



A Comparative Study of Teacher Training for Primary Schools in Public and Private Teachers' Training Colleges in Oromia

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Abstract

The provision of quality education to citizens depends on the quality of teacher training. To this effect, the demand for quality teacher training has been mounting from time to time. In this regard, Ethiopia has been under going change to address and redress the prevailing situations through the involvement of public and private colleges.

This study was conducted to assess the basic similarities and differences between public and private colleges in terms of inputs and processes. In light of this, basic questions that are related to trainees- admission criteria, instructors' academic qualification and teaching experience, physical plant facilities and services as well as managerial capacities were the focus of the study.

Methodologically, a descriptive method was used to compare the differences and similarities between 5 public and 5 private TTCs in five zones of Oromia. Availability, random and purposive sampling techniques were used in identification and selection of subjects of the study. The subjects of the study were, 437 trainees, 96 instructors, 20 deans and vice deans in the TTCs. The data drawn were collected by means of questionnaires, interview and observation checklists, and then transcribed for analysis.

The findings of the study revealed that trainees admission criteria which was developed by the Ministry of Education has been used by public TTCs and this was not the case in private TTCs. Moreover, private college trainees have the chance to choose courses that they want to study; whereas the public trainees have not.

On top of these, both state and private owned TTCs were found to be similar in using under qualified instructors such as diploma holders in conducting their training program. However, this problem was found to be severe in private TTCs due to shortage of well-experienced and permanent instructors. Both colleges were suffering from poor managerial capacity for which the problem is so daunting in private TTCs. Moreover, both groups could not retain instructors and consequently characterized by high turnover. Thus, it was concluded that the training programs were entangled with inadequate manpower (under qualified instructors), poor managerial capacity and high turnover of instructors and inadequacy in some physical facilities in TTCs thereby resulting in poor quality of training.

Therefore, it is recommended that the OEGB and the private TTCs should plan to recruit qualified academic staff and managers/deans towards improving the quality of training. Further, the regional education bureau should provide technical support to the colleges

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in general and to the privately owned ones in particular. It is also suggested that both colleges should organize their physical plant facilities and services.

1. Introduction

Teacher Education Institutions (TEIs) have been recognized as the major responsible knowledge industries for producing capable and qualified teachers. It is also a rational and feasible way to mitigate or avert further deterioration and backwardness. Hence, teachers' training colleges (TTCs) programs deserve careful attention of the government, owners, community and policy makers at all levels.

The capacity of private and public teachers' training programs, moreover, depends upon and demands sufficient *inputs* and effective *process* of program implementation, starting from the planning stage up to the institutionalized implementation of the program.

The heavy burden on the government treasury, together with limited economic problems makes it unlikely that the public sector alone can solve the vast remaining trained manpower gap especially in the teaching profession. Thus, in recent years, the public and private training institutions in Ethiopia in general and Oromia in particular, have assumed to play increasingly vital roles in filling the gaps of trained manpower.

1.1. The Rationale of the Study

In accordance with the Education and Training Policy of Ethiopia (1994), public and private TTCs in Oromia are expanding at an alarming rate. Identifying the actual problems, differences and similarities of these private and public Teachers' Education Institutions (TEIs) in terms of *inputs* and *the system process*, is not only a timely concern, but also an issue of urgent necessity.

1.2 Objectives of the Study

- 1 to assess the inputs used in terms of trainees' admission, instructors, facilities, services in the public and private TTCs.

2. to explore the similarities and difference between public and private TTCs from the teaching – learning process perspectives, such as, courses offered, practicum, instructional methods used.

3. to investigate the managerial effectiveness of both public and private TTCs for comparison.

1.3. Basic Questions

To meet the stated objectives, the study was addressing the following basic research questions:

1. What are the similarities and differences between public and private teachers' colleges in terms of :

- a) Trainees' admission criteria,
- b) Instructors' academic qualification and teaching experience,
- c) Courses offered, practicum, methods of instruction, teaching-learning materials and facilities,
- d) Physical plant facilities and services, and
- e) Managerial effectiveness and man-power profile, qualification and experiences.

