactive, giving them greater awareness of how the students are learning and reacting to the material provided. Five participants were somewhat ambivalent about how they had changed and only one expressed the view that he or she had not changed at all. They felt they were better reachers in terms of their responsiveness to the needs of their students and ability to organize their lessons, manage their time and modify their delivery in the light of feedback from students. The best way to give favors of the respondents' comments is by a few selective quotations:

Positive

"where it is necessary and when I am facing time constraint still I am using the lecture method but I try to support it with real life situation and make the lesson more lively.''

"Tow – way communication makes the student participate in the class and makes me evaluate myself."

"students feel free during my class to participate, answer questions to ask to do given Activities in the class."

"I have developed the skill to condense vast contents in to a small lesson so that I can save time and energy dut to HDP.''

"I am applying different ALMS even in difficult circumstances (large class size).''

Negative:

''It changes little because I am in the environment where the program leader lacks printers and paper and I can't avail the materials I need.''

''I haven't practiced much to train my students in student- centred method due to some inconveniences in the university like unmanageable class size, insufficient materials..''

I am not regularly applying active learning methods only because my students are not interested to participate when I assign them duties in the class. They prefer to learn through lecture method and by taking notes.''

''Not much ! I am changed somewhat during the HDP because it was expected that I had to do different activities such as preparing lesson plans, observing friend and being observed by HDLS after I completed the training, everything was stopped. Hence, what I can tell mow is my evaluation system has not been changed because of the number of students in the classroom.''

ii. *Success points of HDP for classroom sessions*

The impact of the HDP was noted in the following respects: planning lessons, use of different assessment methods, handling large classes, making students active, opening the minds of the learners, lesson planning and evaluation and time management. They felt that the methods they learnt during the HDP help them to get continuous feedback about students' progress as well as to know how to make their students active learners who are not just passively memorizing everything the teacher tells them. They express the view that they are better able to plan their lesson and choose teaching methods appropriate to the topic they are teaching.

An enormous number of ALMS were mentioned as having been successfully used to greater or lesser degrees; pair and group work, pyramiding, assigning roles in group work, writing assignments, quizzes, role play and drama, debates, brainstorming, guest speakers, case studies, students doing research and fact- finding , project work, stimulus material, questioning and answering, student presentations, homework assignments and mind maps. Would the HDP graduates have known about all these methods if they hadn't taken the HDP course? Even if they do not employ them frequently, they have added to their range of options when they teach and all seem to be aware of the need for students to participate actively.

The methods that were mentioned by some as having failed were the following; debates, group discussion (which was felt to be too time- consuming and because the students revert to their mother-tongues). Drama as self-and peer- assessment (" I don't trust the students''). More often than not, though, the negative comments did not concern the failure of the methods themselves, so much as the difficulties of applying them due to: large class size, lack of resources (access to printing materials, marker pens, flip chart paper, LCD projectors, visual stimuli, negative student attitudes, even functioning wall sockets for electrical equipment for audio or visual presentation, I have provided some representative were anonymous and therefore likely to be honest:

Positive:

"(Using active learning methods) I plant the seedlings that grow throughout their lives."

"I have found out the some students are extremely dynamic and can bring to the classrooms situation, even experiences, that I haven't come across in my life."

"It eases tension among learners. As they are actively engaged in group and individual work, students feel comfortable and relaxed. They also gained confidence in the instructor with recognition of my effort to make learning easy and comfortable."

"HDP brings confidence on how to deliver lesson and choose appropriate methods to use."

Negative:

"students do not support active learning methods and continuous assessment because they always expect from me and don't want to try because of the previous spoon- feeding teaching - ;earning style."

Students do not have experience of working together."

My failure as an HDP graduate is because of have been unable to use all ALMS and all assessment methods because of:

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- Number of students in the class.
- The nature of the subject .
- The time given to complete the course."

"I gave my students tasks to be done in the class through active learning but only a few completed them properly."

iii. *Major challenges observed in HDP since then*

Most participants said that all of the HDP had an effect though 15 of the 23 specified the active learning project as the single module which had affected them most.

Some of the comments made capture the range of views expressed;

"These modules (reflective Teacher Educator, active learning project and improving assessment) helped me to understand the psychological impacts of ALMS, and giving and receiving feed bake. The also help me to acknowledge and implement planning and evaluation". "Honestly speaking, all the sections of the HDP had agrat effect no my teahing and profession in general."

"The reflective actives made me a good communicator for expressing my views, learning the concept of time management and learning styles."

"The active learning project had the most effect because it is where the parading shift can be made from teacher-based to a student-based teaching-learning process".

"The ALP enhances my understanding of how to apply which ALM at what time".

"Action research broadened my way of thinking towards research activities".

"The ALP is related to actual work and it is easy to implement and I can see the result".

One participant made a useful suggestion;

"I liked all the modules, except the order of their presentation action research should be the 2 module so that ample time would be available for data collection and writing reports". (Comment by higher diploma leader Action research which is scheduled to be the 4th and last module is already put as the 3 module ahead of module 3 exactly for this reason and it does seem to allow enough time.)

iv. *What do you think were the best things about the HDP? Why?*

The item mentioned were: learning from fellow candidates and exchanging ideas, learning about active learning method and assessment techniques, updating skills and techniques, the way the program is run, the way the leader treated the candidates, information about teaching, lively discussion, developing good habits like punctuality, the materials provided. Some comments;

"for me it was a special experience. My HDP leader was well- experienced and a well informed facilitator. I learned a lot from the experience he shared. Anyone who assumes this position, expatriate or local, should develop rich and adequate were clear and achievable."

"It was well- organized. The contents and objective were clear and achievable."

It creates an environment where teachers share experience and learn from each othe."

It help instructor as a mirror to check what is right or wrong with what they are doing."

"The way we discuss issues and interact with colleagues, raising new ideas, arguing with each other…."

"IT improves our English."

v. *What do you think were the worst aspects of the HDP? Why?*

The main criticisms of the HDP were to do with the lack of the time instructor felt they had to fit in their teaching with HDP sessions and assignments. Some also commented that the assignments were repetitive and sometime boring. One person mentioned the lack of any financial compensation for undertaking the school placement and Action Research. Comments:

"The certificate should have value in terms of promoting scholarship."

"It needs some incentives and the university should place the HDP in its internal structure like other offices.'

"That it is becoming compulsory to everyone. Thus when instructors are trained with any interest the outcome will be bad."

"In my opinion the worst aspect of the HDP was that it made me too busy and bored."

"An issue was repeated a lot of times which resulted in boredom."

vi. *Explain the active learning methods you use regularly*

Without a doubt, there is a limited range of method employed regularly. These are pair work, group work, brainstorming, questioning and answering presentations, quizzes and a few instructors also mentioned field visits, debates, demonstrations, audio/visual presentations and case studies. Obviously, it depends on the subject taught to some extent. The quotations given express how some method are used:

"Naturally, I am opposed to using single method over again. I like using varied method, changing them now and then. I regularly use questioning and brainstorming to revise and introduce and physical movement to avoid boredom."

"I do group work with a task and then they present it to the class. During the presentation I randomly select the presenter to make a cross- check whether everyone has done the activity or not. I make the choice randomly to enforce the students to do the work effectively in cooperation."

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"I usually give activates that should be done in pairs, for example, I give model dialogues for the students to take turns to say the lines so that they can improve their speaking skills."

"In individual presentation a topic is give ahead for the students and they come ready to present it to the class and all the students are motivated to ask them question."

"Before I start the class, or transfer to a new topic during the same session, I ask students their feelings, perceptions and attitudes regarding the issue(s). when the presentation is ongoing, I ask students intermittently which makes them alert."

"I sometimes divide the class and make them debate on a given topic."

"I use debate to teach the advantages and disadvantages of a given idea and also ranking to teach a topic in which there are a series of activities or procedures."

"In the first place, I ask brainstorming question. I invite the students first to do it individually and then in small groups. Next, I invite them to present what they have understood from the small group discussion. Then I ask questions to see whether they agree or not with the presentation point of view in order to assess their understanding. Finally, I give feedback."

The main comments concerned the length of the course, how full it is and, above all, the lack of incentives and rewards for graduates of the HDP, who feel more recognition should be given to them for their effort and the fact that they are, ostensibly, more qualified teachers. Another comment made on many occasions was that the course is repetitive and could be reduced to avoid such unnecessary repetition; this particularly concerned some of the reflective activities. One participant suggested that the material should be enhanced by the provision of additional resources, such as reference links to websites, or visual support such as a dedicated DVD showing active learning in progress. Regular workshops or training sessions for graduated were recommended by several respondents for them to upgrade their skills. Some respondents did not really answer the question as such but were saying how the standard of teaching in the university could be improved. These recommended reducing class size, providing more resources to teachers and training students to be more receptive to active learining teaching methods. All were agreed that the HDP handbook was due for updating.

"To improve the HDP, not only instructors but university administrative staff should show their willingness to provide necessary materials and support instructors where there is need. I say this because our common target is to produce competent and qualified graduates for our country."

- "Incentives should be given for trainees to keep their interest more.
- Instructors should be checked on their actual classroom offering (to see) whether they have improved their teaching /learning methods or not.
- Opportunities should be given for trainees to pass his or her skills or knowledge to the lower grade teachers.
- More emphasis should be given on practice rather than theory.
- There have to be follow-up workshops."

"The modules should be shortened as much as possible. Module 1 is bulky and seems difficult to complete easily and to go through the material in detail. Here there is rushing without looking at the contents deeply."

"nobody is appreciating those who are delivering student- centered active learning; the university higher officials are simply counting the number of tests."

"The university should pay incentives like other offices for the HDP>"

"providing recognition and value for the HDP."

"Timely preparing and providing certificates for the graduates."

"The number of actives should be minimized. The time planned for the training should be minimized e.g. six moths."

"There should be tea break time."

"There should be a reward /incentive for graduates."

"Staff members in each program should sit together to identify active learning method for their course is. This will help to make activities more uniform and bring good results even when a single course is offered by different instructors."

"press the education faculty and the university administration to assign some budget to the action research work and produce publishable work that will contribute to the career development of the teachers."

"I think HDP does not get attention from the live managers. HDP graduate teachers should get some advantage over other teachers who did not the HDP. Some value should be attached to HDP graduates in addition to the knowledge since this is a one- year training."

e) Analysis of Interviews

The three questions that were used in this semi-structured interview were as follows:

1. How would you describe your teaching styles prior to taking the HDP course ?
2. How would you describe your teaching styles after taking the HDP course?
3. As a result of the HDP course what changes would you like to see in the teaching-learning program ?

Question 1. How would you describe your teaching styles prior to taking the HDP course?

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4 lecturers said that only lecture methods were used before taking the HDP course.1 respondents said he tried to use differed methods than just lecturing but was unsure of what to do.1 respondent said he had used some ALMs prior to HDP as a result of ELIP course but still lectured more.1 respondent said he lectured but also did some presentation and group work. 2 respondents said that they were not prepared for teaching students before taking the HDP course even though one was familiar with Active Learning from college course work.1 respondent said he knew of ALMs before taking the HDP but did more lecturing due to time and module constraints. Accordingly, the researcher concludes depending on the respondents' answer that prior to taking the HDP course , the primary form of teaching students were by lecturing .This is true even for those who already had some knowledge of Active Learning Methods. For the two teachers who were relatively new to teaching when taking the HDP course, they felt that did not know how to teach before the HDP course.

Question 2. How would you describe your teaching styles after taking the HDP course?

5 respondents unanimously said that the HDP had a positive influence on their teaching. They had particular praise for the effect that active learning had on their students' learning and participation. Other areas where they saw improvement are as follows: 2 respondents said they gained improvement in time management , 1respondent said his assessment method had improved ,1 respondent saw an improvement in his objective and planning and 1 felt that confidence in his teaching had increased.

The responses given to question 2 indicated a strong correlation to the positive view that was shown by the graphs of data analysis of the questionnaire results in Group of statements on ALMs (4,6,7,8,9,10,11,13,14,16,17,25,29,31 and 32) 4 of consecutive graphs.

They indicate that the HDP course is seen as a means of teacher/student enhancement by the majority of lecturers .This can be seen by the following examples: Students have adequate prior experience and understanding of Active Learning Methods, HDP training created conducive environment for employing Active Learning Method and HDP learning resources are adequate for employing Active Learning Method.

Question 3. As a result of the HDP course what changes would you like to see in the teaching-learning program?

In some instances the lecturers interpret the question regarding change as a way to improve the HDP course. However, most answers reflected a desire to have more follow up to the HDP course. The following quotes are a sample of their responses:

"I had little willingness to be involved with HDP at first but after taking the sessions I became enthusiastic for the program."

"Since taking the HDP course four years ago, there has been no follow-up and no one has observed me."

"HDP topics are good but I would like more time spent on student problem."

"I would like to have a workshop to review Active Learning Methods."

"There are still some HDP participants who still use lectures. We need a review of ALMs."

"Lesson plans are helpful and reflections are important, also action research .Don't change anything."

As a result of question 3 and the responses given, it appeared that varied trainings on assessment, action research and active learning methods were delivered to the HDP trained teacher educators as a means for continuous professional development.

Chapter Five

V. Summary of the Discussion

The first topic discussed was "what is meant by 'the best teaching method?" one participant expressed the view that the best teaching method was that which fits the nature of the topic being taught. Others felt that making students actively participate in the teaching-learning process and taking responsibility for their learning were requirements in the Ethiopian context.

It was noted that the theoretical underpinning of active learning methods was constructivism, in contrast to positivism, and that there was abundant research demonstrating the superior quality of the constructivist approach to learning which involves learners constructing their own meaning of what is received and fitting it into their own perception of the world. Active teaching gives students the opportunity to engage in this tasks of constructing and make sense of the information provided by engaging with it and applying it and, indeed, challenging it.

The second topic discussed was how to bring about change in the teaching - learning process within the CTE and institutionalize it. The participants worked on this topic in groups and displayed their responses on the wall for a gallery walk. Great emphasis was placed on the value of continuous professional development with regular workshops to update teachers on methodology. It was commented that CTE managers do not know what the HDP is or what value it has and that this needs to change. There needed to be more opportunities for experience sharing among colleagues. Again the issues of class size and lack of resources were raised. The researcher was able to comment from his experience in other countries about how difficult it is to bring about attitudinal change in any country, having

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seen the same transition from teacher- centered to student – centered learning being performed in western countries. It is harder to change the human capacity of the people necessary to run those institutions successfully employing methods which are new to them.

a) Conclusions

This survey displays the followings:

- HDP Graduates are fully aware of what kind of teaching- learning process they should be fostering. From their replies to the questionnaires, it is clear that they are able to talk knowledgeably about the key components of the HDP: active learning methods, students centered learning, continuous assessment, lesson planning, classroom management, time management and so on. They attribute this knowledge and the change in their approach to teaching to the HDP Course.
- The respondents tell us that they do employ the methods advocated in the HDP whenever possible, even though the range of method employed is limited by appropriateness to the topics taught, class size (both in the sense of number of students as well as lack of space), lack of resource (Such as access to printers, paper, laptops, LCD projectors, audiovisual aids etc.) and resistance from students to new, unfamiliar methods. Thus, the main methods used with any degree of frequency are the same for most instructors; pair work, group work, brainstorming, questioning and answering presentation, case studies and, for language teaching, drama, role play and creative writing
- Whilst the HDP graduates are convinced of the intrinsic value of the program, that is, they become better teachers because of it. They are not sure of the extrinsic worth it has in terms of their career program, which is after all, a one academic year long course. These rewards would include salary increments, priority access to scholar ships, and preference for promotion. As quoted at the beginning of this report, it states in the HDP Handbook that the program provides graduates with "enhanced professional status." It is not at all clear that this is the case. The HDP material is in need of revision to eliminate repetition and to enhance the content.

b) Recommendation

- There needs to be an obligatory program of continuous Professional Development for CTE instructors to include annual workshops to remind them of the latest teaching method, as well as lesson observations by a CPD coordinator to assure the quality of the work being performed.
- The CTE could adopt a modular approach to curriculum design with active learning method appropriate to each topic taught being incorporated into a manual for use by teachers. Thus, both the content of topic as well as the methods to be employed to deliver the material would be easily available to the instructor. This would ensure common standards and a more uniform quality of teaching
- Students need to be orientated to the approaches to teaching and assessing adopted by the CTE. They should be provided with both a booklet as well as an induction course in which the CTE would try to convince them of the fact that learning in a CTE is different to that which they are used to, but that the method being employed are how they will become self- sufficient, active learners and qualified competent professionals able to create a good future for themselves and their country if the assessment method evaluate skills and knowledge that cannot be acquired by memorization of notes, then undoubtedly, the students will appreciate better the difference approach to teaching which requires them to be active learners.
- The HDP handbook is in need of revision. There is repetitive assignment and some parts of the material lack intellectual rigor or challenge. The contents can be enhanced by providing the HDLs with additional resource such as internet or book references and a DVD of active learning methods being employed in real classrooms in CTE, for example. There need to be more challenge for those lecturers who have a pedagogical background.
- There need to be clearly spelt- out incentives to becoming a better teacher. Teaching, not just academic qualification, need to be valued. There should be a salary increment for any lecturer who successfully completes the HDP and the fact that they have been awarded the diploma should be an important component of their consideration for promotion and consideration for scholarships. If these were to be the case, however there should be concomitant for assignment and requirement for attendance
- The provision of teaching resource of all kinds needs to be improved. Teachers need to have ready access to computers, paper printers, flip – chart paper, marker pens, and LCD projector so that more audio –visual stimuli can be employed. Thus, teachers would not have to dedicate so much time in every lesson to just writing notes on the board for students to copy, but could provide handouts with those notes for the students to study before classes in order to spend the class time discussing, analyzing, appraising and employing other higher order thinking skills. At the same time, more up-to date books and more copies of those books need to be provided in the library with an appropriate

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cataloguing system so that teachers can set students to read materials related to their subjects.

- Class size need to be reduced to facilitate the use of active learning method which are difficult to employ in large, over – crowded rooms.
- The CTE cannot have a zero attrition rate if it wishes to offer a high – quality education. There is no incentive for teachers to teach well or for students to be motivated to give of their best if no one fails. Humans are motivated by "carrots and sticks" meaning incentives and disincentives, in education as in all else
- Finally, the researcher would like to quote what he wrote in a report on his first year as higher Diploma Leader.

The researcher believes that it is vital for future of the HDP and thus of the effort to improve the quality of the teaching/learning process in Ethiopia that the HDP be given the prestige and status that it deserves. He believes this will only come about if it is made clear to all teaching staff at the CTE a) that it is obligatory b) that there will be reward to those who treat it lightly by not attending or by dropping out without good reason will be sanctioned.

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Appendix- I

Jimma Teachers College Office Of HDP

The purpose of this questionnaire is to better understand the role of higher diploma program in improving trained teachers' classroom teaching method which contributes to a strong implementation of the program across Oromia CTE contexts in which it is being implemented. Please, base all your responses on the 1996 E.C. – 2004 E.C. academic years. You are kindly requested to answer the questions honesty and thoroughly. Your response will be kept confidential. Finally, you are not advised to write your name on any part of this questionnaire.
Thank You for your help!

Part I: Background Information on characteristics of respondents for teacher educators.

Direction: Put a tick (√) in the appropriate box.

- Sex : ☐ Male ☐ Female
- Academic Qualification: ☐ Diploma ☐ First Degree ☐ Second Degree ☐ PhD
- HDP related facilitation: ☐ HDP candidate ☐ HDP tutor ☐ HDP leader ☐ HDP line manager ☐ HDP trained teacher
- Experiences in teaching

  ☐ 2-4 ☐ 5-7 ☐ 7-9 ☐ 9-11

  ☐ 11 – 13 ☐ above 13

Part II: Close ended questionnaire on Higher Diploma program Effectiveness in classroom

Direction: Please indicate the degree to which you agree or disagree with the following statements regarding your overall ideas of Higher Diploma program.

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The lecture method teaching strategy is more situated to the current curriculum and students back ground					
2	Most teachers use lecture method because it is the method they know well					
3	Teaching is the sole responsibility of teachers.					

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4	Students have adequate prior experience and understanding of active learning methods					
5	Students role is listening to lecture, note taking and response to questions upon request					
6	HDP training created conducive environment for carrying out active-learning method					
7	HDP learning resources are adequate for employing active learning method					
8	Class size doesn't hinder me from implementing active learning					
	methods because of the experience I got from HDP					
9	The activities in the HDP modules are presented in a way to encourage independent active learning methods					
10	Teachers recognize participatory learning					
11	Students participate to learn sufficient content through active learning method					
12	Teachers mostly emphasize facts and information in their questions for exams/tests					
13	Teachers' encourage participation of students					
14	Teachers' assessment techniques encourage active learning methods of students					

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15	Teachers' provide detailed and prompt feedback on time to students' activities					
16	The HDP has positively changed my methods of teaching in the class room					
17	Active learning methods in the HDP take up too much valuable teaching time					
18	Experienced instructors do not need to write lesson plan					
19	Only formal tests give the teacher useful feedback on students' progress.					
20	Students do not like continuous assessment					
21	The school placement is not a useful part of the HDP					
22	Tests and examinations are the best assessment methods					
23	HDP graduates need follow up workshops throughout their careers to remind them of the HDP Methods					
24	Instructors are too over loaded to do continuous professional development					
25	Instructors in general are concerned to maintain high standards of teaching and want to improve the quality of teaching methods					
26	My action research was use full to my leaching					
27	Lesson plans help instructors with time management					

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28	Observing a colleague's class is only done during the HDP					
29	I discuss teaching methods with my colleagues					
30	Instructors would rather not be observed teaching by their colleagues					
31	Knowing about learning styles influences my teaching					
32	Students, at this CTE, are taught using Active learning Methods					
33	I recommend my colleagues to take the HDP training					
34	Most of what I learned during the HDP is not useful					

Part III. Open-ended questionnaire on Higher Diploma program Effectiveness in classroom

Direction: Please answer as fully and honestly as you can. Your replies are very important to get valuable information about the program. Thus, write its response briefly and precisely, please.

1. Explain major challenges that you observed in HDP since then.

---

2. Describe success points of HDP for your class room sessions.

---

3. Has the HDP changed your methods of teaching?

How in particular?

Do you feel you are a better teacher because of the HDP?

In what ways? ----------

4. What do you think were the best things about the HDP?

Why?

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5. What do you think were the worst aspects of the HDP?

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Why?----------

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6. Explain the active learning methods you use regularly?

Appendix- II

Jimma Teachers College Office Of HDP

Observation Check list in the classroom on the role of higher diploma program in improving trained teachers' class room teaching methods.