2. What are the major problems that the public and private TTCs faced?

1.4. Significance of the Study

This study is significant for it:

- helps to create awareness among policy makers, planners and implementers about problems of the public and private TTCs towards taking corrective actions for continuous growth and provision of quality teacher education,
- may give some insights into key policy and strategy issues and is hoped to contribute valuable information on the existing conditions/ status of public and private teachers' training programs for review and designing of the future course of action,
- is also believed that the information gathered, the knowledge and experiences gained under comparison, may serve to determine the management of the colleges

and authorities to redirect their efforts and inputs to improve the gaps observed and keep the required standards and quality of the training,

- is hoped that it may serve as a spring board for others who have interest to undertake further study in depth

1.5. Delimitations of the Study

The study is simply delimited and attempted to include those TTCs which have had operational experience for over two years. Accordingly, five TTCs from each groups-public and private were selected from five administrative zones to the purpose of the study. Furthermore, the study was solely based on the accredited fields for 10+3 and or 12+2 (diploma) level of the teaching profession.

2. The Research Design and Methodology

2.1. Samples and Sampling Techniques

When this study was conducted there were only 5 available 10+3 and / or 12+2 (Diploma) level accredited public and 5 private TTCs, which have a record of more than two operational years in Oromia. Therefore, both *purposive* and *availability* sampling techniques were employed. Availability sampling technique was used to select the TTCs, and purposive sampling technique was employed to balance and include all the accredited private and public TTCs available in similar locations for the purpose of *fair comparisons* and *representation*.

Accordingly, the 5 accredited private TTCs selected for this study were: Rift valley, Africa Beza (Nekemte and Shashemenne campuses), New Generation and Dandiboru. In regards to the Public TTCs, Robe TTC (Bale), Adama TTC (Eastern Shewa), Nekemte TTC (Eastern Wollega), Jimma TTC (Jimma) and Asella TTC (Arsi) were included.

There were three categories of sample respondents (Trainees, Instructors and Deans and academic vice deans of the institutions). Deans/vice deans were selected purposefully because of their position. The trainees and instructors were selected by means of random

sampling technique from *four* different departments functioning in public and *two* available departments in private TTCs; where as, instructors from public and private TTCs were selected randomly.

More of senior year regular Trainees attending 10+3 or 12+2 (Diploma) program were deliberately incorporated into the sample of the study population. This was for the reason that they may give better information as they stay for two years in the colleges. Finally, the numbers 321 of subject trainees were selected of which 107 were from the private and the other 214 were from the public TTCs. The other groups of respondents were 96 instructors, and 20 *deans and academic vice-deans* from both public and private TTCs. Moreover, officials and experts at regional, zonal, Woreda Education and Capacity Building Offices were included in the study.

2.3. Source of Data and Data Gathering Tools

Both primary and secondary data sources were used in the study. Primary data were collected from the subjects of the study through questionnaires, interview, observation and focus group discussion. As to complement and supplement results from the primary sources pertinent documents to the study were consulted. For reliability and validity, the questionnaire was pilot tested.

2.4. Data Analysis

As to answer the basic questions, data from the study were analyzed through descriptive and comparative method.

3. Review of the Related Literature

3.1. Development of Public and Private TTCs in Ethiopia

Education in Ethiopia has a long history. It is more than 100 years since it embarked into modern education system. Although the 'elitist' education that the country possessed for centuries was linked with the Orthodox Church, Secular higher education system has been underway and initiated after 1950/51 with the establishment of the University College of Addis Ababa. During the following two decades however, many specialized technical colleges had been established to address trained manpower demands of the

country (Agriculture, Engineering, Public Health, and Teacher education programs (Teshome, 1979:63).

These institutions not only hosted an educational culture influenced by its long informal association with the Orthodox Church, also in their academic performance were foreign dominated specially by British and American systems and nothing was Ethiopian except the learner (Seyoum, 1996:4). Teacher-education program was introduced in Ethiopia in 1934 (MOE, 1992 E.C). However, it was disrupted due to the Italian occupation in 1936. After the liberation however, in 1944, the first teacher-training program was opened in Menelik II Secondary School of Addis Ababa in a single classroom for duration of one-year course (8+1). The graduates from this teachers' training institute were considered to be the only educated teachers and were assigned to perform administrative duties (accounting, community leadership) in addition to their teaching responsibilities (Teshome, 1979:62-63).

Gradually, the teacher education courses designed to be offered for a two years (10+2) program after the completion of 10th grade at secondary schools. The Education Sector Review (ESR) which took place in 1972, made a comprehensive study on the education system of Ethiopia, that the study come up with recommendation. Moreover, the mix type of teacher-education program (8+1 and 10+2) in Ethiopia was practical until 1974, and it was replaced by 12+1 model, which was in existence up to 1994 (MOE, 1992:25).