No	Views of the change process	Yes	No
1	I best ensured that what is learned on the HDP is put in to practice in classes		
2	Active learning methods take up too much valuable time		
3	The instructor is implementing ALMS in class room		
4	The instructor is implementing continuous assessments in the classroom		
5	Varied learning styles are employed in the class room		
6	Students are highly participating		
7	The specific objective of the daily lesson is displayed to the students		
8	The instructor uses varied active learning (2-3) methods in the classroom		
9	Teaching aids are used in the classroom for teaching		
10	Students are given a sort of constructive feedback about the daily lesson		
11	Students and instructors are interacting in a friendly way in the classroom		
12	The methods that the instructor employed made the students disturb the class		
13	The instructor is telling to his students some Ice breakers		

Appendix- III

Kolleejjii Barsiisotaa Jimmaa Kutaa HDP

Kaayyoon gaaffii qorannoo kanaa, shoora sagantaan diploomaa olaanaa haxa barsiisuu daree barsiisota leenji'anii foyyeessuu keessatti qabu haalaan hubachuuf. Kanaafuu, akka barataatti atis carraaqqii waliigalaa barsiisaan kee daree barsiisu keessatti adeemsiisu madaaluun gaaffilee dhiyaataniif deebii kenni. Gaaffilee hunda walqixa deebisi. Deebiin kee icitiin eegama. Gaaffii qorannoo kanarratti maqaa kee hin barreessiini.

Deggeersa keef galatoomi!

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Kutaa I: Odeeffannoo durduubee

- Saala : ☐ Dhiira ☐ Dubara
- Kolleejjichatti waggaa baratte: ☐ Tokko ☐ Lama ☐ Sadi
- Istiriimii keessatti baratte:

  ☐ Afaan ☐ Saayinsii Hawaasaa

  ☐ Saayinsii Uumamaa ☐ Guddina Jabeenya Qaamaa

Kutaa II: Sagantaa HDP irratti gaaffii qorannoo yaada murtaa'een deebi'u.

Qajeelfama : Gaaffilee kanaa gadii keessa bakka deggeerturratti yaada shanan keessaa tokko jalatti mallattoo ( ) kaa'i.

Lak	***Gaaffilee***	***Baay'ee hin fudhatamu***	***Hin fudhatamu***	***Giddugaleessa***	***Fudhatamaadha***	***Baay'ee fudhatamaadha***
1	Tarsiimoon barsiisuu mala barsiisotaa haala sirna barnoota haaraa fi beekumsa durduubee barattootaan daran ibsama.					
2	Barsiisonni harki caalaan mala od-ibsaatti fayyadamu; sababni isaas haalaan waan malicha beekaniif.					
3	Barsiisuurratti itti gaafatamuummaa kan fudhatu barsiisota qofa.					
4	Barattoonni malleen si'aayinaan barachuu irratti muuxannoo duraanii fi hubannoo ga'aa qabu.					
5	Ga'een barattootaa od-ibsa dhaggeeffachuu, yaadannoo qabachuufi gaaffilee gaafatamaniif deebii kennuudha.					
6	Mala od-ibsaa qofa yoo itti gargaaramne sirna barnootaa xumuruu (haguuguu) dandeenya.					
7	Barsiisonni barannoo hirmaachisaa raawwatu.					
8	Mala si'aayinaan barachuutti gargaaramuun barattoonni qabiyyee baay'ee hirmaannaan barachuu danda'u.					
9	Barattonni yaadannoo waan dhugaa ta'e fudhachuu fi qormaata qofaarratti hirkannaa baay'isu.					
10	Barsiisonni yeroo baay'ee waan dhugaa ta'eefi gaaffile qormaataa ykn battallee irratti xiyyeeffatu.					
11	Barsiisonni hirmaannaa barattootaa jajjabeessu.					
12	Tooftaaleen madaallii barsiisotaa malleen si'aayinaan barachuu barattootaa jajjabeessa.					
13	Barsiisonni yaad-gabbii gadi-fageenyaa gochaalee barattootaaf kennaman keessatti yeroodhaan ni kennu.					

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Appendix-iv

Semi-structured Interview Questions

Question 1. How would you describe your teaching styles prior to taking the HDP course?

Question 2. How would you describe your teaching styles after taking the HDP course?

Question 3. As a result of the HDP course what changes would you like to see in the teaching-learning program?

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Psychoanalytic Theory used in English Literature: A Descriptive Study

By Md. Mahroof Hossain
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Abstract- Psychoanalysis is one of the modern theories that are used in English literature. It is a theory that is regarded as a theory of personality organization and the dynamics of personality that guides psychoanalysis. It is known that the closet connection between literature and psychoanalysis has always been deployed by the academic field of literary criticism or literary theory. Among the critical approaches to literature, the psychoanalysis has been one of the most controversial and for many readers the least appreciated. In spite of that it has been regarded one of the fascinating and rewarding approach in the application of interpretative analysis. This psychological interpretation has become one of the mechanisms to find out the hidden meaning of a literary text. It also helps to explore the innate conglomerate of the writer's personality as factors that contribute to his experience from birth to the period of writing a book. The goal of psychoanalysis was to show that behaviour which was caused by the interaction between unconscious and unco-nsciousness. The proposed work titled 'Psychoanalytic theory used in English Literature: A Descriptive Study' aims to explore where psychoanalysis has been used by the author's in his/her literary works in English literature.

Keywords: psychoanalysis, oedipus complex, consciousness, literature, unconsciousness, daydream.

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PSYCHOANALYTICTHEORYUSEDIN ENGLISHLITERATUREADESCRIPTIVESTUDY

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Psychoanalytic Theory used in English Literature: A Descriptive Study

Md. Mahroof Hossain

Abstract- Psychoanalysis is one of the modern theories that are used in English literature. It is a theory that is regarded as a theory of personality organization and the dynamics of personality that guides psychoanalysis. It is known that the closet connection between literature and psychoanalysis has always been deployed by the academic field of literary criticism or literary theory. Among the critical approaches to literature, the psychoanalysis has been one of the most controversial and for many readers the least appreciated. In spite of that it has been regarded one of the fascinating and rewarding approach in the application of interpretative analysis. This psychological interpretation has become one of the mechanisms to find out the hidden meaning of a literary text. It also helps to explore the innate conglomerate of the writer's personality as factors that contribute to his experience from birth to the period of writing a book. The goal of psychoanalysis was to show that behaviour which was caused by the interaction between unconscious and unco-nsciousness. The proposed work titled 'Psychoanalytic theory used in English Literature: A Descriptive Study' aims to explore where psychoanalysis has been used by the author's in his/her literary works in English literature. This article also discusses the different psychoanalytic theory which was born out of the self-analysis under taken by Sigmund Freud in 1897.

KeyWords: psychoanalysis, oedipus complex, consciousness, literature, unconsciousness, daydream.

I. Introduction

The early 20th century marking the begaining of modern psychology and with the pace of this psychology the psychological analysis of literary texts evolved. This method of critiquing used the concepts advocated by noted sociologists, including Carl Jung, Alfred Adler and Otto Rank and above all Sigmund Freud. It was first used or developed as a method of therapy for neuroses by Freud, but very soon expanded it to account for many expanded developments and practices in the history of civilizations including warfare, mythology, religion, literature and other arts.

In the process of explaining literature psychoanalysis has been used and in the process literature has been used as a source for psychoanalytic conceptions. We noticed that literary criticism has used psychoanalysis theory to interpret literature and literature has also attempted to exploit and use psychoanalysis for creative purposes. Psychological criticism deals with the work of literature primarily as an expression, in fictional form, of the state of mind and the structure of personality of individual author.

If we look at the history of psychology we will find that psychoanalysis started from the medical profession. Entering into psychology, it spread into other fields of study and finally permeated literary studies as one of the different approaches to literature. The idea of psychoanalysis revolves round the concept that peoples' actions are determined by their prestored ideas of the recurrent events.

According to Monte (1977), "Psychoanalytic theories assume the existence of unconscious internal states that motivate an individual's overt actions". (Beneath the Mask, 8) .The Psychoanalysis movement is therefore championed by Sigmund Freud (1859-1939).

A later student of Freudian psychology in the name of Carl Gustav Jung (1875-1961) re-directs his view to suit his own social milieu in the understanding of psychoanalysis. It is Jung who sees the basic human behaviours in myths and legends. A later development of psychoanalysis embraced Alfred Adler (1870-1937) who sees man as a social being. In the sense of Adler we are motivated by social needs, "we are self conscious and capable of improving ourselves and the world around us". (McConnell, 250)

Thus, we can begin to perceive that there is a mutual fascination between the field of 'Psychoanalysis and Literature' is the major 'mediator' between the two disciplines.

II. Psychoanalysis

Psychoanalytic therapy is the re-narratization of a person's life. It has given much importance on the significance between the unconscious and thought processes. They believed that an awareness of this is therapeutic and vital to a healthy mind. Psychoanalysis emphasized on motives, it focused on hidden or disguised motives which helps to clarify literature on two levels, the level of writing itself and the level of character action within the text. Psychoanalysis gives emphasis on the subject and tries to explain what are the relationship of meaning and identity are to the psychic and cultural forces. Psychoanalysis has a great importance in contemporary understandings of reading, meaning and the relation of literature to culture.

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Psychoanalysis has been seen as a form of therapy which aims to cure mental disorders 'by investigating the interaction of conscious and unconscious elements in the minds'. Psychoanalysis examines the articulation of our most private anxieties and meanings to culture and gives us a perspective on them as cultural formations.

We live in a post-Freudian age; we cannot escape the fact that we think about human life differently from the way people in the past thought about it. Psychoanalytic approaches to literature may not always be rich enough, may tend to be reductive, on the level of theory psychoanalysis is of great importance.

III. The Basis of Freudian Psychoanalysis

The modern theory that is used in literature has two accepted meanings. Firstly, it means a method of treating mentally disordered people. Secondly, it also goes to mean the theories on human mind and its various complexities.

Psychoanalytic theory was propounded by Sigmund Freud. Freud was originally a medical man who was engaged in the study and treatment of patients in his clinic. His long devotion to this sector makes him realize and he observed mental disease of his patients. Gradually he was more interested in the study of psychology and more particularly psychology of the unconscious mind.

Freud suggested that our mind has three distinct regions. On the basis of his first discoveries concern the psychology of psychoneurosis, dreams, jokes and what he called the psychopathology of everyday life, such as slips of the tongue, of the pens.

The second is a system of pre-conscious and a third a system of conscious. His ideas were first presented in 'The interpretation of Dreams (1900). It has often been assumed that the evidential basis for these theories came from his study of dreams. It is the mind in which all our pleasant and unpleasant experiences are accumulated, synthesized and organized. (Das, Ritamain, pp.13-18)

IV. Theoretical Discussion

There are different theories relating to psychoanalysis. The main theories that are related to psychoanalysis are Freudian theory, Lacanian theory and object related theory.

a) Freudian Theory

Psychoanalysis is a psychological theory developed in the late 19th and early 20th centuries by Austrian Neurologist Sigmund Freud and others.

Freud's psychoanalytic theory, coming as it at the turn of the century, provided a radically new approach to the analysis and treatment of 'abnormal' adult behavior. Earlier views tended to ignore behavior and look for a physiological explanation of 'abnormality'. The novelty of Freud's approach was in recognizing that neurotic behavior is not random or meaningless but goal-directed.

i. *The Pre-Oedipal Stage*

Freud claimed that all human beings are born with certain instincts, i.e with a natural tendency to satisfy their biologically determined needs for food, shelter and warmth. The satisfaction of these needs is both practical and a source of pleasure which Freud refers to as 'sexual'. Freud divides this stage into three stages: the oral stage, the anal stage and the phallic stage.

ii. *The Oedipus complex*

Sigmund Freud introduced the term 'Oedipus complex' in his 'Interpretation of Dreams' (1899). According to him, the concept is a desire for sexual involvement with the parent of the opposite sex, which produces a sense of competition with the parent of the same sex and a crucial stage in the normal developmental process (Freud, 1913). The term Oedipus complex was indeed named after the name of Greek mythical figure. Oedipus who was the son of king Liaus and queen Jocasta of Thebes, and finally killed his father and married his mother unconsciously which according to the belief of the writer and people of that time, was designed by fate. (Safra,1768).

But, according to Sigmund Freud, the accidents or incidents in the life of Oedipus happened because of sexual complexity between Oedipus and his mother. And on the basis of this story he invented the concept Oedipus complex which he attributed to children of about the age of three to five. He views that all human behaviour are motivated by sex or by the instincts, which in his opinion are the neurological representations of physical needs. He firstly referred to those as the life instincts which perpetuate the life of the individual, initially by motivating him or her to seek food and water and secondly by motivating him or her to have sex. (Boeree, 2006)

Freud's clinical experience led him to view sex as much more important in the dynamics of the psyche than other needs.

iii. *The unconscious*

The unconscious is that part of the mind that lies outside the somewhat vague and porous boundaries of consciousness and is constructed in part by the repression of that which is too painful to remain in consciousness. Freud distinguishes repression from sublimation –the rechanneling of drives that cannot be given an acceptable outlet. The unconsciousness also contains what Freud calls Laws of transformation. These are the principles that govern the process of repression and sublimation. In general we can say that the unconscious serves the theoretical function of making the relation between childhood experience and adult behavior intelligible.

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iv. *Ego, Id and Super-Ego*

Freud proposed three structures of the psyche or personality. Id, Ego, Ego and Super-Ego. Id refers a selfish, primitive, childish pleasure –oriented part of the personality with no ability to delay gratification. Super-Ego refers internalized societal and parental standards of 'good' and 'bad', 'right' and 'wrong' behaviour'. Ego refers the moderator between the Id and Super-Ego which seeks compromises to pacify both. It can be viewed as our 'sense of time and place'.

v. *Problems*

Some of the problems raised in response to Education theory are:

Freud's hypotheses are neither verifiable nor falsifiable. It is not clear what would count as evidence sufficient to confirm or refute theoretical claims.

The theory is based on an inadequate conceptualization of the experience of woman.

The theory overemphasizes the role of sexuality in human psychological development and experience.

b) Lacanian Theory

French psychoanalyst Jacques Lacan has reinterpreted Freud is structuralist terms, bringing the theory into the second half of the Twentieth century. Like Freud, Lacan discusses the importance of the pre-Oedipal stage in the child's life when it makes no clear distinction between itself and the external world; when it harbors no definite sense of self and lives symbiotically with the mother's body. Lacan refers to this stage as the Imaginary.

i. *The Mirror stage*

Lacan characterizes the period when the child begins to draw rudimentary distinctions between self and other as the mirror stage. This is the period when the child's sense of self and the first steps in the acquisition of language emerge. The 'I' finds and image of itself reflected in a 'mirror'.

c) Object Relations Theory

Another adaptation of psychoanalytic theory known as 'object relations theory' starts from the assumption that the psychological life of the human beings is created in and through relations with other human beings. Thus, the object relations theorist distinguishes between the physical and psychological birth of the individual. While the physical birth is a process that occurs over a specific and easily observable period of time, the psychological birth is typically extended over the first three years of life and can occur only in and through social relations. During this time, certain 'innate potentials and character traits' are allowed to develop in the presence of 'good object relations'. The quality of these relations affects the quality of one's linguistic and motor skills. The first years of life are characterized by the establishment of a close relationship to the primary caretaker and the subsequent dissolution of that relationship through separation and individuation. This psychological development of the child is a part of reciprocal process of adjustment between child and caretaker- both must learn to be responsive to the needs and interests of the other.

There are two important aspects of child development: self-identity and gender identity. In context of the nuclear family, the child must move away from the mother in order to achieve autonomy, the father offers an alternative with which to identify. Thus, the boy tends to develop strong self-identity but weak gender identity.

V. Literature and Psychoanalysis

Psychoanalysis is not simply a branch of medicine or psychology; it helps understand philosophy, culture, religion and first and foremost literature.

In developing his theory of psychoanalysis Sigmund Freud has often related it to art in general and to literature in particular.

In 'The Interpretation of Dreams, Freud analyzed Sophocles' Oedipus Rex and Shakespeare's Hamlet for their Oedipal elements and for the effects the plays had on their audience. In his 'Creative writers and Day-dreaming,' Freud further expanded the connection between literature and psychoanalysis. He compared fantasy, play, dreams and the work of art in order to understand creativity. In 'creative writers and Day-dreaming' Freud first presented his theory on the structure of the literary work and made a psychoanalytic inquiry into the nature of literature. For Freud, a literary work is analogous to a daydream. Like a daydream, the literary work contains in its fantasy the fulfillment of an unsatisfied wish and thus improves on an unsatisfactory reality.

Psychoanalytic literary criticism can focus on one or more of the following:

I. The author: The theory is used to analyze the author and his/her life and the literary work.
II. The characters: This theory is used to analyze one or more of the characters, the psychological theory becomes a tool that to explain the characters' behaviour and motivations.
III. The audience: The theory is used to explain the appeal of the work for those who read it.
IV. The text: The theory is used to analyze the role of language and symbolism in the work.

The authors and writers are influenced by the psychoanalytic concepts which are reflected in the characters of their works and also in their mind. The psychoanalytic concepts which were propounded by Sigmund Freud influenced the psychoanalysis of authors are:

I. The primacy of the Unconscious.
II. The Iceberg theory of the psyche.

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III. Dreams are an expression of our conscious.
IV. Infantile behaviour is essentially sexual and
V. The relationship between neurosis and creativity.

Thus, we will observe some of the works of different author's where they have used psychoanalytic theories in their works.

VI. A Psychological Analysis of D.H Lawrence Sons and Lovers

Paris (1974) has mentioned in his book, 'A Psychological Approach to Fiction' that,

"Psychology helps us to talk about what the novelist knows, but fiction helps us to know what the psychologist is talking about…… The chief impulse of realistic fiction, however, is neither formal nor thematic but mimetic, and novels of psychological realism call by their very nature for psychological analysis. (Preamble).

We can say that fiction is an imitation of life, in other words we can say that it is the critical study of the mind of the author.

The novel Sons and Lovers is considered as David Herbert Lawrence's magnum opus. It is considered as an autobiographical fiction. Different interpreters of this novel have said different things about the source.

According to Anthony Beal in D.H Lawrence,

Sons and Lovers the autobiographical novel that tells so much about the first twenty-five years of his life, about his family and friend and society in which he grew up."

The novel is all about the protagonist Paul Morel who shown unusually much love from his mother and hatred for his father. There is conflict between love and hatred about the family members. Paul has given critics reason for believing that the novel deals with Sigmund Freud's one of the psychological theory that is Oedipus complex.

"A mother that lives in an unsatisfactory relationship both emotionally and sexual, with her husband, will easily be inclined to have a closer bond with her child." (Monster , p.105).

The Oedipus complex was introduced by Sigmund Freud which is named after the Greek tragedy Oedipus Rex by Sophocles.

According to Encyclopedia Britannia,

"[The] Oedipus complex, in psychoanalytic theory, [is] a desire for sexual involvement with the parent of the opposite sex and concomitant sense of rivalry with the parent of the same sex, a crucial stage in the normal development process." [Encyclopedia Britannica].

According to Leif Mousten, there are six requirements that must be fulfilled for the complex to take place. The six requirements are:

I. An intimate relationship between mother and child prior to the complex.
II. The child has discovered the differences between mother boys and girls.
III. The sexuality of the child is now focused on the pleasurable sensation.
IV. The intellectual development of the child is now at an advanced stage, giving the child an opportunity to understand what is going on between two adults.
V. The emotional development of the child is now at an advanced stage, making the child more aware to sympathy and empathy meaning, a depiction between whom they like and who they do not.
VI. The emotional and intellectual development is now at an advanced stage, that the child no longer acquires the outside world by the use of imitation but instead with identification. (Mousten, p.95-97)
VII. On the basis of the criteria mention above for the Oedipus complex we can come to a conclusion that D.H Lawrence in his Sons and Lovers novel has followed Sigmund Freud psychological theory of Oedipus complex.

Sons and Lovers novel is divided into two parts. In the first the author gives a vivid illustration of family life of the Morels, their working class condition, childhood growth, games and problems and festivities, the little amount of money they make and the debts they owe. The theme of conflict between Paul's parents is constructively portrayed. The second part of the novel gives us the picture of the struggle soul of Paul, the complex relationship between Paul and Miriam, a girl that lives in a small farm with her family near the Morels.

Later in the novel, it gives a picture of intimacy between Miriam and Paul, but it is short-lived because Paul will not marry her. This physically intimacy shows the features of Paul as he continues to remain emotionally detached from Miriam. Once again, Paul succumbs to the oedipal attachment for his mother. Paul has a relationship with a married woman named Clara Dawes. Paul allows himself to have this relationship because he knows that practically this relationship can never go anywhere. She would never divorce her husband. Therefore, Clara is not a threat to Paul's oedipal fixation to his mother. There is no danger of her taking his mother's place.

Paul's mother becomes ill. Since she is bedridden and in pain. Paul gives her morphine. However, he administers an overdose of morphine to her, which leads to her death. While this might be seen as euthanasia, it seems likely that killing his mother was Paul's unconscious way of releasing himself from the Oedipus complex once and for all.

However, the dominant theme in Lawrence's Sons and Lovers is the Oedipus complex. The complex centers on Lawrence's Protagonist Paul and his mother's dealings or relation.

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VIII. Psychological Analysis of Albert Camus 'The Stanger'

The stranger is a novel written by Albert Camus. It focuses on the life of a French Algerian named Meursault after he is informed of his mother's death via telegram. Meursault story is an example of that opposition between man and the external universe that Camus terms the 'absurd'. The story is told from the first person perspective of Meursault as he makes his way through life.

Meursault is a very different individual. Through his actions, one can believe that he must have some sort of anti-social personality disorder, since he has no empathy. The reflection of this characteristics view is found in multiple instances of the story. The first instance is when he attends his mother's wake and funeral. He seems very disconnected from the situation. We find him doing things, not for his own gain necessarily, but to at least please others because he doesn't really care.

Overall, we found it safe to say that Meursault, while he has his faults and weaknesses, is not necessarily psychologically disturbed and more of misunderstood in his society.

The character Meursault also lacks enthusiasm and interest. He is primarily passive, because he has no ambitions. He lacks what the psychologist calls achievement motivations. Meursault in this novel doesn't want to commit himself into any relationship.

Camus decides that human being always looks for happiness although they are conscious of the ultimate defeat of death. It is from his life in Algeria in the 1939's that Camus drew the background for The Stranger. Camus was influenced by the circumstances where poverty, petty violence and racial tension of daily life prevail. He was part of the younger generation that rejected the conventions of middle-class society.

Meursault was a character who was honest, being true to his impressions, refusing to say more than what he know. He lives by his own principle and which has nothing to do with the behaviour that society expects.

Albert Camus has tried to portray the psychological mind of the character Meursault in his novel the stranger. Meursault knows that the only happiness lies in accepting the present. His life recalls that of Christ, not as a God or savior, but as a man whose example of living by his beliefs could inspire others. The stranger has often been considered one of the best novels written in French during the twentieth century.

IX. Psychoanalytic Study of Arthur Miller Plays

Arthur Miller's works can be analyzed with the involvement of the psychological variables and psychoanalysis of his characters in his plays. The psychodynamics of the soul, its conflicts which are intrapersonal and interpersonal in nature and the subsequent attempt to search for a new identity to deal with it to achieve the emancipation of the soul can be elucidated and a new insight into Arthur Miller's works can be given.

Arthur Miller's works when studied with the intervention of the psychological variables and psychodynamics of his characters in his plays brings out the different ways and means used the characters using the defense mechanisms as propounded by Freud to deal with their conflicts and achieve emancipations of their souls.

One of the themes of the American dream, the ability to become prosperous, shows the traditional spirit of Americans in Miller's 'Death of a salesman' and earlier in 'All my sons'. Willy Loman in 'Death of a Salesman' could not follow the change of time and became obsessed with the old values of success dream in the past and Joe a realist, in 'All my Sons', got along rather well, even though he too is influenced by old values to some extent.

Death of a Salesman is a play that is psychoanalytic because of the problems Willie faces with himself and his dysfunctional family.

Loman is an example of a person who is affected by repression of his pleasure principle and Arthur Miller wants to use Loman as an example for America since his hard working in salesmanship has drastically aided in his psychological regression. America's identity is based on the ideas of the American dreams to which Willie has always pitched the idea to his son, which is a dream of self-improvement mainly through economic means or repressing self-gratification in a quest for something larger.

The scene in Willie's daydream at Frank's chop house where Biff meets with Willie at the hotel shows the sign of the 'pleasure principal' problem that Willie has. He is having an affair with another woman which would break the sanctity in Willie and Linda's marriage.

Freud would agree that the psychoanalysis behind this is that Willie seeks pleasure and that he wants to get away from his problems at home. He does not like to face problems head on and rather decides that he will get away from all that and avoid the problems he has in his life.

Willie affects his other son Happy. Happy's affairs with women and his views on them somehow can come from the Oedipal Complex. Since happy did not have a strong influence on his father, he could have had a stronger influence towards his mother.

The American Dream has destroyed Willie psychologically and now that Biff did not respect him, he feels that his family would be better off without him. Willie uses 'regression' which is a defense mechanism that means when thoughts are temporarily pushed back

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out of consciousness and into unconsciousness. His daydreams are a good example of that.

These aspects in Death of a Salesman proves why this can be a psychoanalytic play. There is a combination of how the mind thinks that way that are caused by family problems and there are also hints of the Oedipus complex that are integrated in this play. Arthur Miller's principal characters are motivated by an obsession to justify themselves. They fix their identities through radical acts of ego-assertion.

X. Psychoanalytic Study of Walt Whitman's 'The Sleepers'

'The Sleepers' is one of the poems from the 1855 first edition of 'Leaves of Grass'. This is a simple poem, dedicated to exploring an idea of democratic empathy. 'The Sleepers' has long been counted among the more obscure poems of 'Leaves of Grass'.

Richard Maurice Bucke, a friend and discipline of Whitman, described 'The Sleepers' as a poem that represents the 'mind' during 'sleep'. He went on to say that the mind is made up to connected, half-connected and disconnected thoughts and feelings as they occur in dreams. Literary critics began to view the poem as a prolepsis examination of a model of the mind developed by Freud and Jung, who had put forth theories related to submerged psychic levels that were inaccessible to the 'conscious mind'. The conscious mind is divided into the 'id' or 'libido' or 'collective unconscious's' that played a great role in the shaping of an individual's personality. This aspect showed that Whitman had anticipated the modernist literary and artistic movements that were founded on the new psychological models. Miller, Jr.(1957) read the poem 'The Sleepers' as a 'psychological dramatization' of a flow of images with only eccentric relationships one to another, closely resembling the stream of consciousness technique of a later era.' (P.130).

Psychological critics like Miller and Black (1968, 1970) described the poem 'The Sleepers' as 'an evocation of psychic depths'. In Freudian terms 'The Sleepers' is the sexual maturation of a young boy as he grows into manhood. It is a poem of consciousness which revealed the poetic identity in its purely private context. The poem went through an implied cyclical process: implied innocence or oneness, psychic fragmentation, incompleteness, despair and then a unifying process in the last section.

XI. Conclusion

In view of the above study, we came to understand that psychoanalysis is a powerful tool in the critical analysis of a literary text. Its influence on the literary production is to add 'legitimacy' to the text. This paper highlighted the application of Freudian concepts to the explication of literary texts' thereby equating the text with the 'psyche', perhaps of the writer and providing us with a profound insight into the unconscious of the writer.

Finally, this paper has attempted to establish the relationship between psychology and literature and then proved that 'Literature' uses 'Psychoanalysis' for creative purposes which, in turn, enriches the quality value and legitimacy of the literary text. Literature can help us alter our cognitions, the internal structures of the self and this transformation can be well explained through psychoanalytic criticism, in turn, this enables us to explore new possibilities for reading, studying and teaching literature.

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Child-Friendly School in Educational Settings for Elementary School in the Papua Island of Indonesia

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Abstract- The purpose of this research is to get deep meaning of child-friendly school in educational settings in the Land of Papua Indonesia, relate with (1) how children at risk at home or in the community; (2) how situational factors affecting child protection in schools relate with bullying (physical, verbal and psychological abuse) by staff and peers; (3) how peace building and child protection policy for educational settings in the elementary school. Location of the research was in ten districts, such as: Merauke, Boven Digul, Jayapura, Keerom, Lanny Jaya, Jayawijaya, Biak, Teluk Bintuni, Fakfak; and city of Jayapura. The result of this research indicate that peace building and child protection canbe intepreted based on: (1) strong education in the family; (2) the importance of attention to the socially outside of school; (3) atmosphere environment in school; (4) strengthen of friendship peers in the school; (5) atmosphere in the classroo; (6) methods of theaching by teacher; (7) strengthen the role of teaches as educator; (8) strengthen relationship teacher-student-parent; (9) exempary habituation; (10) acculturation character education in the learning systems; (11) strengthen of character education; (12) strengthen the role of school principal.

Keywords: peace education, child protection, community pasticipation, school management.

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I. Introduction

Education is the key word in any effort to improve the quality of human life within which it has a role and a purpose for 'humanizing'. Education is essentially the process of maturation quality of life. Through the process is expected to be able to understand what is the meaning of man and the essence of life, and for what and how to carry out the task of living and life correctly. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic, heart, character, and faith. The highlight was reaching the point of perfection education quality of life.

Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector.

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In Papua is known for its three geographic conditions, namely: 1) the coastal areas, is the areas which are around the sea; 2) mountainous areas, is the areas which are located in the mountains; and 3) sub-urban areas, is the area which are located between the coastal areas and mountainous areas.

Papua and West Papua have a total population of more than 3.6 million, of which 78 per cent are indigenous Papuan. Approximately 70 per cent of the population resides in rural and remote areas characterised by considerable educational inequities across different socio-economic groups and between indigenous and non-indigenous populations. Papua Often referred to as Tanah Papua, Papua and West Papua was one province until 2007. While the development indicators are generally better in West Papua than Papua, West Papua has a higher poverty rate at 46 per cent compared to 35 per cent in Papua - both higher than the national average of 13 per cent1 and with significant disparity between urban and rural areas.

In Papua Province, some 37 per cent of the population resides in mountainous highland districts, 41per cent in easy-to-access lowland districts, and 21 per cent resides in lowland difficult-to-access districts. Families and children living in rural and remote areas experience the highest economic and educational disparities. Significant disparities exist in literacy rates between urban and rural Papuans, with higher illiteracy in rural areas (49 per cent) compared to urban areas (5 per cent). Almost 50 per cent of the population in rural Papua Province above 5 years of age has never attended school, compared to 5 per cent in urban areas.

a) Education Indicators in Papua and West Papua

There are some key education indicators issues which arrise relate with education condition in Tanah Papua, such as: (1) high illiteracy rates in rural and remote areas, especially among girls; (2) high numbers of drop-outs and out-of-school children; (3) gender imbalances in children's access to education services; and (4) high rates of teacher and principal absenteeism, particularly in hard to reach rural schools.

Those key education indicators for Papua and West Papua lag behind the national average. In 2010 the school participation rate in Papua and West Papua for

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ages 7-12 years was 65 per cent compared to 98 per cent for Indonesia as a whole. Overall, the drop-out rate for Papua and West Papua in 2009-2010 was 2.8 per cent compared to 1.6 per cent nationally, however, drop-out rates in hard-to-access districts of Papua and West Papua can reach 50 per cent in primary school and 73 per cent in junior secondary school.

Enrolment rates are lower than national averages for both primary and junior secondary schools (91.5 per cent for primary and 63 per cent for junior secondary levels in West Papua, compared with national averages of 95 per cent for primary and 74 per cent for junior secondary). School participation rates in Papua are 60 per cent for primary aged children and 61 per cent for junior secondary school aged children; early school-leaving and repetition rates are high (estimated repetition rate is as high as 11 per cent in grade 1, while early school leaving in Papua Province can be over 50 per cent). A large proportion of children in Papua are thus out-of-school (up to 30 per cent) while in West Papua up to 20 per cent are out-of-school: more than seven times higher than the national average. The Multiple Indicator Cluster Survey (MICS is an international household survey developed by UNICEF to assist countries fill data gaps for monitoring human development in general and the situation of children and women in particular) found that participation rates for children of secondary school age (13 to 18 years) ranged from 48 - 78 per cent across the districts of Papua and in one district in the highlands 25 per cent or 1 in 4 students aged 13-18 were still in primary school. Being over age for grade is a significant risk factor for school dropout and creates additional challenges for teachers dealing with social issues with such age diversity within classrooms. The MICS also demonstrates the challenges in consistent and reliable education and school attendance data in Papua due to the variance in the definitions and methods for data collection. While the census shows 60 per cent primary school participation in Papua, MICS reported more than 90 per cent of primary school age children to be attending school except in the District Jayawijaya (82 per cent).

Data from a 2011 Multiple Indicator Cluster Survey (MICS) conducted in six Papuan and West Papuan districts further highlight these disparities. For children of primary school entry age (7 years), attendance in grade 1 was 83 per cent in the urban Biak Numfor district, compared to 52 per cent in the rural and remote Jayawijaya district. The delayed start for many children living in rural and remote areas, reported to be distance related, results in many children in those areas being over age for their grade.

Papua and West Papua provinces have the lowest literacy and highest illiteracy rates in Indonesia compared to all other provinces. While West Papua illiteracy rate at 12 per cent is less than Papua at 37 per cent both are far above the Indonesian figure of 8 per cent. Disparities in literacy rates are marked between urban and rural Papuans with illiteracy in rural areas (49 per cent) much higher compared to urban areas (5 per cent). Across Indonesia the illiteracy rate fell rapidly between 2010 and 2011 however it increased in Papua. The literacy disparities become more pronounced the further away from urban centres and the further away from education service delivery. Disparities are most pronounced in the highland districts where rates of illiteracy range from 48 per cent to 92 per cent.

II. Method

The research was conducted in ten districts in Papus island or called Tanah Papua, which were, district: Merauke, Boven Digul, Jayapura, Keerom, Lanny Jaya, Jayawijaya, Biak, Teluk Bintuni, Fakfak; and city of Jayapura. This research is multi-case study of qualitative research which design using the comparative constant method. The purpose of this research was to dig understanding about: (1) how children at risk at home or in the community; (2) how situational factors affecting child protection in schools relate with bullying (physical, verbal and psychological abuse) by staff and peers; (3) how peace building and child protection policy for educational settings.

Informans in this research such as: teachers, parents, students, community leaders, and also officers from the local education department.

Some limitation of this research such as: (1) many of the Papuan villages, especially remote ones are very small which means that having more than one researcher in a village (for good triangulation purposes) is not possible. This meant that researchers in a single sub team often stayed in separate, neighbouring villages; (2) although villagers are familiar with Bahasa Indonesia and were able to communicate well using this with us, they nevertheless resorted to using local language among themselves and this presented a challenge for the researchers who missed much of the side talk, the interactions between family members and banter when children were playing. Furthermore Bahasa Indonesia is spoken with a Papuan dialect and this could be challenging at times; (3) it was the rainy season and so travel was problematic in some areas. This sometimes resulted in arriving in villages late in the day and finding host households were compromised. Furthermore, in one area it might have been better from the study point of view to have trekked further up the mountain to find a village but this was not possible due to the late arrival. The rain also inhibited movement to visit places of work and focal households; (4) the second round of the study coincided with the end of school term and some schools had closed early for Christmas vacation. This meant that either school routines were not normal or we had no access to the

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school at all. Many teachers had left the villages for vacation and were therefore not included in conversations; (5) in one village our visit coincided with two weddings which occupied the time of the villagers; (6) One site was near the border with Papua New Guinea. Here, there were high levels of suspicion from villagers (not authorities) about our purpose and some threatening behaviour (especially from a teacher) which resulted in reducing the number of nights in this village; (7) discussions around sensitive issues such as bullying and teasing were difficult.

III. Findings

First, relate with how children at risk at home or in the community. Some of the things that arrise that many children who receive harsh treatment from the family or in society, such as harsh words, insults, sometimes even up to the punch. Under these conditions the child becomes uncomfortable to be in the family or community on certain conditions. This condition is for most people it is common for parents of children at the time were children received the same treatment, so that this condition can be considered as the incidence of recurrent and hereditary.

Second, relate how situational factors affecting child protection in school relate with bullying (physical, verbal and psychological abuse) by staff and peers. The principle of school-based management implemented in schools with emphasis on the implementation of the three pillars, namely school management, joyfull learning, and community participation. Nevertheless, it has not been able fully to provide a sense of security and comfort when children are in school. It's like there is still verbal violence committed by teachers to students. The verbal abuse more on invective. Moreover, the frequent occurrence of conflict in society embodied in the tribal wars resulted in the children assess that these conditions can be considered as true in solving a problem. It was also a tough chore for the principal to be able to build a culture and school climate conducive to students. Another problem most often arises is when a child does not grade the students' parents are coming to schools and impose his will that his son was raised to a higher class. In this case the parents often happens that perform in ways that pose a threat to the teacher or school. This is precisely what makes the child feel protected by a hard stance or the rude attitude of parents to teachers in schools, and will be a justification planting in the child's mind that how hard is it reasonable to impose goal.

Ketiga, relate how peace building and child protection policy for educational settings. Ministry of Women's Empowerment and Child Protection, Republic of Indonesia since year 2014 has launched the program of district/city eligible children, which one indicator is child-friendly schools. Province of Papua and West Papua enthusiastically welcomed this case since year 2015, in order to position the child on the norms and propriety as it should be to get a life and a decent living. However, the main obstacle is the lack of governance and outreach to the maximum from the district to the villages or schools. Also the lack of synergy program or a deep understanding and a maximum of district institutions with institutions such as the village tribal councils, village councils, as well as with religious institutions. Under these conditions, the homework is quite heavy in the district is making the relevant local regulations pertaining to the district/city eligible children to protect citizens in the region, especially the children, both within the community and at school.

IV. Results and Discussions

a) Education in the Family

Child relationship in the family is a very important factor for the growth of children's education, especially with regard to behavioral and emotional attitudes. This is because the family is the first institution to teach children, through example given by parents how the child explores his emotions. The family is the first and primary environment for child development.

Knowles, et al (2005) suggested that the family is very functional in instilling the basics of emotional experience, because that first experience gained by the child, to be brought to school later. Combs & Whisler (1997) also confirms that the family is the institution of learning and growing to deliver the child to the growth and further learning.

Referring to the statement above, the education in the family or a family child care patterns will greatly affect the emotional development of children. When children are raised in a family that positive emotions, the emotional development of children will be positive. However, if the parents in the habit of expressing negative emotions such as anger with aggressiveness, irritability, disappointed and pessimistic in the face of problems, the emotional development of children will be negative due to the circumstances in the family.

Furthermore, with regard to education in the family that affect the behavior of students in the school, Cangelosi (1993) suggests that the role of parents in the family not only as a controller of the learning outcomes of children in school, but parents are also required to provide motivation and a good atmosphere in the house make the child will bring a sense of comfort in the heart of the up to school.

The relationship between parents and teachers at the school will also be able to reflect the mood of the student. Against this is also similar as proposed by Willis (2006) and Lane, et.al (2014), namely that the openness of good relations between the institutions, which in this case is the school and the family, will bring an atmosphere of comfort for its members, which in this

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case is a child or student, in carrying out its duties, and can minimize the potential emotional instability.

Based on the description above presentation, it is can be interpreted that children's risk at home or ini the community can be minimized by the need to pay attention to family education in this regards primarily by parents, as follows: (1) their model, namely that education in the family will only be successful when parents were able to educate by showing exemplary both in patterns of thought, word, and deed; (2) consistent attitude, that the results of education in the family will be as expected when done consistently; (3) their understanding, that understanding will feed into the parents' opinions regarding the internalization of parental commitment.

b) Socially Outside of School

Socially outside of school also influential as a source of student's habit in general that can be brought to the school, such as: (1) children easily imitate the behavior that earned them within the family or community; (2) in the age range of children are still young, so they will be easy to record in his memory that continuously measures they have received both within the family and society, is a right action; (3) association with peers who also feel the same way in the family or community, will form a pattern similar attitudes and thinking that action to impose the will is a good thing; and (4) considers the adults around them as people who feared for their treatment received in the family or community.

Kauffman & Brigham (2009) mentioned that the potential instability of emotions and behavior of school children who do not get enough family education, is due to the influence of the association that is not well controlled, and therefore, the conditions will be carried in the learning process in schools.

Similarly, as confirmed by the results of research by Safari, et al (2014) that, education has focused on two factors which are considered very important and show the high demand for improving emotional skills. The first factor involves being attentive to the youth's problematic behaviours such as aggression, social stress, dropping out of school, depression and loneliness. The second factor is insufficient training required for students to improve their awareness levels of their responsibilities within society.

Referring of the above, it can be interpreted that the education in the family has a very important role because: (1) will influence the psychological development of children; (2) affect the behavior and mindset of the students to interact with their peers as well as the time in the community. From both of these, the importance of a good relationship between parent and child in the family environment, and it can be shown by the quality of attention and quality time given or spent by parents to children, so that children begin to learn and accept matters a positive thing from the environment first, the family environment. It is also as confirmed by Spodek (1982) that family environment will greatly affect the pattern of behavior, thought patterns in the psychological growth of children.

c) Atmosphere Environment in School

Higgins, et al (2005) mentioned that, there appears to be a strong link between effective engagement with staff, students and other users of school buildings and the success of environmental change in having an impact on behaviour, well-being or attainment. The natural environment also helped determine how the mood of the students, both in behavior, emotions, and in an atmosphere of learning, including the process and learning outcomes to be achieved by the students (Sanjaya, 2010).

The natural environment in schools also require attention, learning under natural conditions fresh and clean is always more effective than the other way around. School in a natural state of frenzied, too crowded also less conducive to students' behavior and emotions, as well as in the process and the achievement of optimal learning results. So the natural conditions are good and conducive participate decisive influence in the optimization study, the state of nature that bad come to give a bad effect on students, the state of good nature helped to provide a positive influence also for all member schools in it, including mindset, behavioral and emotional patterns of students in particular (Zeidner & Olnick, 2010).

In line with the above statement, it can be interpreted that any environmental role and influence on their own, every behavior and way of thinking of each individual is different for each environment provides role and influence is different also. Although the environment is not fully established a pattern of behavior and thought patterns of the individual because each individual responds differently in response to a stimulus or a given environment, but the role and influence of the environment participated plays a very big for individuals to behave and think. In this regard, it was also confirmed by Schutte, et al (2009), that there were differences in behavioral and emotional that arise by the student shown in schools that have a natural environment that is beautiful with a school that is not supported by the atmosphere of the natural environment that are relevant.

Based on the condition that it can be interpreted that the atmosphere in the school environment will affect the psychological growth of the child. It can also be interpreted that with the support of the teachers in the school the children will receive the best practice of a teacher, both as educators, and as well as adults in the school environment. This best practice of the teachers at least will be a remedy for the student when the student less get affection or attention in the family.

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d) Friendship Peers in the School

Relationships with peers can be interpreted in four sense: (1) peer who is a close friend in the form of groups or individuals because of their emotional ties; (2) peers in the form of group assignments or study group in the tasks given by the school; (3) an ordinary peers as fellow students in existing schools; and (4) peers moment because the similarities in the problems being faced.

Fourth understanding peer into all potentially in antagonizing students, when: (1) lack of compatibility in perspective by the ego of each student; (2) the existence of tendentious or unilateral input from other students who do not first addressed by existing students; (3) the saturation for a school assignment so that one hung to the other students, concerned to get better value; (4) the existence of jealousy because the atmosphere in the family; and (5) the existence of jealousy because of the family condition.

The influence of peers in the school environment, which contributes as one of the possible causes of the student's behaviour, was as put forward in Bhave & Saini (2009), that the strong influence of the peer group at school, also has the potential to lead to the weakening of ties individuals with parents, schools, and conventional norms, which will ultimately lead to easy emergence of anger in the student, if the student or the child is in doubt emotionally unstable.

To make sense of the statement above, the peer relationships in the classroom at school was also able to bring out the anger in the student if: 1) peer relationships as a source of emotional, both to gain pleasure or to adapt to stress can not run harmoniously; 2) peer relationships as a source of cognitive for problem solving and knowledge acquisition can not be run with the maximum for their individual attitudes that appear in students; 3) peer relationships as a context in which the basic social skills (eg social communication skills, collaboration skills and the skills of incoming group) as a whole can not be obtained or improved because of their envy and/or jealousy that arise dalamm student; and 4) of peer relationships as a basis for the establishment of other forms of relationships (eg, relationships with siblings) can not run harmoniously due to the emergence of differences of opinion of students who do not quickly resolved properly.

With regard to the four above, then the peer relationships that function harmoniously among students starting in the class will be able to refine the relationship those friendships in the development of social competence of students, especially in controlling emotion and anger that arise in students (McCulloch, 2008).

e) Atmosphere in the Classroom

The classroom atmosphere in school especially in the rural and remote area need to be made such that the learning atmosphere in a pleasant atmosphere. This could happen if teachers can prepare lesson well. This is important because not until the child is in the classroom but in the unhappy situation is not good because of the accumulation of events which he received before or after learning in school is finished, and that berdammpak in children participate in the learning process in the classroom.