It is worth to note that ESR was one of the heroic educational reform attempts which was practiced towards the end of the Imperial period. However, it failed to look into the country's socio-economic reality. Pertinent to this, Seyoum (1996:16) states, "to think of bringing about educational reform without overall socio-economic structural transformation, would be to miss the whole essence of the educational reform process". As a result, explains that the outbreak of the 1974 revolution had blown the ESR ones for all. In stead, the immediate action was to address the issues of primary education by the revolutionary military regime (Seyoum1996: 7).

The Evaluative Research of General Education System in Ethiopia (ERGESE) was the other study that initiated on the quality of primary and secondary level of education in Ethiopia during the dergue period (Tekeste, 1990:84). The ERGESE, in terms of teacher education, recommended: (i) the increase of female participation in teacher education programs (ii) the introduction of incentive system, (iii) increased professional competences to teacher-education courses (iv) upgrading of unqualified teachers, (v) the length of pre-service teachers' training programs for primary school teachers to be increased by one year, (vi) teachers to involve in school administrative committees out of their school time (MOE, 1986:19). Although the recommendations were timely and relevant to the country's reality of the education system, due to unavailability of resources, the ERGESE recommendations did not attain its intended goal (Seyoum, 1996:22).

The TGE (1994:29) also states that the organization and management of TTCs plays an important role in the educational goal achievement. In order to fulfill its roles, the management of TTCs must have skills (human, conceptual, technical). The other input factor that the Education and Training Policy (ETP) address is the educational planning and finance to effect the training programs

3.2. Pre-service Teachers' Training Program

The current TESO teacher-education program, not only intended to address the classroom teaching activities, but also graduates are expected to integrate their training with the community development activities. Thus, the pre-service teacher-training program is expected to have the required profile and competencies in producing responsible citizens (MOE, 2003:3-6).

3.3. In-service Teachers' Training Programs

The in-service teachers' training programs are the continuous teachers' professional development endeavor that are responsive to the issue of sustainable teachers' professional competence, and enrich the capacity of the teaching force to enhance quality

education. Professional development programs comprises summer courses, residential school based continuous training (clusters), and training workshops /seminars, extension (evening) self-study programs and distance learning supported by tutorials (MOE, 2003).

3.4. An Overview of Public and Private Teachers' Training Colleges in Oromia

A review made in relation to Teachers' Training Colleges in Ethiopia can also be applied to Teachers' Training Colleges in Oromia. Thus, private TTCs are becoming not only a new phenomenon, but also a rapidly expanding part of higher education sector. These private TTCs offer (10+3/12+2) diploma programs. The general nature of the instructional program also emanates from the Education and Training policy guidelines and directives. As TESO framework and curriculum guide, the main purpose of the second cycle primary school teacher training programs in Oromia is to develop the pedagogical skilled and teaching professionals that contribute to the socio-economic development of the region and the country in general as documented in (MOE, 2003:36-40).

4. Results and Discussion

4. 1. Characteristics of the Study Population

As stated earlier, the study was conducted in selected five public and five private Teachers' Training Colleges in the Regional State of Oromia. Accordingly, the following discussions are made to indicate the results:

Table 1: Respondent Deans and Instructors by Educational Level

		Response							
		Public				Private			
		Deans/Vice De		Instructors		Deans/Vice Dean		Instructors	
		No.	%	No.	%	No.	%	No.	%
Academic qualificatio	PhD	-	-	-	-	1	10	-	-
	MA / MSc	7	70	16	27.6	2	20	3	9.7
	BA / BSc	3	30	40	69.0	7	70	26	83.9
	Diploma	-	-	2	3.4	-	-	1	3.2
	Other	-	-	-	-	-	-	1	3.2
Total		10	100	58	100	10	100	31	100

As indicted in table one from the total respondents, 3.4% of the public and 3.2% of the private TTC instructors were diploma graduates. As per the guideline and the standard qualification set by MOE, teachers below the qualification standard were assigned to trainers' position in both private and public TTCs.