It is also explained by the Danim & Danim (2011) that the atmosphere or conditions in the classroom are always tinged with competition among the students, then the students are able to manage stress, students will be always motivated and compelled by circumstances, but instead to students less able to cope with these circumstances it will be a pressure, which may result in a lack of harmony in the relationship between the students in the class, or the occurrence of discomfort, such as violence, teasing, disruptive, troublemakers, to lead to the emotion of students.

Misra & Castillo (2004) mentioned that the condition of the rooms were inadequate, as the rooms were too small, lighting poor, the rooms were filthy, the ventilation is lacking and atmosphere rowdy can lead to increased stress students and emotion of students appear to be influential in the process learning in the classroom.

The importance of conditioning the atmosphere in the classroom is very important in fostering a comfortable atmosphere for students to learn, because with a good atmosphere is then iteration between students and students, and students with teachers will become better, and be able to minimize the potential for stress which will be felt by students. However, of course, not all students can manage their respective control their feeling and emotions well, and it is this condition that need to be considered by teachers in general. This condition is also as stated by Boynton & Boynton (2005) that an important life skill for students to learn is how to control their emotion in an appropriate and acceptable manner. Unfortunately, most classrooms have at least one student who has a great deal of trouble handling his or her emotions.

Referring to the explanation above, it can be understood that the role of teachers in the classroom level is huge, because in addition to the teacher asking his responsibility in teaching to achieve learning targets that had been prepared in advance, then the teacher should also be an example or a substitute for good parenting in school. This is a demanding task for the teachers could always positioned as adults who are wise in front of their students. It is also as stated by Hermino (2014) that the role of teachers as educators and teachers in the classroom will greatly influence the psycho-emotional development of students.

f) Methods of Teacher Teaching

Role of Teachers in the learning process in the classroom at the elementary school not only serves as a mere teacher, but also as a trainer, counselor, and learning manager.

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The potential emergence of a source of unstabil emotinal of students in the classroom while teaching at the elementary school may be in the review of the two points of view, namely from internal factors of teacher, and the external factors of teacher. *First*, internal factors of teacher rather to how teachers are: (1) be able to prepare well before teaching in the classroom; (2) in comfortable condition before going to school; (3) has the support of the principal's passion for teaching; and (4) have a sense of happiness in welcoming students to come to school.

Second, external factors of teacher, this is more to the situation that exists outside the self Teachers are closely related to the learning process, such as issues with stakeholders, such as with teachers, principals, students, and the environment or the local community.

From both of these factors can be interpreted that the readiness of teachers in teaching, their healthy, psychological state of good teachers, the problems with the other stakeholders will greatly affect the learning process in the classroom and especially on the behavior of the students included in the emotional students (Slameto, 2010).

Similar with the statement above, Tomlinson (2001) also stated that although managing a differentiated classroom is not always easy, progress in that direction tends to make school a better fit for more students' understanding, emotionaly, and behavior. It also tends to make teaching more satisfying and invigorating.

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): ".... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school the. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students dibimbingnya, with the intention that the student is able to independently guide him/herself.

g) The Role of Teachers as Educators

At least there are three things that interesting to observe relate with the role of teachers as educators, namely: 1) the role of teacher professionalism as an educator; 2) neoliberalism education; and 3) education in the era of globalization. Those three things, if be focused then none other than the education that dotted fulcrum on the teacher. This is as suggested by Hermino (2014) stated that teachers themselves professionally engage in educational activities, ground-floor activities of certain kind. The teach in various ways: they set tasks for pupils, they try to motivate pupils, to help them, to control reviews their performances, and to improve reviews their understanding and skills.

First, with regard to the professionalism of teachers. It is inevitable that the quality of education is determined by a variety of interrelated factors. Where the factors that determine the education process in a school is located in the dynamic elements that exist in the schools as well as the environment as a unified system. One such element is the teacher as the leading actors in the implementation of education at the institutional level and instructional. Observing that the role of the teacher in relation to the quality of education, at least can be seen from the four dimensions, namely as a private

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teacher, the teacher as an element of the family, as an element of teacher education, and teachers as part of the community.

The teacher as a person, then it is self-realization with all the unique characteristics that correspond with the position as stakeholders teaching profession. Thus, teachers must be able to know himself and is able to develop towards the realization of healthy personal and plenary (fully functioning person).

Teacher as an element of the family, the teacher role is to build a strong family so that it becomes the foundation for its performance in exercising its functions as a component of teacher education. To realize a strong family life, it should be supported among others by: a strong religious foundation, adjustment healthy marriage, the atmosphere and the inter relationship between family harmony, economic prosperity memadahi and effective family education patterns.

Teachers as elements of education, the teacher's role in the overall educational activities at the operational level, is a determinant of educational success, where as an educator in the school, teachers do the tasks education performance in the guidance, instruction, and training. All activities are strongly associated with the development efforts of the learners through the example, the creation of a conducive educational environment, guide, teach, and train learners.

Teacher as an element of society, it is the teacher's role as mediators between society and education, especially in schools. In this regard, the teacher will lead and develop a variety of educational efforts in schools into life in society, and also brought public life to a school, so the teacher's role in efforts to develop education to get a place of concern in the community or the environment.

Second, neoliberalism education. As a consequence of the development of global free trade, one of the challenges faced by the world of education is their propensity to make education as a commodity that makes its development is a pattern of privatization, which transfer the waiter education to the private sector, and commercialization, ie applying the patterns of the market approach in institutions public. In view of the level of education as a commodity, will cause a shift that makes education an elitist, which can be interpreted only be enjoyed by the tertetntu course that is able to pay, when it should be the education it populist that should be enjoyed by everyone in accordance with their own right. It is as stated by Hermino (2014), that the first function of education in human society, in point of time, is to direct and accelerate learning in such a way that the rising generation will be well prepared for adult life.

Third, education in the era of globalization. It should be observed with regard to the present era of globalization, is about multicultural education. Sonhadji (2012) in Hermino (2014: 135), said that multicultural education is the transmission of values, knowledge, attitudes, and behaviors directed against an individual or group within a society, so that while respecting the cultural diversity that comes from differences in ethnicity, religion, culture, language and territory, and at the same time support the policy agreed. Referring to these conditions, the role of teachers in multicultural education needs to be interpreted as a manifestation of the educational strategy still emphasizes harmony and kesinergisan situation and condition of the school and the community dynamic in all areas, which require teachers who understand well acculturation local circumstances. In the present era of globalization, the development of the teachers not only on aspects of intellectual ability, but also on the ability of social interaction, religious, as well as an understanding of the development of science and technology, so that it can think and act concretely in accordance with its responsibilities as education.

Furthermore, especially on the role of the educator or teacher can position as a person who can understand themselves, seff acceptance, self direction, and is able to realize themselves, that can actualize its full role as an educator. If it is so then the teacher is a person who can be as a role model.

h) Relationship Teacher-Student-Parent

Family involvement in the dynamic behavior of the students in both academic and emotional level students become careful attention to the school. This is because education at the school also emphasizes the importance of parental involvement in educating children. However, less attention both over to the child or student will equally bring emotional impact for students that lead to emotional instability that is shown in the form of anger in students. With regard to the support of the family, then it is as stated Hermino (2014), that education in the family that affect the lives of children in the future is determined by: (1) security, (2) a sense of autonomy, and (3) a sense of initiative. All three of these conditions need to be created, so that children or students feel safe and comfortable life in the lives of family support in the process of emotional development and character education of children.

Effective communication in the fabric of cooperation between teacher-student-parent can lead to anger at student communication and coordination if it is not done as effectively as possible and in the right situation. It is also as stated in Trumbull (2003) that effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community.

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i) Exemplary Habituation

Habituation exemplary in school conducted by the principal, teachers and students, in the form of religious activities, openness of heart, discipline, and care for the environment. Against the exemplary habituation, this is in line with the kind described in Wiyani (2012) that habituation is exemplary activities in the form of everyday behaviors that are not programmed because it is done without limitation of time and space. Exemplary of this is the behavior and attitudes of teachers and education personnel and learners in providing an example through actions that are expected to be good role models for other students.

With regard to the activities of habituation that no school is to expand the student's characteristic, in which it is done by familiarizing specific positive behaviors in everyday life at school. Habituation is a process of forming attitudes and behavior are relatively sedentary and are automated through a learning process that is repeated, whether taken together or separately. It will also produce a competency in the management of anger that may arise or are emerging within a student or students (Bhave & Saini, 2009). The character development through habituation can also be done in a scheduled or non-scheduled both inside and outside the classroom (Kauffman & Brigham, 2009).

Based on that condition above, it is very important to conduct peace education and child protection for children from an early age so that their understanding can change and be agents of peace. Both peace education and child protection can be done in schools, especially in the primary education, and can also be done in the community by doing intervention in adult to raise their awareness and increase their capacity about peace, so adult in community can provide peace environment for children to grow in their environment, their family, and their school.

In a basic sense, education is a process of becoming, which is to make a person to be himself that grows in line with the talent, character, ability, and his conscience intact. Education is not intended to print the character and ability of learners like his teacher. The process of education is directed at the functioning of all potential learners humanely so that they become themselves that have superior abilities and personality.

As a process, education is defined as an action that has the effect on changes in the character, personality, thinking, and behavior. Then all education is not just teaching in the sense of knowledge transfer activities, theories, and facts merely academic, as well as the printing of diploma alone. Deeper then education is essentially a process of freeing learners from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad heart, the moral, and faith (Mulyasa, 2011: 2). Similarly, as a process of transformation of knowledge to the learners that exist, it is necessary to the situation at the educational institution or school that is leadership that understands the situation and insightful, and the existence of a culture that allows the creation of a comfortable atmosphere and relevant to educational goals to be achieved (Fullan, 2007).

With regard to the organizational culture, the function of organizational culture clings to the function of the external and internal functions. External functions of organizational culture is adapting to the environment outside the organization, while internal functions associated with the integration of various resources in it, including human resources. Externally so that the organizational culture will always adapt to the cultures that exist outside the organization, and so on so that the culture of the organization remains there will always be adjustments (Owens, 1995; Hanson, 2003; Soetopo, 2010). Thus, the stronger the culture of the organization, the organization will not be easily influenced by outside cultures that flourished in the environment. While the viscosity of the internal functions increasingly perceived within the organization was strengthened when growing the norms, rules, traditions, customs organization that constantly fostered by its members so that gradually it will be an advanced culture is getting stronger (Soetopo, 2010).

Based on the above discussion, the complexity of the education system in Indonesia in particular and the countries of ASEAN in general today, requires organizational culture in the school system which is reflected in a type of leadership that global perspective that is able to understand the dynamics of the area, but keep it within the particularities the culture of each country. In this regard, the quality of education can be defined as a process of transformation insights and internalization by education leaders in schools, and also become the peculiarities of a country in the dynamic development of competitive education (Carter, 2002). Thus an education that is built on the basis of understanding the national character and culture that reflect the values and norms of the peculiarities of a nation can position the country in the competition dynamics of educating students who qualified and global perspective (Fullan, 2007).

j) Acculturation Character Education in the Learning Systems

One of the key in the dynamics of the globalization of the times in the field of education, is with regard to character education. Character education is very important given to children in schools, it is that the children understand the importance of moral values of humanity and respect for the situation and environmental conditions in the dynamics of the growing progress of education in the school. Character education is very helpful in preparing students into life in the era of globalization. The conditions in line as proposed by Carol Copple, Richard de Lisi, and Irving

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Sigel as written in Spodek (1982: 3): "… *The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors*". The statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the outlook and the concept of thinking of children against himself and the surrounding environment.

With regard to the values contained in the learning curriculum, the research conducted by previous researchers (Misco, 2007; Peng et al, 2013; Agrawal, 2013; Mason, 2013) stated that the curriculum used at school- school is the curriculum should be relevant to the needs of the school, both academic interest, as well as with regard to the moral development of the children in the school were still in the rules of the values that characterize education in schools that exist in the face of education in the era of globalization.

Against these values, it is also in line as proposed by Allport, as quoted by Higgins, et al (2005) stated that a belief upon which a man acts by preference. It is this a cognitive, a motor, and above all, a deeply propriate disposition. Understanding the meaning that it is the belief that human preferences used in action. Humans select or choose activities based on the value of his own beliefs. Similarly Ndraha (1997: 27-28) states that the value is abstract, because it was uncertain value contained in something. Something that contains the value (vehicles) there are four kinds, namely: exercise, behavior, attitude and basic.

The ability of teachers to teach character education in schools, then it is as has been done by previous researchers (Mayer et al, 2004; Chan, 2011; Skaalvik & Skaalvik, 2013; Kopnina, 2013; Mills & Quinn, 2013; Twigg, et al, 2013), that it is very necessary to understand the current situation, both the students and in schools. This is important because with a good understanding by teachers when giving lessons at school, where in the subjects contained values of character education to be achieved, then it implies that the teacher had been giving a good understanding for students to how it should be in learning and this can be done from early childhood education. Even the results of the study by Mayer, et.al. (2004) confirmed that with a good understanding of character education for students, it actually has positioned the student is in equilibrium Emotional Intelligence (EI) is good.

Character education in the era of globalization, not only apply to students who are in the urban areas alone or in schools that have students who are heterogeneous, but also applies to all education in all areas. It's like the results of research by previous researchers, it means that education in areas far from the city also still need to obtain and understand the importance of character education in schools. However, to schools located far from urban areas, where the culture is still strong upheld as a norm of life. Then teaching character education will not be as difficult as teaching it to students in urban areas, where the mindset and plurality in everyday life may influence the development of personality and behavior of students.

Educational leadership which in this case is the principal, is also a study of the implementation of character education. It's like the results of research by previous researchers (Shockley, 2008; Mills & Quinn, 2013; Greenberg et al, 2007; Kalargyrou, 2012) is that as a leader of education, the principals should be able to look at the diversity of cultures that exist at the school, both from the students and the school environment, so that the school can position its existence on the situation and the conditions required by the needs of the students, not only in schools alone, but will be taken on a social life outside of school.

k) Meaning of Values in Character Education

The advancement of education in the era of globalization is not enough to be seen from the academic quality of students produced, but it is also necessary maturity of the good character of the learner is generated, and the internalization of the values of good character education in educational institutions become indispensable so that learners can make sense academic intelligence from the perspective of cognitive and affective (Stromquist, 2002; Balyer, 2012; Rodriguez, 2014; Saverson & DeStefano, 2014). In a deeper study, the term "value" is not easy to be given for certain restrictions. This is due to the reality nisali an abstract. It can also be intepreted that the value is a type of confidence that is within the scope of the belief system in which a person acts or avoid an action, or of a proper or improper done. This means that to do with the meaning or meanings giving an object.

Values can also be interpreted as a thought (idea) or the concept of what is considered important for someone in his life (Hermino, 2014). Moreover, the truth of a value also does not require the existence of empirical evidence, but rather related to living and what is desired or not desired, liked or not liked by someone.

Values have two kinds of attributes, namely content and intensity. Attribute content is concerned with whether something is important. While the intensity attribute concerns the extent to which the level of importance. When we rank one's values based on the intensity, we get the value system of the person. Basically everyone has a hierarchy of values that shape his personal value system. This system can be seen through the eyes of people on the importance of a values like freedom, pleasure, self-esteem, honesty, obedience, and similarity.

Rokeach in Danandjaja as quoted by Ndraha (1997: 20) states "*A value system is a learned*

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organization of principles and rules to help one choose between alternatives, solve conflict, and make decision." It means that a value system are the principles and rules that can be learned within an organization to help someone choose among alternatives, resolve conflicts and make decisions. Further disclosed by Fraenkel (1973) in Welton & Mallan (1981: 155) "*No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain*." The statement can be interpreted that the concept of value appears by nature in a person, and it is of course, each person will have a different view, however, the main concept of value is how people put themselves on the norms prevailing in the surrounding environment.

Of the various opinions above, it is understandable that the value is a belief or trust which is the basis for a person or group of people to choose their actions, or assess something meaningful or not meaningful for life. While the value is a ranking system based on a ranking of values of an individual in terms of intensity.

Thus, to determine or track a value must go through the meaning of the realities of another form of action, behavior, mindset and attitude of a person or group of people. The Making of a form of spiritual maturity and maturity mental function. To spiritual maturity, it is in line with that set forth in Soedjatmoko (2010: 179), namely that face a future of uncertainty, the basic steps incurred in the various communities is the effort to develop and disseminate a mental attitude of new, capable of delivering spiritual stability. Meanwhile, with respect to the fungi mental maturity, then Hermino (2014: 15) assert that maturity mental function of children actually occurs through a process of cooperation with others.

l) Role of the School Principal

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C.Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a litte better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

V. Clossing

Local culture situation is a powerful influence and appears on the dynamic development of child education, and has also made its way into educational policy in the countries at the national level. Educational situation in Papua in particular, are in the process affects the leadership role of the existing education, organizational culture in schools, the practice of teaching and education for its students.

From all of the above it can be concluded that there are entering the era of competition and globalization brings attention to the area of scrutiny for education in Indonesia in particular. Organizational culture at the level of schools to achieve quality education as require educational leadership roles knowledgeable and able to internalize the values of leadership to the school member for the advancement of education.

Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education, also especially to give more attention in paeace building and child protection. Transformative leadership is an attempt to produce a competitive education and getting the capable learners who have personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leaders need to have competence, transparency, efficiency, and high quality. Competencies that need to be owned by a leader of education in order to improve primary education sector relate with peace building and child protection, are: the ability to anticipate, ability to identify and solve

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problems, the ability to accommodate, the ability to reorient, generic competences, managing self skills, ability of managing people and tasks, mobilizing innovation and change. Furthermore Similarly, in the current era of globalization, the learners need to have: science and technology are capable, has a personality or character that is strong and well, and has the ability to compete with students in general in the region in particular and the national area in general.

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Knowledge and Self- Efficacy on Hiv/Aids among Undergraduate Students of Maddawalabu University, Southeast Ethiopia

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Abstract- Introduction: Human Immunodeficiency Virus /Acquired Immunodeficiency Syndrome (HIV/AIDS) has become increasingly public health problem worldwide. Particularly in developing countries' higher institutions like Ethiopia. The victims are youngsters; productive age of the population. The primary prevention and control of the spread of HIV/AIDS infection is through awareness and changing behavior remains at the highest priority. However few studies have been conducted among university students of Ethiopia on their self-efficacy of Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome prevention and control. Hence, this research is intended to investigate the Knowledge and self-efficacy of MaddaWalabu University undergraduate Students on HIV/AIDS.

Methods: An institutional-based cross-sectional the study design was conducted among 605 under graduate students of MaddaWalabu University students were selected using random sampling and data were collected using by structured self-administered questionnaire. Descriptive independent sample t-test and ANOVA were computed to analyze the data

Keywords: knowledge, self-efficacy, hiv/aids, university students.

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Knowledge and Self- Efficacy on Hiv/Aids among Undergraduate Students of Maddawalabu University, Southeast Ethiopia

Abera Geatchew Obsa [α] & Berihu Angesom Weldihanes [σ]

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Result: This study result shows that among the total study participants, majority of the students (81.3%) has ever experienced sexual relationship. Nearly half (52.4%) of the students use condom during sexual intercourse consistently. About half (49.37%) of them had moderate level of knowledge regarding Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome infection, and of which only 28.4% of them had regular sexual partner. Students' level of knowledge regarding Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome significantly predictor of their level of self-efficacy and condom use ($R = 0.445$ and $R^2 = 0.198$).

Conclusion: The knowledge students have on human immunodeficiency virus/acquired immune deficiency syndrome, significantly predicts self-efficacy of protecting oneself from HIV/AIDS. Most students at the age of adolescence habit sexual intercourse early, but with insufficient knowledge of protection. Hence, Health education has to be designed focusing of psychological empowerment.

Keywords: knowledge, self-efficacy, hiv/aids, university students.

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I. Background

The world is now nearing the end of the third decade of the Acquired Immunodeficiency Syndrome (AIDS) epidemic. Unfortunately, although enormous progress in prolonging and improving the quality of life of those infected with Human Immunodeficiency Virus (HIV) have been made, the world still has neither a cure for nor a vaccine to prevent this disease. Perhaps most importantly, it has become increasingly clear that preventing the transmission and the acquisition of HIV must focus upon promoting knowledge, develop self-efficacy and bringing behavioral changes[1]. However, it was also reported that HIV/AIDS has become the leading cause of death in the Sub-Saharan African countries major mode of transmission being heterosexual contacts [2]. Ethiopia is one of the Sub-Saharan African countries most severely affected by the HIV/AIDS pandemic. HIV/AIDS national adult prevalence rate is estimated at 1.5% [3]. The adult prevalence of HIV infection in Ethiopia was estimated to be 2.4% in which most of the burden occurring among younger age groups [4, 5].

HIV/AIDS infections continue to be one of the world's greatest public health challenges as no vaccines have been found for curative treatment of the deadly disease. The HIV virus is mainly spread through sexual intercourse and the main hope to prevent infection remains modification of sexual behaviors including correct and consistent condom use [6]. Condoms offer safe, economically cheap and practically effective means of preventing both unwanted pregnancies and sexually transmitted infections including HIV/AIDS when used consistently and properly. This prevention strategy is however hindered by low use of condom especially by people living in areas with HIV/AIDS epidemic although condoms are readily available [7]. People's sexual behaviors take place in complex socio-cultural settings and motivations for condom use. Condom use is complex and intricate involving a range of levels such as individual, couple and community [6].

College students worldwide are at risk for c ontracting Sexually Transmitted Diseases (STD) and HIV/AIDS. Condom remains the integral part of HIV prevention programs. The prevalence of condom use is low despite all efforts to improve the use of it. Correct

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use of it reduces the risk of HIV transmission by almost 100%.Therefore, condom promotion has received considerable attention in the fight against the AIDS pandemic. Similarly, in sub-Saharan Africa condom use is among the most difficult issues to address in designing programs to reduce the sexual transmission of HIV in Africa [8].

Though different measures have been taken in response to the problem and some encouraging out comes have been achieved in terms of change of behavior, still there is a gap between knowledge, attitude, and practice [3, 9, 10]. Risky sexual practices such as multiple sexual partner ship, and inconsistent use of condoms are still widely practiced [10].

To understand how to assist young people in practicing safer sex (or transferring the know ledge into safer sex practices) , research hers [11] have considered prevention communication as one of the key tools for behavioral change.

In 2010, about 68% of all people living with HIV resided in sub- Saharan Africa. It is also accounted for 70% of new HIV infections, in 2010 [12]. HIV/AIDS is affecting young members of the societies especially adolescents between the age of 15 to 24 who are vulnerable and at risk of the disease. This young people represent 45% of all new HIV infections [12]. It is also estimated that most regular undergraduate university students lie within the age group of 18 to 24 years [13]. In Ethiopia, higher risky sex (i.e. sex without adequate protection) both within women and men are most prevalent among those living in urban areas in Addis Ababa. Among those with secondary or higher education level are in the highest quartile. Among men, the prevalence of higher risky sex is also notably high in Gambela, Dire-Dawa, Harare, Tigray and Afar[14]. Although there are some encouraging signs, surveillance results indicate that the epidemic is still progressing at a slower rate than previously predicated [13].

According to the second round HIV/AIDS Behavioral Surveillance Survey in Ethiopia, it was found out that around 9.9 percent of the in-school youth (14.6 % of males and 5.3 % of females) had sexual experience [13]. The mean and medium age of sexual debut among youth was 16 years. Only that 41.8 percent of in school youth who had sex with non-commercial partners reported consistent use of condoms. These are not withstanding; there is urgent need to understand factors influencing condom use to inform designing of effective preventive strategies [7].Self efficacy reflects a person's level of confidence in his or her ability to control the environment [15].

Sexual intercourse is the main mode of HIV transmission in Ethiopia, which is mainly driven by young people [16]. Condoms are a key component of prevention strategies that individuals can choose to reduce their risks of sexual exposure to HIV [16]. [10], however, condom utilization for prevention of HIV transmission requires people to exercise control over their own behavior. Even though individuals acknowledge that safer sex practices reduce risk of HIV infection and possess the required skills, they do not adopt them when they lack a sense of self efficacy [17].Thus this study aimed to investigate Knowledge and Self- Efficacy on HIV/AIDS among Undergraduate Students of MaddaWalabu University, Southeast Ethiopia.

II. Significance of the Study

Knowledge and self-efficacy of students concerning HIV/AIDS are the main variables for social development of a society and country at large. Competent and efficient professionals and personnel can be produced if our future professionals (students) get help and support during their stay at the university in relation to HIV/AIDS self-efficacy problems. So that, studying knowledge and self-efficacy of the students regarding HIV/AIDS; used for promoting HIV/AIDS prevention, intervention, and control. In turn, investigating the problem contributes for development and poverty reduction of the country in general. It is also essential for policy formulation and revision concerning HIV/AIDS services. Furthermore, the finding of this result will be as the base line data for other interested professionals to conduct further study.

III. Methods

a) *Study design and area*

Institutional-based cross-sectional study was conducted. The study used quantitative study design. Among 605 randomly selected regular undergraduate students in March, 2014 of MaddaWalabu University in Ethiopia were participated which is found 430 KMs to the Southeast of Addis Ababa (capital city of Ethiopia) in Oromia National Regional State. The university has two campuses, Robe main campus and Goba College of Medicine and Health Sciences. The study included both male and female students in both campuses. In the year 2014 the university has ten schools, one institute, one college and thirty seven departments with the total number of 11511 undergraduate and post graduate students.

b) *Sampling and Participants*

Regular undergraduate students of MaddaWalabu University were the source population and the study populations were those selected students for study through simple random sampling. The sample size was determined by using a single population proportion formula considering the assumptions: proportion of self-efficacy which was 39% [18] level of confidence of 95%, margin of error 0.05, design effect of

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1.52 and 10% non-response rate were considered. Finally the sample size was 607.

The respondents were stratified into health and non-health campus. From the total ten non-health schools (Robe campus) and one medicine and health sciences college of the university (Goba campus), eight schools/college were selected randomly. The total sample size of the study was allocated proportionally for the schools/college. Sample allocated for the schools/college were allocated proportionally for the stratified class year under the departments of selected schools/college. Finally, simple random sampling was employed to recruit the study subject.

c) Data collection and analysis

In order to collect the relevant and reliable data the researcher employed close ended questionnaire from the tools used before by scholars in the area [4,5, 19]. Data were collected through self-administered questionnaire. Before data entry into SPSS questionnaires were checked for completeness and entry was made on SPSS version 21 for analysis. Accordingly, Percentage, T-test, ANOVA and Regression were computed. The results were presented by tables. Regression analysis was used to identify associations between variables. The possible effects of confounders were controlled through multivariate logistic regression analysis of backward conditional method with an entry of 0.05 and 0.1 removal. Association between the explanatory and dependent variable were assessed at p-value of 0.05

IV. Results

a) Students' HIV/AIDS Knowledge and Self-Efficacy

The participant socio demographic characteristics were studied and the results were presented here under. Hence, the below table 1 described the general information of the individual respondents based on their demographic characteristics. The above table indicates a total 605 of participants were included in the study. As the table indicates, 452(74.7%) of the participants were male, whereas the rest 153 (25.3%) of participants were female. As clearly showed the frequency of participants in terms of age, majority of the respondents 353(58.3%) age ranged from 21-25 years. On the other hand, 194 (32.1 %) of them were in 16-20 years age category. The respondents' age range 26-30, 47 (7.8%), and the rest very few respondents age range 31-35, accounts for 11(1.8%). In relation to frequency of participants in terms of residential status of family/foster, those from urban resident were 239(39.5%) and a large number of the respondents were rural resident 361 (59.7%). With regard to, academic year level, year I participants accounted for the majority of the respondents 244(40.3%) while, year II year III and year IV respondents respectively were 203(33.5%), 138 (22.7%) and 20(3.6%).

Table 1: Socio-demographic variables of respondents

		N	%
Sex	Male	452	74.7
	Female	153	25.3
Origin of Residence	Urban	239	39.5
	Rural	361	59.7
Age	16-20	194	32.1
	21-25	353	58.3
	26-30	47	7.8
	31-35	11	1.8
Year of study	I	244	40.3
	II	203	33.5
	III	138	22.7
	IV	20	3.6

As indicated below in a table, all of the participants (100%) reported that they have heard about HIV/AIDS. However, 123(20.3%) and 482(79.7%) of the respondents said "yes" and "no" to the question that asked if they do know anyone who is infected with HIV. Besides, 437(72.2%) of the participants reported that they do not know anyone who has died of AIDS. On the other hand, 168(27.8%) of the sample respondents responded that they do know anyone who has died of AIDS. Moreover, respondents were asked if they know the modes of HIV transmission and prevention. With regard to this question, the majority of respondents reported that Unprotected Sexual intercourse, Mother to child transmission, sharing infected sharp objects, blood Transfusion and Organ transplant are the major modes of HIV transmission as responded by

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257(42.5%), 136(22.5%), 212 (35%), 180(%), 177(29.7%) of subjects respectively. Similarly, the majority of participants reported that by abstaining from sexual intercourse 123(20.3%), by using a condom correctly & consistently 230(28%), by being faithful to uninfected sex partner 302(50%) and by avoiding sharing of sharp objects 181.5(30%) one can prevent himself/herself from HIV/AIDS. Generally, result shown as that students have moderate level of HIV/AIDS knowledge (49.37%). As a result, Most of the students believed that being faithful to partner is the best prevention mechanism of HIV/AIDS.

Table 2: Respondents HIV/AIDS Knowledge

S.N	Variables		Frequency	Percent
1	Have you ever heard of HIV or the disease called AIDS?	Yes	605	100
		No	-	-
		Total	605	100
2	Do you know anyone who is infected with HIV?	Yes	123	20.3
		No	482	79.7
		Total	605	100
3	Do you know anyone who has died of AIDS?	Yes	168	27.8
		No	437	72.2
		Total	605	100
4**	Please indicate how a person can get infected with the virus that causes AIDS?	Unprotected Sexual intercourse	257	42.5
		Mother to child transmission	136	22.5
		Sharing infected sharp objects	212	35
		Blood Transfusion	180	29.7
		Organ transplant	80	13.2
		Do not know	10	1.65
5**	Please indicate how a person can prevent himself/herself from getting infected with the virus that causes AIDS?	By abstaining from sexual intercourse	123	20.3
		By using a condom correctly & consistently	230	38
		By being faithful to uninfected sex partner	302	50
		By avoiding sharing of sharp objects	181.5	30
		Do not Know	-	-
	Average knowledge level of students considering the Multiple Response			≥ 49.37%

*** Multiple Response Items*

As it indicated the on below table there is statistically significant age difference on students comprehensive knowledge except mother to child HIV transmission (Sig 0.00*& 0.699 @ *P<0.05 respectively).

Table 3: ANOVA HIV/AIDS Comprehensive Knowledge Based on Age Difference of students

		SS	Df	MS	F	P
MOT	Between Groups	152.484	3	50.828	49.923	.00
	Within Groups	611.890	601	1.018		
	Total	764.374	604			
PRHT	Between Groups	36.152	3	12.051	11.959	.00
	Within Groups	605.607	601	1.008		
	Total	641.759	604			
CUSE	Between Groups	11.702	3	3.901	23.612	.00
	Within Groups	99.283	601	.165		
	Total	110.985	604			
MTCHT	Between Groups	1.792	3	.597	.476	.699
	Within Groups	754.383	601	1.255		
	Total	756.175	604			
ARTH	Between Groups	56.615	3	18.872	14.586	.00
	Within Groups	777.577	601	1.294		
	Total	834.192	604			

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STigmaD	Between Groups	4050.904	3	1350.301	515.226	.00
	Within Groups	1575.096	601	2.621		
	Total	5626.000	604			

*P<0.05 SS = Sum Squares; MS = Mean Square; df = degree of freedom
MOT=Mode of HIV transmission; CUSE=Correct &consistent Condom Use
MTCHT= Mother to Child HIV transmission, ARTH= Anti-Retroviral therapy,
STIGMAD=Stigma and Discrimination

The statistical analysis disclosed that there is statistically significant age difference (F (3,601) = 143.473, P<0.05) among students on general knowledge of HIV total score.

Table 4: ANOVA on Knowledge on HIV Total Score of students By Age

	SS	Df	MS	F	P
Between Groups	2821.33	3	940.445	143.473	.00
Within Groups	3939.47	601	6.555		
Total	6760.8	604			

*P<0.05 SS = Sum Squares; MS = Mean Square; Df = degree of freedom

The statistical analysis revealed that there was a statistically significant difference between male and female students in their self-efficacy (t = 8.130, df = 603, p<0.05) (Table 5). However, statistical analysis between male and female students was found to be significant. In addition, the descriptive statistics were also computed to find out the differences in self-efficacy by sex. And, the results reveal that relatively male students had more self-efficacy (M= 53.6698 and SD= 8.09749) than their female counter parts (M= 48.7880 and SD= 1.27338). The result has shown as that Male students are more confident than female students on HIV/AIDS self-efficacy. Generally, students have scored below average self-efficacy (Expected mean (54) > (Observed mean (52.2).

Table 5: Students' Self-Efficacy on HIV/AIDS Independent Sample T-Test Self Efficacy

	Sex	N	EPM	μ	M	SD	Df	t	Sig
Sex	Male	421	54	52.2	53.6698	8.09749	603	8.13	.00
	Female	184			48.788	1.27338	465.454	12.034	

*p<.05 M = Mean SD = Standard Deviation DF = Degree of Freedom

As it can be infer from table-2.1 Using Students General knowledge regarding HIV/AIDS to predict Students HIV/AIDS Self-Efficacy yielded a Statically Significant Regression (R = 0.445and R2 = 0.198). That is 19.6% of the variance in Self-Efficacy was explained by the independent variables called HIV/AIDS Knowledge. Furthermore, the direct effect of Students HIV/AIDS Knowledge on their Self-Efficacy were determined by B_standardized coefficient in the table (R= 0.445, F=148.691, *P<0.05), and then Students Knowledge of HIV/AIDS were statistically significant predictor of students Self-Efficacy regarding HIV/AIDS (Table6).

Table 6: Regression: Predicting Self-efficacy Using Knowledge

	Sum of Squares	Mean Square	Df	B	R	R^2	Adjusted R^2	F	Sig.
Regression	6109.78	6109.78	1	0.45	0.445	0.198	1.96 (19.6%)	148.691	.00
Residual	24777.5	41.09	603						
Total	30887.3		604						

A. Dependent Variable: Self-efficacy1
B. Predictors: (Constant), Knowledge On HIV: B = 0.45, *P<0.05, N=605

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V. Discussion

Respondents were asked if they know the modes of HIV transmission and prevention. With regard to this question, the majority of respondents reported that Unprotected Sexual intercourse (42.5%), sharing infected sharp objects (35%), Organ transplant (29.7%), Mother to child transmission (22.5%), and blood Transfusion (13.2%), are the major modes of HIV transmission. Similarly, the participants reported that by being faithful to uninfected sex partner (50%), by avoiding sharing of sharp objects (30%), by using a condom correctly & consistently (28%), and by abstaining from sexual intercourse (20.3%) one can prevent himself/herself from HIV/AIDS. Generally, result shows as that students have moderate level of HIV/AIDS knowledge. As a result, Most of the students believed that being faithful to partner is the best prevention mechanism of HIV/AIDS. Additionally, the statistical analysis disclosed that there is statistically significant age difference ($F(3,601) = 143.473$, $P<0.05$) among students on general knowledge of HIV.

Similar with this study, [20,21] found that almost all student had heard about HIV/AIDS and approximately 95% knew the most common routs of transmission.

Furthermore, the result showed more than 60% of the students knew persons infected and died of HIV/AIDS. Moreover[22], found that 80% of the respondents know that HIV/AIDS could be transmitted via unprotected sexual intercourse, sharing infected sharp objects, blood transmission, organ plants, and about 63-86% thought abstain, condomuse, faithful to uninfected partner and avoiding sharing of sharp objects can prevent HIV transmission. The above mentioned findings of this study showed that there was an awareness and self-efficacy of the students on HIV/AIDS among Madda Walabu University.

However, this finding is higher than that found in a study conducted by [22].This is inconsistent with [23] that reports 47.4% of this study participant believes that they could tell if someone is infected with HIV just by looking at a person, indicating the lower, awareness in this study population.

This misconception about HIV/AIDS is very dangerous in countries like Ethiopia where the prevalence is high (4.4%) as HIV/AIDS Prevention and Control office [23].

Self-efficacy as the degree of confidence that the respondents show in their ability to engage in safe-sex practices by keep faithful to their partner, abstain from sex, obtaining condoms, keeping condoms, negotiating condom use and using condoms with their partner/partners to protect themselves from contracting HIV/AIDS. In regarding to this, there was a statistically significant gender difference in students self-efficacy ($t = 8.130$, $df = 603$, $p<0.05$) in which male students had more self-efficacy ($M= 53.6698$ and $SD= 8.09749$) than female ($M= 48.7880$ and $SD= 1.27338$). Likewise, students general knowledge regarding HIV/AIDS significantly predicts Students self-efficacy to protect them safe from HIV ($R = 0.445$ and $R 2= k0.198$). That is 19.6% of the variable in self-efficacy was explained by the independent variables called HIV/AIDS knowledge. Students knowledge of HIV/AIDS were statistically significant predictor of students self-efficacy regarding HIV/AIDS.

Specifically, students who had high knowledge about the HIV/AID Smode of transmission, mode of prevention and use of condom significantly forecasts their belief and confidence of capability to pass challenges of risky behaviors keep faithful to their partner, abstain from sexual intercourse and to use condom correctly and consistently. This implies, if we increase the HIV/AIDS knowledge of our students, indirectly we are working on their capacity and strong belief to protect them from infection. Other studies also recognize that, self-efficacyis an important determinant in reducing risky sexual behaviors that could lead to HIV/AIDS [24]. They examined the roles of self-efficacy, outcome expectancies, and perception of peer attitudes of adolescents at the beginning of sexual activity and examined how the constructs affect the use of condoms among young people who are sexually active. To the contrary, this study suggested admission types and level of education had a significant effect on enacting – abstinence both on confidence not to make premarital sex and ability to delay sex till marriage.

Academic year level also had significant effect on correctly and consistently use of condom .This is consistent with the findings of [23] which depicts respondents with a higher level of schooling were aware of various preventive methods. Similarly in addition to the above idea [25] in order to avoid risk behaviors by limiting the number of sexual partners, delaying individual sexual doubt and having protected sex is crucial in the prevention and control of HIV/AIDS.

VI. Conclusions

Students had moderate level of HIV/AIDS knowledge (49.37%). As a result, most of the students believed that being faithful to partner is the best prevention mechanism of HIV/AIDS. There wasstatistically significant age difference in comprehensive HIV/AIDS knowledge of students. There was statistically significant gender difference in students self-efficacy regarding HIV/AIDS. Male students had more self-efficacy than female students. The students'level of knowledge regarding HIV/AIDS significantly predictstheir level of self-efficacy of belief to protect themselves from HIV infection through abstinence, faithfulness and condom use. About 81.3% of the students had ever experience sexual relationship.

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From those, only 28.4% hadregular sexual partner. The circumstances that stimulate students to have sex are: The developmental age, social environment,peer pressure, and feeling of modernity, drug abuse, media (E.g. pornography movies) and love,whereas 18.7% of the students did experience sexual intercourse still. This is why due to lack of opportunity, fear of pregnancy, HIV/AIDS and other STDS, due to religious reasons, sexual relationship phobia, thinking that is not right to do it at this age and do not want to do it before marriage and even they rationalize that it will obstacle their educational goal

VII. Ethical Approval

The ethical issue was approved by MaddaWalabu University Ethical Review Committee. A supportive letter obtained from the University Research Directorate to all schools. For explaining the purpose of the study, verbal consent was obtained from all participants. All the information given by the respondents has been used for research purposes only, and confidentiality was maintained by omitting the names of the respondents. There is no approval number and the University work with letter of permission written from University Research Directorate to all schools, all departments and the subjects' oral consent.

VIII. Availability of Data and Materials

Data supporting the findings are in the manuscript, additional data available up on request.

IX. Abbreviation

AIDS: Acquired immune deficiency syndrome; *ANOVA:* Analysis of Variance, HIV: Human immune deficiency virus, MOH: Ministry of health, N R P:Non-regular partner, RP: Regular partner, STD: Sexually transmitted disease, SPSS: Statistical Packages for Social Sciences, WHO: World health organization, HAPCO: HIV and AIDS Prevention and Control, USA: United State of America ,UNAIDS: United Nations HIV/AIDS Program, UNFPA: United Nations population Activity, UNICEF: United Nations Children's Fund.

The study was conceived and designed by AG and BA, and both of them were involved in the conception. And also they analyzed the data. AG prepared the manuscript and critically reviewed it. Both AG and BA also assisted in the data collection and reviewed the manuscript, and have read and approved the final manuscript.

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Teaching Practices and Teacher Education: Evidence from Secondary Schools of Dhaka, Bangladesh

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Abstract- In Bangladesh, there are improvements in secondary education by quantitative indicators but satisfactory picture is remained far from the quality. The gross deficiency in teaching includes one of the main reasons for poor quality of secondary education. There are higher failure rates in Mathematics subject in Secondary School Certificate examination in the last consecutive years. An extensive review of research has shown that teachers account to a large extent for student learning and achievement gains. For secondary teacher education in Bangladesh, there is a one year long training program named as Bachelor of Education (B.Ed.). Therefore, the study sought to find out the effectiveness of B.Ed. program on mathematics teachers' teaching practices as a means of improving secondary school mathematics in Bangladesh. The study was conducted among 38 mathematics teachers (trained and untrained) selected from 16 secondary schools of Dhaka city using survey method. Their classroom teachings were observed as well as mathematics teachers, head teachers, instructors and principal of Teachers Training College were interviewed. The study found that the B.Ed. trained mathematics teachers (61%) possess better teaching skills than their counterpart (50%) but the trained mathematics teachers did not exercise the B.Ed. outcomes fully in actual teaching (3.06 out of 5). There found no relation between teachers' personal characteristics and their pedagogical skills.

Keywords: pedagogical skills, secondary school mathematics teachers of bangladesh, bachelor of education program, teachers training college.

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Teaching Practices and Teacher Education: Evidence from Secondary Schools of Dhaka, Bangladesh

Sheikh Asadullah

Abstract- In Bangladesh, there are improvements in secondary education by quantitative indicators but satisfactory picture is remained far from the quality. The gross deficiency in teaching includes one of the main reasons for poor quality of secondary education. There are higher failure rates in Mathematics subject in Secondary School Certificate examination in the last consecutive years. An extensive review of research has shown that teachers account to a large extent for student learning and achievement gains. For secondary teacher education in Bangladesh, there is a one year long training program named as Bachelor of Education (B.Ed.). Therefore, the study sought to find out the effectiveness of B.Ed. program on mathematics teachers' teaching practices as a means of improving secondary school mathematics in Bangladesh. The study was conducted among 38 mathematics teachers (trained and untrained) selected from 16 secondary schools of Dhaka city using survey method. Their classroom teachings were observed as well as mathematics teachers, head teachers, instructors and principal of Teachers Training College were interviewed. The study found that the B.Ed. trained mathematics teachers (61%) possess better teaching skills than their counterpart (50%) but the trained mathematics teachers did not exercise the B.Ed. outcomes fully in actual teaching (3.06 out of 5). There found no relation between teachers' personal characteristics and their pedagogical skills. This was the first study to investigate the effectiveness of secondary teacher education program within Bangladesh. It contributes important insights about secondary teacher education that can be used to inform the professional development of the secondary school mathematics teachers in Bangladesh.

Keywords: pedagogical skills, secondary school mathematics teachers of bangladesh, bachelor of education program, teachers training college.

I. Introduction

Poverty reduction is a high priority for the government in Bangladesh. Most politicians have recognised that the country is endowed with limited natural resources and an abundance of human resources (Bangladesh's population is currently 160.32 million, [BBS, 2016]), and see education as critical to poverty reduction, economic progress and national prosperity (Andaleeb, 2007; Ministry of Education [MoE], 2004, 2016). Since 1990, successive governments have made concerted efforts to fulfil constitutional obligations and have made "international commitments to ensure the achievement of 'education for all' goals and targets for every citizen by the year 2015" (Rahman, Hamzah, Meerah, & Rahman, 2010, p 115). Thus, various government and non-government initiatives have resulted in significant progress with regard to access to both primary and secondary education such as more schools and teachers, curriculum revision and increased enrolment rates especially for girls in secondary education (Rahman et al., 2010). For example, the net enrolment rates in primary education increased more than10% in the last decade (2005-2014) (Bangladesh Bureau of Educational Information and Statistics [BANBEIS], 2014). Not surprisingly, during 2004-2010, there was also an increase of 7% in the net enrolment rate of secondary education (BANBEIS, 2014; UNESCO, 2007). Also, for enhancing the quality of primary and secondary education the government of Bangladesh has been considering teacher education as a major factor. In secondary education a one year compulsory B. Ed teacher education program is being provided by the Teacher Training Colleges (TTCs) to enhance the qualities and qualifications of teachers and make them more skillful in teaching since the last decades (Bangladesh Bureau of Educational Information and Statistics (BANBEIS, 2006).