Table 2: Respondent Deans/Vice deans' Field of Specialization

No	Field	Respondents			
		Public Teachers College		Private Teachers College	
		Deans/Vice deans		Deans/Vice deans	
		No	%	No	%
1	Educational Administration	2	20	-	-
2	Chemistry	2	20	1	10
3	Mathematics	1	10	-	-
4	Education Planning and Management	1	10	1	10
5	Sociological science and administration	1	10	-	-
6	History	2	20	3	30
	TEFELE	1	10	2	20
7	Management	-		1	10
8	Economics	-		1	10
9	Psychology	-		1	10
	Total	10	100	10	100

As indicated in Table 2, 20% of the public TTCs' deans/vice deans were specialized in educational administration and management. The majority 80% of the public 100% of private TTC deans/ vice deans was specialized in other subject areas. Thus, the finding shows that managers who are not qualified in educational management run most of the public and all of private TTCs.

It is worth to recall the profile of the teacher educators in light of the MoE (2003:15). TESO guide line, which envisages that college instructors should have standard academic qualification and experiences that should be reflected in the teaching profession

Table 3 items 1, elicits respondents' terms of employment. Accordingly, 29% of the private TTC instructors responded that they were part-time employees. Item 2 of Table 3 also shows respondents' total service year as instructor. As the data indicates, 30% of

deans and 27.6% of the instructors had served below 5 years as deans and instructors respectively. On the other hand, majority (70%) of the deans/vice deans, and 87.1% of the instructors at the private colleges were found to have served below 5 years.

Table 3: Respondents' in Terms of Employment and Service Year

		Response							
		Public				Private			
		Deans/Vice Dean		Instructors		Deans/Vice Dean		Instructors	
		No.	%	No.	%	No.	%	No.	%
1	Term of Employment								
	a. Permanent	10	100	58	100	9	90	22	71
	b. Contract/part-time	-	-	-	-	1	10	9	29
	Total	10	100	58	100	10	100	31	100
2	Total service year								
	a. Below 5	1	10	6	10.3	3	30	23	74.2
	b. 6-10	2	20	21	36.2	1	10	4	12.9
	c. 11-15	4	40	6	10.3	1	10	2	6.5
	d. 16-20	2	20	15	25.9	1	10	1	3.2
	e. 21-25	1	10	8	13.8	3	30	-	-
	f. 26 and above	-	-	2	3.4	1	10	-	-
	Total	10	100	58	100	10	100	30	100
3	Service year as a trainee								
	a. Below 5	3	30	16	27.6	7	70	27	87.1
	b. 6-10	4	40	34	58.6	1	10	2	6.5
	c. 11-15	1	10	5	8.6	1	10	2	6.5
	d. 16-20	1	10	2	3.4	1	10	-	-
	e. 21-25	1	10	1	1.7	-	-	-	-
	f. 26 and above	-	-	-	-	-	-	-	-
	Total	10	100	58	100	10	100	31	100

Thus, the data shows that most of the private TTCs are in short of permanent instructors, and they run their training programs with part-time instructors, while the opposite was true to the public TTCs. It has to be realized that experienced instructors consume less time to prepare for effective teaching than less experienced ones.

As the data in Table4, indicates 3.1% of the private TTCs' respondents reported that their age ranges from 36-41. This shows that private TTCs in terms of age, admitted trainees against the range of the criteria (i.e. 16-35 years) set by Oromia Education and Capacity Building Bureau. The same Table item 2 also indicates the trainees' level of education-completed prior their entrance to the colleges. Accordingly, 17.1% of the public 3.1% of the private TTCs' respondent trainees reported that they were graduates from preparatory schools, and 5.3 % and 6.2% of the public and the private TTC respondents replied that they were 10+1 and 10+2 respectively.

Table 4: Trainees in terms of Sex, Age and Level of Education

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No	Item		Respondent Trainees			
			Public N. 188		Private N. 96	
			No	%	No	%
1	Sex	a. Male	84	44.7	67	69.8
		b. Female	104	55.3	29	30.2
		Total	188	100	96	100
2	Age	a. Below 20 years	91	48.4	33	34.4
		b. 21-25	92	48.9	48	50.0
		c. 26-30	5	2.7	7	7.3
		d. 31-35	-	-	5	5.2
		e. 36-41	-	-	3	3.1
		f. 41 and above	-	-	-	-
		Total	188	100	96	100
3	Level of education completed	a. Grade 10	97	51.6	42	43.8
		b. Preparatory graduate	32	17.0	3	3.1
		c. Grade 10+1	4	2.1	1	1.0
		d. Grade 10+2	6	3.2	5	5.2
		E, Grade 12 graduate	49	26.1	45	46.9
		f. Other	-	-	-	-
		Total	188	100	96	100

From these, it can be inferred that most of the public and private TTCs admitted trainees against the criteria. Although the selection criteria guide do not allow preparatory school and technical and vocational education and trainings' (TVET) graduates, to be selected for the TTCs (OECB, 1997 EC: 10-12). This indicates that the region might lack to recruit capable candidates for the profession.