Despite significant progress in access, equity and public examination success, poor student performance in English and mathematics in secondary schools has become a major concern for government, education practitioners and the public in Bangladesh (Ahmed et al., 2006; Nath et al., 2007). For example, poor student performance in year eight (Junior Secondary year ten (Secondary Certificate) and School Certificate) public examinations has been attributed to consistently high failure rates in English and Mathematics. A substantial body of international research (see Hattie, 2003, 2009) has emphasised the important contribution of teacher instructional practices to student achievement. Several studies (see Ahmed et al., 2006; Nath et al., 2007) have attributed poor student performance and low quality education to poor teaching practices of teachers as one of the main reason in Bangladesh.

Therefore, studies are needed to find out the effect of the B. Ed program on secondary teachers

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teaching practices. No empirical studies conducted earlier the present study in the secondary education sector of Bangladesh to evaluate the effectiveness of teacher education program. The studies (ADB 2002 & 2004, MoE 2004) investigated the factors affecting the quality of secondary education and the prevailing problems of teacher education system in Bangladesh. The studies were not conducted on teachers' training objectives or teacher competencies developed through training. Therefore, this study was the first study conducted on Bangladesh secondary education in order to investigate the effectiveness of teacher education program and attempted to measure the effectiveness of the Bachelor of Education (B.Ed.) program on mathematics with regard to developing teaching practices of secondary school mathematics teachers in Bangladesh.

II. Secondary Education in Bangladesh

Secondary education in Bangladesh caters adolescents aged 11-17 years and includes two stages, the secondary stage (or grades 6-10) and higher secondary stage (or grades 11-12). The secondary stage is further divided into the junior secondary (or grades 6-8) and senior secondary (or grades 9-10).

At the end of the junior secondary stage (or grade 8), the learning achievement of a student is assessed at a public examination, known as the Junior School Certificate (JSC) in the general stream, and the Junior Dakhil Certificate (JDC) in madrasah stream. A student who passes the JSC or JDC may proceed to the senior secondary stage (grades 9-10) and be enrolled in a general, madrasah or vocational stream school (see Table 2.1). In the general stream, the students select to follow a curriculum in either the humanities, science or business disciplines. In the madrasah stream, the students select between general, science, mujaddid and hifjulquaran (both 'mujaddid' and 'hifjulquaran' emphasise Islamic curriculum). In secondary vocational education, there is no sub-division and two years of the certificate program is offered. At the end of the senior secondary stage (or grade 10) learning achievement is assessed at the public examination, known as the Secondary School Certificate (SSC), in the general stream, the Dakhil in the madrasah stream, and the SSC Vocational in the vocational stream.

The institutes (or schools) in the secondary education consist of public and private institutes. The public (government) institutes are managed and fully funded by the Bangladesh government. The private (non-government) institutes are managed independently, however, may either be funded by government subsidy or independently sources. The Ministry of Education (MoE) is responsible for the secondary education as well as the tertiary education.

III. Bachelor of Education (B.Ed.) in Bangladesh

Teacher education programs include coursework which focus on equipping teachers with knowledge and understanding of student needs, development and learning, pedagogical knowledge and, content area knowledge (Stronge, 2007). The aim of the secondary teacher education in Bangladesh (i.e. Bachelor of Education program) is to re-orientate secondary teachers' understanding of what constitutes teaching and produces a change in their classroom practice that increases student achievement (B.Ed. Curriculum, 2006-2007). Its purpose is to build teacher capacity in the form of new knowledge, skills and attitudes and in the application of these in practice. The curriculum of teacher education is, therefore, based on a defined set of teacher competencies and its content selected to provide the programs that enable untrained teachers and teacher trainees to develop and demonstrate a range of competencies required to promote student learning (B.Ed. Curriculum, 2006-2007).

Bachelor of Education (B. Ed.) program is titled as Bachelor of Education (Secondary Teaching) and the name of the award is Bachelor of Education. This course is for one academic session (one year long) and the accrediting institute of this program is National University, Bangladesh. Teacher training for secondary teachers including the B.Ed. are currently being provided in a range of institutions are depicted in Table 1.

Table 1: Types of secondary teacher training institutes

Type of Institute	Number of Institutes
Government Teacher Training College (TTC)	14
Private Teacher Training College	104
Higher Secondary Teacher Training Institutions (HSTTI)	05
Bangladesh Madrasah Teacher Training Institute (BMTTI)	01
National Academy for Educational Management (NAEM)	01
Bangladesh Open University (BOU)	01
Institutes of Education and Research (IER), Dhaka University	01

Source: BANBEIS, 2014.

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The present B.Ed. syllabus has been revised under National University Act. 1992 (Act 37 of 1992) and has been in effect in the government and private TTCs from the academic year 2006-2007. The curriculum is structured into five learning areas (including the teaching practice) which are mentioned in Table 2 with the score distribution and hours involved in each learning area.

Table 2: Total hours for each learning area and marks distribution in the B. Ed. Program

Learning Areas	Hours	Scores
Professional studies	108	100
Educational studies	216	200
Teaching Studies	432	300
Technology and Research Studies	108	100
Teaching Practice	336	300
Total	1200	1000

Source: B.Ed. Curriculum, 2006_2007

a) "Teaching Mathematics" course in B.Ed.

"Teaching Mathematics" is a course of the B.Ed. training under 'Teaching Studies' learning area. This course provides a range of learning opportunities designed specifically for trainees seeking to become secondary mathematics teachers. The purpose of this course is to support trainees to develop the knowledge, skills and attitudes required to competently teach mathematics in the Bangladesh secondary school curriculum for years 6-8 and years 9-10. The content of the "Teaching Mathematics" course is divided into 06 (six) units: Secondary mathematics curriculum in Bangladesh, Teaching learning approaches in the mathematics classroom, Logical approaches to familiar topics, Approaching difficult mathematics topics, Planning lessons for effective teaching and learning in mathematics, Assessment of student progress and achievement, and Independent learning in mathematics.

IV. Research on Teacher Training and Teaching Skills

Researchers had explored the effect of teacher education or teacher training effectiveness using different approaches. Some researchers (for example, Farooq & Shahzadi, 2006; Palardy & Rumberger, 2008) had attempted the effect of teacher training program by investigated direct relationships between student achievement and teachers' participation in teacher training and teacher education programs. The study of Farooq & Shahzadi (2006) in Pakistan evaluated effectiveness of teaching of trained and untrained teachers by comparing the mathematics achievement of 400 students by the teachers. Using descriptive survey design the study found significant differences in the teaching of trained and untrained teachers of mathematics and stressed that the teaching of trained teachers had significant impact on the mathematics achievement of the students.

Guarino, Hamilton, Lockwood & Rathbun (2006) conducted a study using data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998 –99 (ECLS-K) collected by National Centre for Education Statistics (NCES) in the USA. The study examined the relationship of teachers' background variables (teaching certification, coursework in pedagogy, employment status and, teaching experience) and instructional practices and student achievement (in reading and mathematics) during the kindergarten year. Using two-level hierarchical linear modelling (HLM), the study showed only teachers' amount of coursework in pedagogy had a positive relationship with instructional practices (in reading and mathematics) that were associated with higher students' achievement in both subjects. Also, the study found instructional practices were positively associated with student achievement gains in both subjects but, no direct relationship between the qualifications of teachers and student achievement with the exception of teachers' employment status (part time and full time).

A part from the above, other researchers investigated the relationship or the influence of teacher training with teaching practice in the classroom. For example, in eastern Australian schools, Rowley (2002) conducted a study to examine whether the specialized teacher training in gifted education assisted teachers in developing teaching skills, competencies and classroom climates identified as effective in teaching gifted and talented students. Differences were observed among 56 trained, 31 currently undertaking training and 80 untrained teachers in their classroom, and both trained and currently undertaking training teachers were found to demonstrate better teaching skills than the untrained group. Subsequently, Bambico (2004) evaluated the effectiveness of in-service teacher training for 70 elementary mathematics teachers in the Philippines by using pre and post-tests and found that the teachers teaching skills improved after the training and the performance of the 2144 students from grade 1 to 4 improved after their teachers' participation in the training. Similarly, Mohsin (2004) in Bangladesh using survey method had revealed teachers education

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program provided by Primary Training Institute (PTI) had improved 267 primary school teachers teaching skills.

V. Conceptual Framework and Research Questions

The main findings of the literature review above provided the basis for the development of a conceptual framework for the study. The conceptual framework allowed relative comparison of teaching practices in the area of preparation of the teacher, teaching learning activities, use of teaching/learning resources, lesson evaluation, time management and giving homework in order to measure the secondary school mathematics teacher effects particularly the participation in the teacher education program (B. Ed) on their mathematics teaching practices. With respect to the purpose of the study, the two research questions were posed in the study:

1. Is there any difference between trained and untrained mathematics teachers in their teaching practices of mathematics within Dhaka, Bangladesh?
2. What is the level of application of the developed teaching skills (if any) in their classroom teaching by the trained teachers within Dhaka, Bangladesh?
3. Besides, to examine any relationship between teachers' personal characteristics and their teaching practices, research question was posed.
4. Are teacher personal characteristics (i.e., age, duration of service, academic qualification, and type of the institute) related to teaching behaviours of mathematics teachers within Dhaka, Bangladesh?

VI. Method and Procedure

a) *Design and sample*

A non-experimental comparative approach was employed in the study in order to measure the effectiveness of the B.Ed. program on secondary school mathematics teaching by comparing the classroom teaching practice of trained mathematics teachers' and untrained mathematics teachers. Sample of the study was drawn through convenient sampling strategy. 23 B.Ed. trained secondary school mathematics teachers and 15 untrained secondary school mathematics teachers were identified from 4 public and 12 private schools of Dhaka city. Mathematics teachers who had already undergone the Bachelor of Education (B.Ed.) training were considered as trained teachers while those who had neither B. Ed. training nor received any kind of professional training in teaching mathematics were considered as untrained teachers.

Mathematics is taught as a compulsory subject from grade I to grade X in Bangladesh schools. The curricular and syllabi for Grade IX and X are similar for each subject including general mathematics. In order to maintain the reliability of the observation data, the mathematics teaching either in grade IX or X were observed.

b) *Data collection*

i. *Classroom teaching observation*

Primary data was collected by observing the general mathematics classroom teaching either in grade IX or grade X of the two groups of teachers. The classroom observation was conducted using the observation checklist which is used as the "Teaching Practice Assessment Form" to assess the teacher trainees' classroom teaching of the B.Ed. program. This original observation checklist had 20 items with a five point rating scale from 1 to 5 where 1 refers to poor, 2 refers to fair, 3 indicates good, 4 refers to better, and 5 for the best performance in the teaching behaviour. The original checklist had been modified and was consisted on 16 teaching behaviors under 05 (five) core teaching skills: preparation, teaching-learning activities, use of teaching-learning resources, evaluation, and time management and assignment.

The researcher either with the headmaster of the respective school of the observed teacher or the B.Ed. trainer of Dhaka Teacher Training College observed each classroom teaching. The classroom teaching sessions were videotaped for subsequent qualitative analysis of the teacher participants' classroom teaching.

ii. *Interviews*

Semi-structured interviews with the participant trained and untrained teachers, two school headmasters (one from public and one from private schools), the Principal and two B.Ed trainers of Dhaka Teachers' Training College were employed to validate the findings of the classroom teaching observations. The interviews with the trained and untrained teachers were conducted on the same day as the observation, on-site in a quite location, and were digitally recorded with permission from teacher participants. Each interview took about 25 minutes were conducted in Bangla and began with a brief explanation of the purpose, confidentiality, interview procedures, consent to conduct and digitally record the interview and the interview questions developed for the study.

For the trained teachers, the interview schedule were associated with the motivation for participating in the B.Ed. training, effects of this training in mathematics teaching, problems encountered in implementing the gained knowledge or skills. In the interviews, the untrained teachers were asked to give their opinions about their intention and the reasons for enrolling in the B.Ed. program and the problems encountering in teaching mathematics. The school headmasters expressed their perceptions regarding the differences in pedagogical skills among the trained and the untrained teachers teaching in their schools and the issues with

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applying the implementing the gained knowledge or skills of the B. Ed program in classroom teaching.

c) Data analysis

The collected data was analyzed both quantitatively and qualitatively. As for quantitative analysis, descriptive statistics were computed using the SPSS version 22.0. Pearson Product Moment Correlation (Pearson Correlation and Kruskal-Wallis H-test) was used to find out the significant correlation between teachers' personal characteristics (age, teaching experience, academic attainment and the type of institute they serve) and their teaching practice. The transcripts of the interviews were analyzed qualitatively.

VII. Interpretation of the Results

a) Particulars of the sample

The demographic data of all the 38 teachers included their gender, age, academic background, type of institute, experiences in teaching. Table 4 describes there are 38 teachers in which 74% were male and 26% were female.

Table 4: Gender of the teachers

Gender	Frequency	Percent	Cumulative Percent
Male	28	74	74
Female	10	26	100
Total	38	100	

Table 5 describes that the majority of the teachers (58%) are below 40 years while 32% teachers were 41-50 years. A few teachers (10%) are older than 50 years.

Table 5: Age of the teachers

Age	Frequency	Percent	Cumulative Percent
Below 30	9	24	24
31-40	13	34	58
41-50	12	32	90
51-60	4	10	100
Total	38	100	

In the sample of the study, it can be seen form Table 6 that majority of the teachers had the Master's degree in the academic qualification which can be assumed a plus point for secondary education sector of Bangladesh. The rest of the teachers either had honors or graduation degree.

Table 6: Academic qualification of the teachers

Qualifications	Frequency	Percent	Cumulative Percent
Hons./Pass	14	37	37
Masters	24	63	100
Total	38	100	

In the sample of the study, most of the teachers were related to private schools and only 20% were from the government schools (see Table 7). In Bangladesh about 98% secondary schools are private and 97% teachers are from public secondary schools (BANBEIS, 2014).

Table 7: Type of schools

Institute	Frequency	Percent	Cumulative Percent
Public	8	20	20
Private	30	80	100
Total	38	100	

Table 8 depicts the mathematics teaching experiences of teachers. Majority of the teachers had 11-20 years of teaching experience in mathematics. 5 untrained teachers were novice who had less than 1 year experience. Most likely only 2 teachers (1 trained and 1 untrained) had more than 30 years of mathematics teaching experience (see Table 8).

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Table 8: Mathematics teaching experience of the teachers

Experience	Frequency	Percent	Cumulative Percent
Below 1 year	5	13	13
1-10	10	26	39
11-20	12	32	71
21-30	9	24	95
Above 30	2	5	100
Total	38	100	

According to the demographical characteristics of both the untrained and the trained teachers, a significant difference was observed only with relation to the age and teaching experience between the trained and the untrained groups. In regard to the teachers' age, computing the independent *t*-test at 5% significance level, it was found that the received *p* value was 0.037 (less than the predetermined alpha 0.05) where *t* value was 2.163. For the teaching experience, the *p* value was found 0.045 and the *t* value was 2.079.

b) Classroom teaching observation

The mean score obtained by the trained and untrained teachers in 16 items under five core teaching practices are shown in Figure 1.

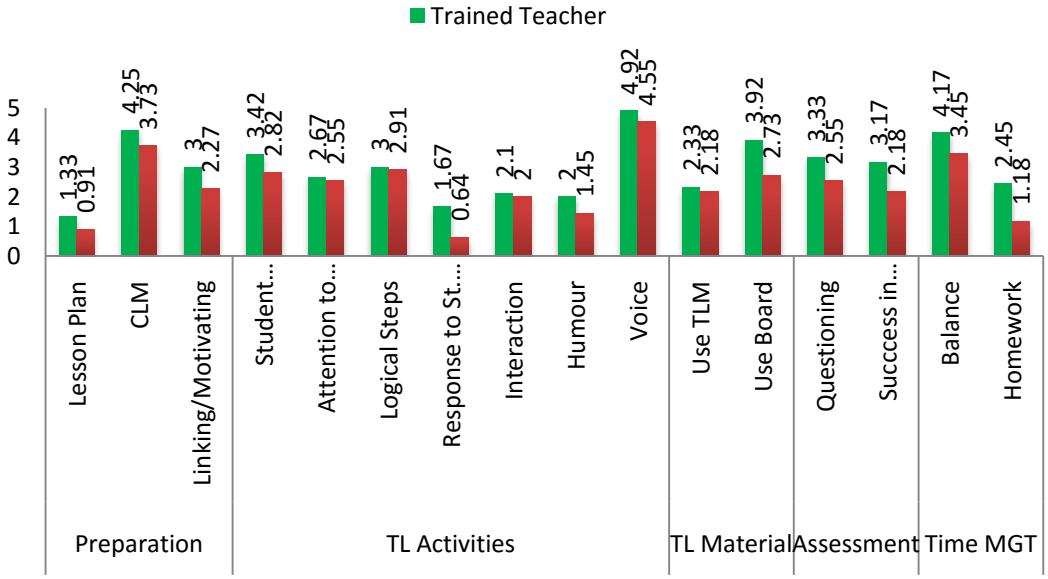


Figure 1: Comparison between Trained and Untrained teachers' mean score in teaching practices.

From Figure 1, it can be seen that the trained teachers' were better in the teaching practices than the untrained teachers in all the aspects. The subsequent sections present the comparison between the trained and untrained teacher for the 16 teaching behaviours under five broad teaching skills (i.e. preparation, teaching leaning activities, use of teaching-learning material, evaluation, time management and assignment). For this comparison, the qualitative findings along with the descriptive statistics were used to demonstrate the difference between the performance of the trained and untrained teachers and the degree trained teachers implemented the skills (gained through the B. Ed program) into their teaching practices.

i. *Preparation*

a. *Lesson plan*

Though lesson plan is strongly emphasized and the trainees are taught how to prepare an effective lesson plan in the B.Ed. program, half of the trained teachers (50%) were found have the structured or written lesson plan in the classroom. Among the untrained group, only one teacher (7%) had structured lesson plans for the session and more than half of the teachers (58%) did not have any sort of lesson plan. Thus, the mean score of the lesson plan for the trained teachers (*M= 1.33*) was ahead of the untrained teachers (*M= 0.91*) and not surprisingly the trained teacher's lesson plan was more finely structured than that of the untrained teacher. However, the findings also showed

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that 'lesson plan was found as one of the weakest areas for the trained teachers as well as for the untrained teachers. It was noteworthy that in the study only one trained teacher (8%) prepared the lesson plan following the B.Ed. structure and the reason for preparing the lesson plan was due to the strict supervision of the school administration.

b. *Classroom management*

In the study both groups of the teachers used classroom management and controlling capacity in class. The students in the observed classrooms were found well-disciplined and controlled; it may be due to the reason that almost all classes were found to be teacher-centered. To compare, the trained teachers (*M= 4.25*) showed better performance in this area than their counterpart (*M= 3.73*) as 92% trained teachers (92%) used 'better' (i.e. 4 in the 5 Likert scale) classroom management skills and untrained teachers were just 54% who used the same level of management skills.

c. *Establish relation/creating motivation with the lesson*

To motivate students for the lesson or to link previous knowledge with the present lesson, trained group (*M = 3*) had showed more expertise in either applying more motivational activities or asking some relevant questions from previous topic/chapters than the untrained teachers (*M= 2.27*). 34 % trained teachers and 19% untrained teachers were found asking questions/formulas from the previous content and linking with the new topic, showing/mentioning verbal examples or pictures or figures on the blackboard to establish relation/creating motivation with the lesson before commencing the main topic. Such activities were suggested by the researchers (Brophy & Good, 1986; Rosenshine & Stevens, 1986) as an effective teaching practice to enhance student learning outcome. However, most trained (58%) teachers had moderate effort (i.e. 2 to 3 in the 5 Likert scale) in this area and 8% of them seemed to have difficulty as they started their lessons without providing any aim of learning the lesson to students.

ii. *Teaching-learning activities*

a. *Presenting lesson maintaining logical steps*

In maintaining logical steps in lesson delivery, trained teachers (*M=3.00*) showed better performance than their counterparts (*M= 2.91*). 42% trained teachers made the topic clearer and followed the steps according to the difficulty level. While demonstrating the lesson, this percentage of trained teachers (42%) were conscious about mentioning in details all steps of the mathematical problem, maintained the difficulty level by linking up the formulas or calculation with the problem. In addition, they also stated some common errors students generally made in the exam and advised students to be careful about these errors. However, 8% trained teachers failed to make the topic clear and did not maintain the steps according to the difficulty level. They skipped the clear steps of the solution process or did not well link up the formula with the problem. On the other, 36% untrained teachers showed the similar characteristics in demonstrating the lesson in order to make the topic clearer and in guiding the students about the common errors. 9% untrained teachers failed to make the topic clearer similar to that of the 8% trained teachers.

b. *Student involvement*

Research (Borg, 1979; Good, Grouws & Beckerman, 1978; Hafner, 1993; Herman & Klein, 1996) has consistently emphasized on student involvement to learning tasks and activities during the lesson as for the positive relationship between student achievement and with student engaged time or time-on-task. In the study, 58% trained teachers and 37% untrained teachers involved their students in the lesson both verbally and non-verbally while the rest involved the students either by verbal or non-verbal method. In case of the verbal approach, teachers engaged the whole class in verbal responses by asking questions/formulas individually or asking students for oral presentations for the whole class while solving the problems on the blackboard. In the non-verbal approach, students were engaged to note down the solution from the blackboard or to solve the given problem. Students in 75% trained teachers' (*M= 3.42)* and 55% untrained teachers' *(M= 2.82*) sessions were found somehow active with the lesson while in the 8% trained and 9% untrained teachers' sessions, students sometimes became inactive such as sitting idle, not responding to teacher and so forth.

c. *Response to students' questions*

Research has showed that 'questioning' is the mostly used form of teacher-pupil interaction and is an important aspect of effective teaching (Brophy & Good, 1986; Creemers, 1994; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988). Research (Cornbleth, 1975; Taboada & Guthrie, 2006) showed that student generated questions can also contribute to the enhancement of student learning outcome.

In the study, 33% trained and 64% untrained teachers did not invite any questions from their students and the teachers who invited, were not able to make or encourage their students to generate questions. However, the common strategies to raise student questioning were asking them "*Do anyone have any problem*?" or "*Have you understood this solution*?" and in respond to such questions students preferred remaining silent in most cases. As a consequence, student generated questions were rare to observe and the observers had limited opportunity to evaluate the teacher competency in handling student questions. Thus, this area of teaching practice including encouraging students to ask questions was revealed as the weakest performed area for the trained teachers

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(*M= 1.67*) and the untrained teachers (*M=0.64*). On contrary, one trained teacher in a session of trigonometry was affectionately and repeatedly asking his students to raise their hands or stand up if anyone had any problem in understanding the lesson. As a result, students from all corners having problems in understanding the solution asked the teacher questions to have clear conceptualistion.

d. *Attention to students*

In the study, comparing the performance in "attention to all students" including the "movement inside classroom" of the checklist, no significant differences was found between the trained teachers (*M*=2.67) and the untrained teachers (*M*=2.55). Only, 33% trained teachers were found attentive to students by maintaining eye contact while demonstrating the lesson during the whole session, moved around the class frequently and asked questions from almost all students in the class while 27% untrained teachers was attentive to students by showing the similar characteristics. On the other, 25% trained and 28% untrained teachers had rarely maintained eye contact with the students throughout the session and they did not move around the class or rarely moved. Nevertheless, both groups of teachers were found either attentive or careful in checking students' class work on their notebooks by moving throughout the classroom.

e. *Sense of humour (classroom appearance)*

The trained teachers appeared little friendlier (*M =2.00*) with the students in the class; however, it did not seem adequate to make the class friendly. Only 45% trained teachers used smiling faces and some of them addressed their students as "Learner Friends". Smiling faces was found rare among the untrained teachers *(M=1.45)* and they never addressed their students as "Learner Friends". The trained teachers tended to use body language in their sessions which was also rare among the untrained teachers. However, all teachers were dressed appropriately.

f. *Teacher - student interaction*

The learning environment in the classroom is a broad term encompassing a wide range of educational concepts including the way teacher and student interacts each other. (Creemers & Reezigt, 1999; Freiberg & Stein, 1999). Teacher-student interaction (Levy, Wubbels & Brekelmans, 1992) refers to the consistent flow of information related to teacher and student perceptions, attitudes and feelings about each other, and the learning activities at hand during a lesson (Burns, 1982; Rogers, 1982). In the study, the interaction between teachers and learners of the trained teachers (*M* = 2.1) indicated that the classrooms of the trained teachers were not adequately teacher-student interacted. To compare, similar performance was showed by the untrained teachers (*M*=2). 58% trained and 45% untrained teachers interacted with their students either verbally or non-verbally. Most of the untrained teachers (82%) occasionally praised their students for the correct answer or cooperating teacher during his/her presentation of the solution on the board while praised students was frequently observed in trained teachers' sessions. Also in the sessions of both groups, students were observed to be more interactive while solving problems in note books, being checked the solutions by the teacher, and cooperating teacher during his/her working out problem on the board.

g. *Audible voice*

Techers voice is considered as one of the most effective teaching (Keltie, 2011). In the study, to what extent the teacher's voice was audible and clear to the students was measured and was found as the strongest teaching skill area in the observation checklist for the two groups. All teachers had audible voice and intelligible. However, the trained teachers (*M=4.75*) had little better accent and audible voices in the sessions than the untrained group (*M=4.41*). However, in most sessions, the researcher found that the surrounding noises (such as construction work nearby, vehicles' sound and so forth) badly affected the concentration of both teachers and learners and as a result, students were having trouble to hear the teacher clearly.

iii. *Teaching Learning Material (TLM)*

a. *Use of TLM*

Observing the frequency of using TLM, proper timing of using and so forth, no significant difference was observed between the overall performance of the trained teachers (*M* = 2.33) and the untrained teachers (*M = 2.18*). Surprisingly, in some instances, some untrained teachers had showed more expertise than the other teachers including the trained ones. For example, in the geometry classes, 27% untrained teachers used drawn pictures (diagrams) in big papers or showed real examples in addition to use of geometrical tools while to exhibit the similar performance only 25% trained teachers were found. But in the Algebraic problems, all the untrained teachers used only verbal real life examples whereas 25% trained teachers mentioned real life examples and used visual examples or models in addition. However, the mean performance of the trained teachers in this area reflects that only a few trained teachers (25%) used TLM adequately and appropriately.

b. *Appropriate use of board*

Through the research, it was found that the trained teachers (*M*= 3.92) had showed better performance in appropriate using of the board than the untrained group (*M*= 2.73) significantly. 33% trained teachers and only 9% untrained teachers used the blackboard appropriately as their writings into the blackboard were found visible, clear and easy to follow for the students. Most of the untrained (55%) teachers were not considerate to the convenience of the students following the writing of the board. The teachers wrote

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either in middle or right part of the board and their writings were found either small or got covered by the body while writing or were covered by the TLM. 8% trained teachers showed similar characteristics, thus, seemed to have problems in using the blackboard properly as suggested in the B.Ed. program.

iv. Assessment

a. *Strategies including questioning*

Assessment of student learning is an important part of teaching, and research findings have reported the significant contribution of formative assessment to student learning outcomes (Hattie, 2009). In the present study, teachers were observed to employ verbal (i.e. asking questions/formulas on the present topic) and non-verbal (e.g. posing problems to solve in the note books) to evaluate students learning outcome and significant differences were found between the trained group (*M = 3.33)* and the untrained group (*M = 2.55).* 64% trained teachers and 20% untrained teachers relied on both strategies (verbal and nonverbal) to evaluate the students' expected learning. On the other, single approach were employed by some trained (27%) and most of the untrained teachers (50%). In the cases of non-verbal approach, trained teachers often found to ask students to solve the given problem on the backboard but no untrained teachers, except one, utilized such an activity. In the verbal approach, 17% trained teachers were found to ask 'higher order cognitive questions" (Ozerk, 2001; Wilen, 1987) by incorporating "why is this answer?" in their questioning. However, 9% trained teachers and 30% untrained teachers just asked "Do you understand this?" for evaluating their student learning.

b. *Success in achieving expected learning outcome*

To what extent the teachers were successful in achieving expected student learning outcome, the focus was given on the ability of the students' to give correct answer against teacher's questions or given problems. Based on the criteria, in the present study 66% trained teachers and 54% untrained teachers were fully successful in achieving their expected student learning. 25% trained teachers were found partial successful as some of the students answered incorrectly and 9% trained teachers were not successful in this aspect. On the contrary, bigger percentage of untrained teachers (45%) failed to achieve students' expected output.

v. *Time Management and Homework*

In the secondary schools of Bangladesh, the time was usually allocated for the mathematics session was 35 minutes. According to the "Professional Studies" of B.Ed. training, the teachers are advised to allocate the 35 minutes for three activities: 5 minutes for preparation, 20 minutes for teaching/learning and 10 minutes for evaluation and review. To compare, significant difference was observed in maintaining proper time management between the trained (*M=4.17*) and untrained teachers (*M=3.45*). 84% trained teachers tended to follow the time management in their sessions while 16% trained teachers were found not having proper time management as most of the time was utilized for demonstrating solving the problems by him/herself on the board without considering the other major activities. Similarly, 36% untrained teachers were found planned in timing whereas 64% untrained teachers did not care about the time limitation of the session.

Providing homework is revealed as one of the effective teaching strategy in the reviews and meta-analysis (Cooper, 1989; Hattie, 2009). Through the present study, it has been found that a significant difference existed between the trained (*M=2.58*) and untrained teachers (*M=1.18*) in assigning homework. More than half of the trained teachers (58%) followed the accurate way to give the homework/assignment to students. They, in detail, wrote the problem on the board or dictated students to note down the problem in their note books followed by the instructions of B.Ed. training. On contrary, 82% untrained teachers did not use the proper method to give the assignment or homework and 9% untrained teachers finished the session without giving any homework or assignment while every trained teacher finished the lesson by giving an assignment either in the proper or improper method.

c) Interviews

i. *Interviews with trained teachers*

Findings from the responses of the trained teachers against three questions are presented in the subsequent sections.

a. *Motivation to undergo the training*

According to the views of the teachers, the main reason for undergoing the training was becoming a better and qualified teacher through improving their teaching strategies. Other reasons included fulfilling the conditions for the job confirmation and career development. Some others provided insight of having more understanding on the mathematical concepts to improve their teaching performance.

b. *Effects of the training*

Regarding effectiveness of the B.Ed. training the teachers expressed that: it increased their levels of teaching skills; they became more knowledgeable about different teaching strategies. As an effect of such enhancement, they became able to teach mathematics to students with more understanding and in a more enjoyable way.

c. *Implementation of gained training knowledge and skills in mathematics teaching*

The teachers claimed that although they had developed their teaching abilities, they could not fully implement those skills for several factors that included

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heavy class load, big class size, short class session, pressure of finishing the syllabus in due time, big gap among students' merit stages/levels, incontinent classroom environment. Also they expressed that they did not feel motivated to employ their skills fully due to the factors: absence of proper evaluation for teachers' promotion; low salary.

ii. *Interviews with untrained teachers*

Views and opinions of the untrained teachers against two questions are illustrated below:

a. *Problems/difficulties to teach mathematics*

The untrained teachers stated that they faced problems in teaching mathematics as they felt weakness in some of the content areas of mathematics such as geometry, real numbers and so forth. They also mentioned that the big class size, lack of students' basic knowledge in mathematics hindered them in implementing their expected teaching method.

b. Necessity to undergo the B.Ed. training

In this issue, each untrained teacher believed that there was no other alternative other than the training program to develop their professional ability. They wanted to participate in the B.Ed. training because they realized the limitation in their ability of applying appropriate strategies and skills in teaching mathematics. They stated that by undergoing the training, they would be able to learn necessary strategies to teach mathematics effectively and could have the complete guidelines of teaching methodology in the classroom.

iii. *Interviews with the Head Teachers*

The head teachers' perceptions received against the two aspects are presented below:

a. *Professional abilities of trained teachers and untrained teachers*

The two head teachers mentioned that the B.Ed. program was very important to develop the professional abilities of a teacher. From the training, teachers would be able to learn the teaching strategies and acquire the knowledge to implement the best strategy/strategies in his/her teaching. They shared their experiences that a novice or untrained teacher though being sincere or committed for their profession, lacked adequate teaching methods and knowledge and failed to achieve expected students' outcome. In contrast, trained teachers applying the effective methods learned from the training could attain the students' outcome: similarly, students enjoyed the classes of trained teachers more than the classes of untrained teachers.

b. *Implementation of training knowledge and skills in classroom teaching*

Although trained teachers had willingness or intention to implement the gained knowledge and skills in their classroom teaching, they could not fully implement those in their actual classroom teaching due to the reasons similar to some extent with the reasons mentioned by the trained teachers.

d) Relationship between teachers' personal characteristics with teaching practice

One of the purposes of this study was to find out any significant relationship between the two groups of teachers with regard to their personal characteristics (age, experience, qualification, and institution type) and their teaching practices.

i. *Correlation with teachers' age and experience*

The Pearson correlation (two tails) test at 5% level of significance was used to measure the correlation of teachers' age, experience with their teaching skills. The summary results are shown in Table 9. As shown in Table 9, it was revealed that there was no significant relationship between teachers' age and their experience with their pedagogical skills, content knowledge, and attitudes and beliefs.

Table 9: Correlation of teachers' age and experience with teaching practice

Variables	Teachers Age	Teaching experience
Teaching practice	$\|r\| = 0.404$ $p=0.056>.05$	$\|r\| =0.400$ $p=0.059 > .05$

i. *Correlation with qualification and type of the institute*

The Kruskal-Wallis H-test at 5% level of significance was used to observe the relationship. The summary results are shown in Table 10. According to the results in depicted in Table 10, it was found that there was no significant relationship between teachers' qualification and the type of the institutes they served with their teaching practice.

Table 10: Correlation of qualification and the type of the institute with teaching practice

Variables	Teacher Qualification	Type of Institute
Teaching practice	$H= 0.651$ $p=0.42>.05$	$H= 0.126$ $p = 0.722 >.05$

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VIII. Discussion of the Findings

a) *Research question 1: Is there any difference between trained and untrained mathematics teachers in their teaching practices of mathematics within Dhaka, Bangladesh?*

It was found in the comparative analysis that the trained teachers performed better than the untrained teachers in all of the 16 teaching beahviours of the observation checklist and were significantly ahead in most of the areas than their counterpart. Interviews with the trained and the untrained teachers supported the findings. As stated by the trained teachers, by joining the B.Ed. training, they became more competent and more efficient in conducting the teaching sessions with more students participating in the lesson and were able to apply effective teaching–learning strategies; on the contrary, the untrained teachers stated that they felt lacking of strategies and skills in teaching mathematics successfully and effectively. Also the outsiders' (headmasters') perceptions (stated in interviews) confirmed that the trained teachers could apply more effective teaching strategies in classroom than the untrained teachers could.

b) *Research question 2: What is the level of application of the developed teaching skills (if any) by the trained teachers in their classroom teaching?*

As far as the implementation of gained teaching skills through participating in B. Ed training in the actual classroom setting by the trained teachers, it was noticed that the trained teachers did not implement fully as the outcomes of the B.Ed. program. In nine cases of the classroom teaching – "Lesson plan", "Attention to all students", "Competent handling of student's questions", "Interaction", "Sense of humor", "Use of appropriate and adequate TLM", "Homework" trained teachers performed poorer (less than 3) than the other areas of the teaching checklist.

As an additional finding, the study based on the views and opinions of the interviews had identified the subsequent factors that might have link with the issue of the implementation. Most of the identified factors were supported by relevant studies conducted by public and private organizations (e.g., ADB 2004, CPD 2001, JBIC 2002, MoE 2004).

i. *Lack of supervision and monitoring:* Teachers' sessions are not properly monitored. Their classes are seldom supervised and monitored. For example, in this study had found in regard to prepare the lesson plan following B.Ed structure, for the strict supervision of the school administration the one trained teacher (8%) did so. MoE (2004) stated

"Academic supervision has been one of the weakest areas of secondary education. The present inspection system has been established long ago, has not been able to add to the quality of education or to be a source of guidance to the teachers." P.33

i. *Not motivated:* Teachers are not motivated due to their low salary and inadequate promotion facility. There are no real incentives for rewarding teaching effort and excellence (CPD 2001, MoE 2004). These hamper their motivational level towards their profession.

ii. *Lack of sincerity and professional commitment:* One of the most important factor mentioned by the headmasters and instructors for not implementing the acquired knowledge and skills from the training is that lack of sincerity and lack of professional commitment. According to their views, considering all favorable factors, trained teachers were found to teach without applying the techniques/guidelines of the training; they lacked sincerity in this regard. Teachers' sincerity or cordiality can mostly ensure effective implementation of their developed abilities.

iii. *Class factors:* Big class size, overload of classes, short duration, substantial higher student-teacher ratio cause not to follow the guidelines of the B.Ed. training such as preparing lesson plans for each class, arrangement of teaching learning resources, attention to all students and so on. Lack of resources inside the classroom and unfavorable classroom environment also obstruct the teachers to implement developed abilities in the session. Also, for the pressure to finish the course in due time; thus, the teachers do not feel comfortable with the B.Ed. strategies under this pressure. These factors had been mentioned in several reports and studies conducted in Bangladesh (MoE 2004, JBIC 2002, CPD 2001) cause the poor quality of education at secondary level.

c) *Research question 3: Is there any relationship between teacher's personal characteristics and teaching practices?*

In this study, significant differences were found between the age and teaching experiences in the two groups of teachers. Nevertheless, the differences did not have any impact on the differences found in pedagogical skills between the two groups of teachers since it was found that their age and teaching experience did not have any significant relation. No relationship was also found between teachers' academic qualification and the type of institutes they served. The older age, longer teaching experience and higher academic qualification did not guarantee better teaching skills. Whether the teachers worked in either a pubic or a private institute, it did not have any impact on those professional aspects.

Observing the personal characteristics of the teachers participated in this study, it was seen that, 17 (73%) teachers from the age range between 25 and 40 and 7 teachers (44%) from the age range between 41

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and 57 possessed master level qualifications. Therefore, it is noteworthy to mention that more teachers with higher academic qualifications enter the secondary schools as teachers currently than earlier days; the reason may be due to the rising unemployment in Bangladesh. It was showed in Table 3 that, 26% untrained teachers were over 41 yrs of age and 74 % were below 40. The reasons may be due to the effective implementation of educational reforms by the Bangladesh government regarding the increase of the trained teachers' percentage in secondary schools. This was clear from the percentages of trained teachers in the years 2003, 2004, 2005 which were 48.6%, 50.5%, 53.6% respectively (BANBEIS, 2006).

IX. Future Directions

The recommendations for the future research in this area of study include:

a) In order to generalize the findings of the study to the target population in Bangladesh, a random sample of both the trained and the untrained teachers representing all other areas in Bangladesh should be employed in future research;
b) In order to ascertain the effectiveness of the B.Ed. program on students, the study should consider the impact of the B.Ed. program on students' achievement;
c) As the new B.Ed. curriculum has been with effect from 2006-2007, future research should be directed towards measuring the effectiveness of the new B.Ed. program on the secondary education in Bangladesh;
d) Further research should be done to measure the difference in the level of intended, implemented and attained curricular of the B.Ed. training and the reasons behind the difference (if any). Training provided by the private TTCs and its effectiveness should be studied in further research comparing those training programs with the ones conducted by the public TTCs.

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College-Readiness Differences by Economic Status of Texas High School Students with a Learning Disability: A Statewide Multiyear Investigation

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Abstract- The extent to which differences were present in college-readiness rates in reading, mathematics, and both subjects by economic status for students who were Learning Disabled in Texas public high schools for 2008-2009 through 2010-2011 school years were analyzed in this study. Archival data were obtained from the Texas Education Agency Public Education Information Management System on all high school students who were diagnosed as being Learning Disabled. Statistically significant differences in reading, mathematics, and both subjects college-readiness were present for all three school years. Extremely low college-readiness rates were present in reading, mathematics, and both subjects for students who were Learning Disabled in the 2008-2009 through the 2010-2011 school years.

Keywords: special education, learning disabled, collegereadiness, economic status.

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College-Readiness Differences by Economic Status of Texas High School Students with a Learning Disability: A Statewide Multiyear Investigation

Catherine Holden[α], John R. Slate[σ], George W. Moore[ρ] & Wally Barnes[ω]

Abstract- **The extent to which differences were present in college-readiness rates in reading, mathematics, and both subjects by economic status for students who were Learning Disabled in Texas public high schools for 2008-2009 through 2010-2011 school years were analyzed in this study. Archival data were obtained from the Texas Education Agency Public Education Information Management System on all high school students who were diagnosed as being Learning Disabled. Statistically significant differences in reading, mathematics, and both subjects college-readiness were present for all three school years. Extremely low college-readiness rates were present in reading, mathematics, and both subjects for students who were Learning Disabled in the 2008-2009 through the 2010-2011 school years.**

Keywords: special education, learning disabled, college-readiness, economic status.

I. Introduction

A family's socioeconomic status has been a strong predictor of academic achievement (Cabrera & La Nasa, 2001; Horn & Kojaku, 2001; Reardon, 2011) and is now a better predictor than race (Reardon, 2013). The achievement gap for students who live in poverty versus their counterparts is now greater than 50% larger than the gap between Black and White students (Reardon, 2011). With respect to the group of students relevant to this empirical investigation, children with Learning Disabilities are more likely to live in poverty (Coppin et al., 2006; Cortiella & Horowitz, 2014; Emerson, Shahtahmasebi, Lancaster, & Berridge, 2010; Spies, Morgan, & Matsuura, 2014).

Even though the Americans with Disabilities Act assures equal education and employment to those people with and without disabilities, Stoddard (2014) reported a 33.9% employment rate for people living with a disability compared to 74.2% of people living without a disability. Few people with disabilities are employed, with many of them employed in jobs that pay under the poverty level (Hughes & Avoke, 2010). DeNavas-Walt and Proctor (2015) reported 46.7 million people living in poverty and 28.5% of those people living with a disability between the ages of 18 and 64 in 2014 reported poverty income levels. Specific to anyone over the age of five and living with a Learning Disability, the rate of living in poverty was 2.6% compared to those people not living with a Learning Disability at 1.5% (Cortiella & Horowitz, 2014).

The achievement gap for students who lived in poverty was analyzed by Lee and Slate (2014) in a quantitative study about the advanced achievement of students who were economically disadvantaged. Grade 11 students who took the 2012 Texas Assessment of Knowledge and Skills (TAKS) were examined on their Met Standard, Commended Performance, and college-readiness performance. Nearly one half of the sample size was students who were economically disadvantaged. Lee and Slate (2014) established that students who were economically disadvantaged had 20% lower Commended Performance and college-readiness rates on the TAKS Reading and Mathematics assessment than those students who were not economically disadvantaged. When analyzing the Met Standard rates, Lee and Slate (2014) documented similar rates of success for students who were in poverty and students who were not in poverty.

In this study, the college-readiness of students who had a Learning Disability will be investigated. The demands of the 21st century economy require a wider spread of skills than ever before (Brand, Valent, & Danielson, 2013). To compete with the global market, a larger percent of youth to graduate with postsecondary degrees, including students with disabilities is required (Brand et al., 2013). In conjunction with this demand, emphasized in the amendment to Public Law 94-142 was an emphasis on college-readiness for students with disabilities, it is essential to learn what is meant by college-readiness. Conley (2007, 2008) defined college-readiness as students successfully transitioning from high school to the college environment equipped to manage the demands of college without remediation. Barnes, Slate, and Rojas-LeBouef (2010) define college-readiness as academic preparedness. However, in the state of Texas, college-readiness indicators are specific to the following standardized assessments: (a) Texas Assessment of Knowledge and Skills, (b) Scholastic

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Aptitude Test, and (c) American College Test, as noted in Barnes and Slate (2011).

The group of students relevant to this investigation are students with Learning Disabilities. Students who were diagnosed with a Learning Disability are the largest group who receive special education services out of all of the other categories of disability, about 42% in 2011 for the United States and 43.2% in Texas (Cortiella & Horowitz, 2014). Of the students with a Learning Disability, one third had been retained at least one grade level and one out of every two students with a Learning Disability had been given a disciplinary consequence such as suspension or expulsion in 2011 (Cortiella & Horowitz, 2014).

Unfortunately, students who have Learning Disabilities are attending 4-year institutions at one half the rate of students without Learning Disabilities. Of those students with Learning Disabilities who are attending 4-year universities, only 17% are receiving some type of accommodation or support for their disability. Only 41% of students with Learning Disabilities complete college compared to students without Learning Disabilities (Cortiella & Horowitz, 2014). When over a lifetime, a 4-year college graduate will earn 84% more than a high school graduate (Carnevale, Rose, & Cheah, 2011), it is imperative that students with Learning Disabilities graduate from college.