4.2. Trainees' Selection/ Admission Criteria

According to the MOE guideline, the selection / admission criteria set by OECB includes: trainee's performance transcript (9-10 and/or 9-12) at secondary school, (b) ESLCE /EGSECE GPA and should have least "C" grade and above in Afan Oromo, and "D" and above in English Language to compete, (c) the criteria to favor (encourage) female candidates. Hence, GPA of the ESLCE /EGSECE is 1.625 and above for female candidates and 1.725 and above for male candidates.

The values of the recruitment stated in the guideline also reads: (1) Secondary School Transcript. Cumulative GPA (9-10/9-12) = 30 percent, (2) National exam grades (ESLCE/ECSECE) =20 percent, (3) Entrance examination =30 percent, (4) Interviews = 10 percent and (5) Participation and recommendations from their school, Keble and Woreda Education offices =10 percent.

The selection criteria for 10+3 /12+2 level indicates the candidate should possess: ability to speak, read and write Afan Oromo (the language of instruction), an age of 16-35, should not be less than 1.30 meters in height, healthy (with no problems of vision, hearing, stammering and stuttering, mental sickness). In addition, 70 percent of the regular candidates who have completed 10th grade, and has taken the EGSECE, were accepted. Only 30 percent of the private candidates were permitted to compete for TTCs among those who completed their 10th /12th grades. However, students who have been graduates from preparatory or technical (TVET) schools are not allowed to join the TTCs for 10+3 courses. Hence, both group TTCs violated the guideline and recruited such candidates.

The selection guideline, moreover, gave emphasis on personality qualities as selection criteria, which include he/she who did not participate or support any political group during his/her stay at secondary schools. In addition, interest and love of the profession, good attitude towards the Oromo culture and child development programs, well disciplined and acceptable by the community he/she is living with. In fact, the admission guideline is applicable and implemented by both public and private TTCs of Oromia (OECEB, 1997 E.C, Oromifa version).

Table 5: Trainees Result in National Examination

No	Item	Respondents			
		Public N. 188		Private N. 96	
		No	%	No	%
1	Trainees sat for national examination (EGSECE/ESLCE)				
	Yes	188	100	93	96.9
	No	-	-	3	3.1
	Total	187	100	96	100
2	Trainees got result (GPA) in their National Examination				
	Below 2.0	15	8.0	53	57
	2.0	37	19.7	6	6.5
	2.2	53	28.2	20	21.5
	2.4	29	15.4	7	7.5
	2.6	25	13.3	4	4.3
	2.8	16	8.5	2	2.2
	3.0 and above	12	6.4	1	1.1
	Total	187	100	96	100

According to Table 5 all of the public and 96.9 % of the private TTCs' trainees replied that they sat for EGSECE/ESLCE prior to their entrance to the TTCs. Subsequently, for item 2 (a), 8% of the public and 57% of the private teachers' college trainee respondents reported that they got grades below 2.0. From the Table, one can infer that most of the private TTCs recruited those candidates with less academic performance relatively that may constrain on the quality of education and the training.

4.2.1. Trainees behavior and performance

Table 6, depicts whether or not respondents were given chances to choose courses they were interested to study. Accordingly, majority (70%) of the deans and 57.4% of the instructors of the public teachers' college respondents have replied that trainees were not given chances to choose courses they wanted to study.

From the responses, it can be inferred that although the state and privately owned colleges have similarities in offering courses for 10+3 and/ or 12+2 level training program, they differ in the choice of courses offered to their trainees, i.e. the public TTC trainees do not have chances to choose the type of courses they wanted to study or were offered courses that they do not have interests in.