Holden and Slate (2016) provided empirical evidence that low percentages of students receiving special education services were college ready. Students who were enrolled in special education in large-size high schools had low percentages who were college-ready. The percent of students receiving special education services who Met Standard in Reading was 17.60%, in Mathematics was 24.19%, and in both subjects was only 9.78%. Chandler, Slate, Moore, and Barnes (2014) also established the presence of minimal improvements in college-readiness rates for students who qualified for special education services. For the all students category in the study, Chandler et al. (2014) documented about a 20% increase in reading college-readiness rates between the 2008-2009 and the 2010-2011 school years, whereas students who received special education services demonstrated a mere 2% increase during the same time. An increase of slightly over 10% for all students' mathematics college-readiness rates was determined, whereas students who were enrolled in special education had no change in their mathematics college readiness-rates (Chandler et al., 2014). When analyzing college-readiness rates for both subjects, Chandler et al. (2014) established an increase of 17.14% for all students compared to a decrease for students who received special education services between the 2006-2007 and the 2010-2011 school years.

II. Statement of the Problem

Students are beginning college without the readiness skills to obtain their degrees (Hunt, Boyd, Gast, Mitchell, & Wilson, 2012). This lack of skills could lead to barriers for future economic success (Hunt et al., 2012). With respect to the group of students of interest in this investigation, the Center for Public Policy Priorities (2015, March) reported 60.3% of all students were economically disadvantaged in the 2013-2014 school year. With respect specifically to students who received special education services, the Employment and Disability Institute (2011) established that 27.8% were in poverty. Also noted was only 12.5% of students with disabilities graduated with a bachelor's degree, with the highest percentage of graduates being those students who were hearing impaired. Employment rates of people who had a disability were 33.4% compared to 75.6% for people who did not have a disability (Employment and Disability Institute, 2011).

a) Purpose of the Study

The first purpose of this study was to determine the extent to which differences were present in reading college-readiness as a function of economic status for students with a Learning Disability. A second purpose of this investigation was to ascertain the degree to which differences were present in mathematics college-readiness as a function of economic status for students with a Learning Disability. Thirdly, the purpose of this study was to determine the extent to which differences were present in both subjects' college-readiness as a function of economic status for students with a Learning Disability. Finally, the fourth purpose of this empirical statewide investigation was to ascertain the degree to which trends were present in the performance of students with a Learning Disability across the three years of school data that were analyzed here in.

b) Significance of the Study

Research exists on college-readiness rates, on students with Learning Disabilities, and on students in poverty; however, research is limited on all three variables concurrently. This research investigation begins to add to the body of research on these specific groups of students. With 59.2% of students in poverty and 432,763 students enrolled in special education in Texas in the 2010-2011 school year (Texas Education Agency, 2015b), results from this investigation may have practical implications for school districts to improve the college-readiness rates of students who are enrolled in special education and who are in poverty. With the improvement of college-readiness rates for students who are enrolled in special education and are economically disadvantaged, the future economic status of these students has the potential for improvement.

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c) Research Questions

The following research questions were addressed in this empirical investigation: (a) What is the difference in reading college-readiness as a function of economic status for students with a Learning Disability?, (b) What is the difference in mathematics college-readiness as a function of economic status for students with a Learning Disability?, (c) What is the difference in both subjects college-readiness as a function of economic status for students with a Learning Disability?; and (d) What is the trend in reading, mathematics, and both subjects college-readiness rates over time for students with a Learning Disability? The first three research questions were repeated for the 2008-2009, 2009-2010, and 2010-2011 school years whereas the trend question was repeated for each of the three college-readiness rates across the three school years. Therefore, a total of 12 research questions was present.

III. Method

a) Research Design

This non experimental quantitative study was a causal comparative design because the reading, mathematics, and both subjects college readiness performance has already occurred (Creswell, 2014). Archival data for the 2008-2009, 2009-2010, and 2010-2011 school years were used to examine the relationship of college readiness by economic status of students who had a Learning Disability. The independent variable in this investigation was economic status (i.e., not economically disadvantaged or economically disadvantaged) and the dependent variables were college-readiness rates in reading, in mathematics, and in both subjects. The sample of students whose data were analyzed herein was students who were determined to have a Learning Disability.

b) Participants and Instrumentation

Archival data were requested from the Texas Education Agency Public Education Information Management System for the 2008-2009, 2009-2010, and 2010-2011 school years for high school students who had a Learning Disability. These data included: (a) grade span configuration of each high school campus, (b) student special education enrollment status, (c) reading college-readiness rates, (d) mathematics college-readiness rates, (e) both subjects college-readiness rates, and (f) economic status. Data was only used for students who were enrolled in special education in traditional public high schools. Therefore, charter schools, alternative education campuses, and high schools that did not have a grade span configuration of Grades 9-12 were excluded from the study.

Examined in this study were three college-readiness variables by student economic status for students who had a Learning Disability. Participants were evaluated on their performance on the Higher Education Readiness Component (HERC) standard for college-readiness. The HERC was mandated under the Texas Assessment of Knowledge and Skills by Senate Bill 103. Under this legislation, a performance standard to identify college-readiness was required. The HERC standard is on the Texas Assessment of Knowledge and Skills scale score system, was established by Texas Higher Education Coordinating Board, and the Texas Education Agency (2006) is responsible for implementing and facilitating the assessment with fidelity.

College-readiness is defined by the Texas Education Agency (2014) as the following: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. Readers are directed to Table 1 in Barnes and Slate (2011) for the breakdown of the specific scores to be deemed college-ready in Texas.

Economically disadvantaged is defined as students who are eligible for free or reduced lunch by the Texas Education Agency (2014). The United States Department of Agriculture (2015, July) outlined the eligibility requirements for acquiring free or reduced lunch.

The family-size income levels prescribed annually by the Secretary of Agriculture for determining eligibility for free and reduced price meals and free milk. The free guidelines are at or below 130 percent of the federal poverty guidelines. The reduced price guidelines are between 130 and at or below 185 percent of the Federal poverty guidelines. (p. 10)

The students whose data were analyzed herein were students determined to have a Learning Disability. Learning Disabled is generally defined as various processing disorders which affects a person's language acquisition, retention, organization, planning, reasoning, or understanding of skills (Learning Disabilities Association of America, 2016; Merriam-Webster, 2016).

The Texas Education Agency (2015a) defines Learning Disabled students as:

(B) A student with a Learning Disability is one who: (i) has been determined through a variety of assessment tools and strategies to meet the criteria for a specific Learning Disability as stated in 34 CFR, §300.8(c)(10), in accordance with the provisions in 34 CFR, §§300.307-300.311; and (ii) does not achieve adequately for the student's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide

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assessments; or a process based on the student's response to scientific, research-based intervention; and (I) does not make sufficient progress when provided a process based on the student's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the student's performance relative to the performance of the student's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or (II) exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement (p. 7).

IV. Results

To determine whether differences were present in reading, mathematics, and both subjects college-readiness rates (i.e., met standard or did not meet standard) by economic status (i.e., Not Economically Disadvantaged or Economically Disadvantaged) for Texas high school students who were Learning Disabled, Pearson chi-square statistics were calculated. Frequency data were present for the college-readiness variables and economic status; therefore, this procedure is viewed as the appropriate statistical procedure (Field, 2009; Slate & Rojas-LeBouef, 2011). When both variables are nominal, chi-squares are the statistical procedure of choice. The available sample size per cell was more than five, therefore, the assumptions were met for using the Pearson chi-square procedure. Results will now be discussed in order of the research questions by school year.

a) Research Question One

In the first research question the focus was on whether differences were present in reading college-readiness by economic status for students who were Learning Disabled for the 2008-2009 through the 2010-2011 school years. The sample size for the 2008-2009 school year was 413 students who had a Learning Disability and who were not economically disadvantaged and 506 students who had a Learning Disability and who were economically disadvantaged (N = 919). With respect to the research question, the Pearson chi-square procedure revealed a statistically significant difference in reading college-readiness rates by economic status of students who had a Learning Disability, $\chi^2(1) = 53.52$, $p < .001$, Cramer's V of .24, small effect size (Cohen, 1988). Of the students who had a Learning Disability and who were not economically disadvantaged, 15% met the HERC Reading standard compared to 2% of students who had a Learning Disability and who were economically disadvantaged. Table 1 contains the frequencies and percentages for reading college-readiness rates by economic status of students who were Learning Disabled.

Table 1: Frequencies and Percentages of the HERC Reading Met Standard by Economic Status for Students who Were Learning Disabled for the 2008-2009, 2009-2010, and 2010-2011 School Years

Economic Status	Met Standard 2008-2009	Met Standard 2009-2010	Met Standard 2010-2011
Not Economically Disadvantaged	(n = 62) 15.0%	(n = 0) 0%	(n = 20) 8.3%
Economically Disadvantaged	(n =10) 2.0%	(n = 0) 0%	(n = 50) 6.7%

With respect to the 2009-2010 school year, a statistically significant difference was not yielded in the reading college-readiness rates by economic status of students with a Learning Disability. No student who was Learning Disabled in this school year, regardless of economic status, met the HERC Reading standard. Frequencies and percentages for reading college-readiness rates by economic status are located in Table 1.

Concerning the 2010-2011 school year, a statistically significant difference in reading college-readiness rates was not present, $\chi^2(1) = 0.69$, $p = .41$. Readers should note that less than 10% of students who were Learning Disabled met the HERC Reading standard. Only 8.3% of students with a Learning Disability and who were not economically disadvantaged met the HERC Reading standard compared to 6.7% of students with a Learning Disability who were economically disadvantaged met this reading college-readiness standard.

b) Research Question Two

The focus for the second research question was on whether differences were present in mathematics college-readiness by economic status for students who were Learning Disabled for the 2008-2009 through the 2010-2011 school years. The sample size for the 2008-2009 school year was 314 students who had a Learning Disability and who were not economically disadvantaged and 421 students who had a Learning

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Disability and who were economically disadvantaged (N = 735). With respect to the research question, the Pearson chi-square procedure revealed a statistically significant difference in mathematics college-readiness rates by economic status of students who had a Learning Disability, $\chi^2(1) = 18.48$, $p < .001$, Cramer's V of .16, small effect size (Cohen, 1988). Almost 10% of students who had a Learning Disability and who were not economically disadvantaged met the HERC Mathematics standard compared to slightly over 2% of students who had a Learning Disability and who were economically disadvantaged. Table 2 contains the frequencies and percentages for mathematics college-readiness rates by economic status of students who were Learning Disabled.

Table 2: Frequencies and Percentages of the HERC Mathematics Met Standard by Economic Status for Students who Were Learning Disabled for the 2008-2009, 2009-2010, and 2010-2011 School Years

Economic Status	Met Standard 2008-2009	Met Standard 2009-2010	Met Standard 2010-2011
Not Economically Disadvantaged	(n = 29) 9.2%	(n = 1) 0.1%	(n = 12) 6.8%
Economically Disadvantaged	(n =9) 2.1%	(n = 0) 0%	(n = 48) 7.5%

The 2009-2010 school year did not yield a statistically significant difference in the mathematics college-readiness rates by economic status of students with a Learning Disability, $\chi^2(1) = 1.40$, $p = .24$. Only one student who was Learning Disabled in this school year met the HERC Mathematics standard. Readers are directed to Table2 for frequencies and percentages for mathematics college-readiness rates by economic status.

Regarding the 2010-2011 school year, a statistically significant difference in mathematics college-readiness rates was not present, $\chi^2(1) = 0.11$, p =. 74. Less than 7% of students with a Learning Disability and who were not economically disadvantaged met the HERC Mathematics standard compared a similar percentage of students with a Learning Disability who were economically disadvantaged met the mathematics college-readiness standard.

c) Research Question Three

The third research question was on whether differences were present in both subjects college-readiness by economic status for students who were Learning Disabled for the 2008-2009 through the 2010-2011 school years. For the 2008-2009 school year, the sample size was 192 students who had a Learning Disability and who were not economically disadvantaged and 236 students who had a Learning Disability and who were economically disadvantaged (N = 428). Pearson chi-square procedure revealed a statistically significant difference in both subjects college-readiness rates by economic status of students who had a Learning Disability, $\chi^2(1) = 10.02$, $p = .002$, Cramer's V of .15, small effect size (Cohen, 1988). Slightly over 4% of students who had a Learning Disability and who were not economically disadvantaged met the both subjects college-readiness standard compared to no students who had a Learning Disability and who were economically disadvantaged met the both subjects college-readiness standard. Readers are directed to Table 3 for frequencies and percentages of college-readiness rates in both subjects by economic status of students who were Learning Disabled.

Table 3: Frequencies and Percentages of the HERC Both Subjects Met Standard by Economic Status for Students who Were Learning Disabled for the 2008-2009, 2009-2010, and 2010-2011 School Years

Economic Status	Met Standard 2008-2009	Met Standard 2009-2010	Met Standard 2010-2011
Not Economically Disadvantaged	(n = 8) 4.2%	(n = 0) 0%	(n = 0) 0%
Economically Disadvantaged	($_n$ =0) 0%	($_n$ = 0) 0%	($_n$ = 7) 1.5%

No student with a Learning Disability met the both subjects college-readiness standard in the 2009-2010 school year. Table 3 contains the frequencies and percentages for both subjects college-readiness rates by economic status for students with a Learning Disability. Regarding the 2010-2011 school year, a statistically significant difference in both subjects college-readiness rates was not yielded, $\chi^2(1) = 1.23$, p =. 27. Less than 2% of students with a Learning Disability and who were economically disadvantaged

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met the both subjects HERC standard compared to no students with a Learning Disability who were not economically disadvantaged and who met this college-readiness standard.

V. Discussion

Differences in college-readiness rates in reading, mathematics, and both subjects were analyzed by economic status for students who were Learning Disabled in this research study. Individual student level data were obtained from the Texas Education Agency Public Education Information Management System data for the 2008-2009 through the 2010-2011 school years. For the 2008-2009 and 2010-2011 school years, students who were not economically disadvantaged had a higher met standard college-readiness rate than students who were economically disadvantaged. No students who were Learning Disabled in the 2009-2010 school year were college-ready in reading. Readers should note the very low reading college-readiness rates for students who were Learning Disabled. Reading college-readiness rates by economic status for students who were Learning Disabled are presented in Figure 1.

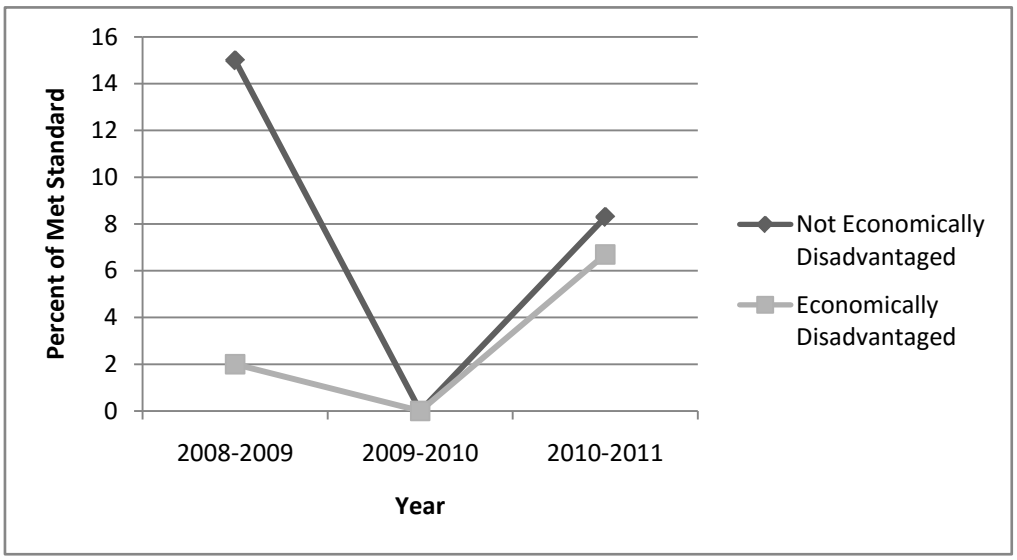


Figure 1: A 3-year trend of college-readiness rates in reading by economic status for students who were Learning Disabled in Texas.

Mathematics college-readiness rates for students who had a Learning Disability fluctuated for the three years analyzed in this investigation. Of note, in the 2008-2009 and 2009-2010 school years, students who were not economically disadvantaged had better performance on the mathematics college-readiness standard than students who were economically disadvantaged. In the 2010-2011 school year, students who were economically disadvantaged had a slightly higher mathematics college-readiness rate than students who were not economically disadvantaged. Depicted in Figure 2 are the mathematics college-readiness rates by economic status for students who were Learning Disabled.

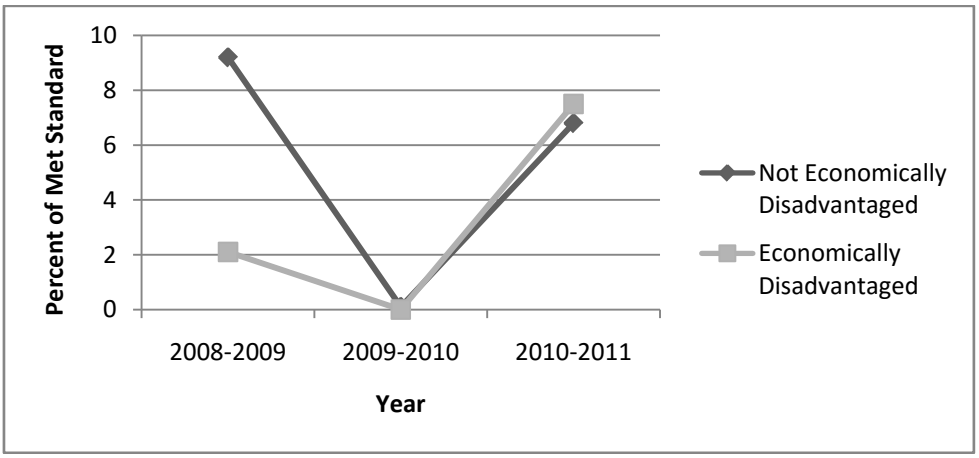


Figure 2: A 3-year trend of college-readiness rates in mathematics by economic status for students who were Learning Disabled in Texas.

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Students with a Learning Disability had extremely low to nonexistent college-readiness percentages in both subjects. College-readiness in both subjects fluctuated within the three years of study. Present in Figure 3 are both subjects college-readiness rates by economic status for students who were Learning Disabled.

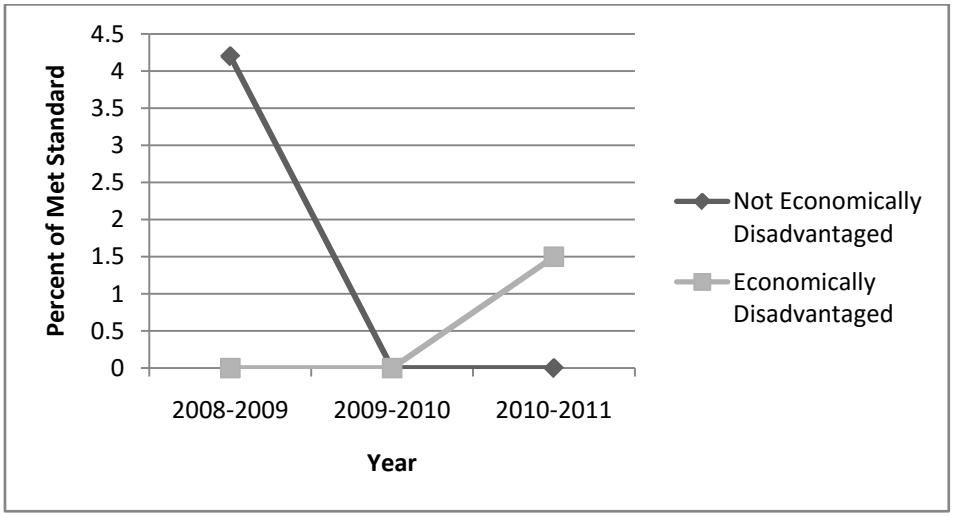


Figure 3: A 3-year trend of college-readiness rates in both subjects by economic status for students who were Learning Disabled in Texas.

a) Implications for Policy and Practice

With the extremely low college-readiness rates for students who were Learning Disabled, policymakers and educational leaders are strongly encouraged to consider the results of this study. Home visits have been effective in promoting academic achievement in students by deepening the understanding of student's life experiences and building trust between educators, parents, and students (Stetson, Stetson, Sinclair, & Nix, 2012). Home visits are one procedure that can be implemented in high poverty schools to begin to close the gap for students who live in poverty and have a Learning Disability.

Upper and middle class families have educational experiences with their children through vacations, summer camps, and reading at home (Lareau, 2002). These activities tend to be less available to students who live in poverty. Educational leaders and teachers can create environments in the school setting to allow all students to gain these educational experiences. Students who live in poverty would learn 21st century skills through these experiences such as communication, reading, and world knowledge.

b) Recommendations for Future Research

Students who are Learning Disabled receive support in many types of classroom environments (i.e., resource classroom environment, co-teach classroom environment, in class support environment, or regular classroom environment), a recommendation for future research is on investigating the effectiveness of each type of learning environment on the college-readiness of students who are Learning Disabled. Another recommendation for a future research study is to investigate whether differences are present in college-readiness rates of students who are Learning Disabled by the age in which they were diagnosed. That is, do students who are determined to be Learning Disabled in the early elementary grades have different college-readiness skills than do students who are diagnosed in middle or high school grades? Another recommendation for future research is to analyze college-readiness rates by specific type of student learning disability. In this journal-ready dissertation, college-readiness rates were analyzed for students with a diagnosis of Learning Disability and not for specific types of learning disabilities. As such, given the different types of learning disabilities, a more nuanced approach is encouraged than was conducted in this journal-ready dissertation.

VI. Conclusion

In this investigation, the extent to which differences were present in college-readiness rates by economic status of Texas high school students who had a Learning Disability was addressed. Statewide data were obtained from the Texas Education Agency Public Education Information Management System for the 2008-2009, 2009-2010, and 2010-2011 school years. Inferential statistical analyses were conducted to determine the degree to which college-readiness rates in reading, mathematics, and in both subjects differed by student economic status for students who had a

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Learning Disability. College-readiness rates in reading, mathematics, and in both subjects for students who were Learning Disabled were extremely low. Students who were Learning Disabled and who were not economically disadvantaged had higher college-readiness rates in most cases. In the 2010-2011 school year, students who were economically disadvantaged had slightly higher college-readiness rates than students who were not economically disadvantaged in mathematics and both subjects.

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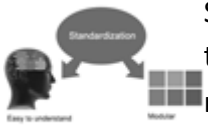


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You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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- Submit to generally acknowledged facts and main beliefs in present tense.

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Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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