Table 6: Trainees' Interest and Course Selection as Reported by Deans/Vice Deans and Instructors

No	Item	Respondents							
		Public TTC				Private TTCs			
		Dean/ Vice Deans		Instructors		Dean /Vice Deans		Instructors	
		No	%	No	%	No	%	No	%
1	Trainees were given chances to chose course they want to study	3	30	23	42.6	10	100	26	83.9
	Yes								
	No	7	70	31	57.4	-	-	5	16.1
	Total	100	100	54	100	10	100	100	100
2	Trainees interest in their courses offered								
	Highly interested	-	-	7	12.7	6	75	11	36.7
	Interested	4	40	19	34.5	2	25	14	46.7
	Less interested	6	60	29	52.7	-	-	5	16.7
	Not at all interested	-	-	-	-	-	-	-	-
	Total	10	100	55	100	8	100	30	100

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Performance of the Trainees were academically rated as:	Very high	-	-	-	-	-	-	7	22.6
	Medium	7	-	2	3.5	4	40	13	41.9
	Low	3	70	37	64.9	2	20	11	35.5
	Very low	-	30	18	31.6	4	40	-	-
Total		10	100	57	100	10	100	31	100

From the above table, it can be inferred that majority of the public and private teachers' college trainees were seen academically 'weak'. This might indicate that academically capable candidates were not recruited.

Table 8: Trainees' Interest in the Teaching Profession

No	Item	Respondents			
		Public N. 188		Private N. 96	
		No	%	No	%
1	Trainees' Interest in the Teaching Profession				
	a. Yes	130	71.0	40	41.7
	b. No	53	29.0	56	58.3
	Total	183	100	96	100
2	Reason for 'yes' response to question item '1'				
	a. Enables them to get job	61	46.9	17	42.5

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	b. Love of the teaching profession	33	25.4	3	7.5
	c. No chance of getting in to University	28	21.5	18	45.0
	d. Family pressure	8	6.2	2	5.0
	e. Other	-	-	-	-
	Total	130	100	40	100
3	Reason for 'No' response to item question '2'				
	a. Teaching profession has low status	19	35.8	22	39.3
	b. Teachers have no chances of improvement, under low living	15	28.3	16	28.6
	c. Teachers are assigned usually remote areas and have no chance of transfer	19	35.8	13	23.2
	d. Other	-	-	5	8.9
	Total	53	100	56	100

In Table 8, respondent trainees were asked to indicate whether or not they have 'interest' in the teaching profession. Out of the total respondent trainees, majority (71%) of the public TTCs indicated that they have interest. However, more than half (58.3%) of the private, 29.0% of the public TTC trainees indicated that they don't have interests in the teaching profession.

The last item (3) in Table 8 shows the reason why respondent trainees have interest in the teaching profession. Accordingly, 46.9% of respondents of the public and 42.5% of the private TTCs respondent trainees have indicated that the profession enables them 'get job'.

Respondents who failed to have interest in the teaching profession were also asked to indicate the reasons, and were reported that the teaching profession has 'low social status and teachers remain under low level of living. Further, both TTCs respondent trainees reported that teachers are assigned in remote areas where they do not have chances to transfer.

In fact, the reasons stated seem long rooted problems, which strongly injure both the quality and access of education. Thus, it can be inferred that lack of interest in the teaching profession might emanate from low social status, poor incentive system or mismanagement of teachers that might have noticed by trainees.

4.2.2. Instructors' Related Factors

This section explains some of the characteristic of the instructor's qualities such as academic qualification and teaching experiences, professional development, assessment procedures, teaching methods, the extent of course coverage in public and private TTCs.

The document analysis of the colleges indicates that all of the sample public and private TTCs have more than 20 % of academic staff who have first degree (BA/BSc) qualification. However, 15(6.1%) of the public and 4(9.1%) of the private TTCs have diploma graduates who were assigned as trainers. In this regards the data in Table 1, indicated 3.2% of the private and 3.4%of public TTCs instructors reported that they were diploma graduates. Thus, both TTCs disregarded the academic qualification standard set for colleges by assigning under qualified instructors.

Table 9: Instructors' Qualification and Teaching Experience as Reported by Deans/ Vice-Deans

No	Item	Respondents											
		Public						Private					
		Deans/Vice Deans						Deans/Vice Deans					
		High		Medium		Low		High		Medium		Low	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Experience	4	40	6	60	-	-	-	-	4	40	6	60

2	Academic qualification	5	50	3	30	2	20	6	60	3	30	-	-
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As depicted in Table 9, the majority (60%) of the instructors in the public TTC have 'medium' teaching experience, whereas, 60% of the private TTCs' instructors had low teaching experiences. In these indicators instructors of the public TTCs seem better than private TTCs to impart knowledge and share their experiences to trainees.

However, analysis of documents shows that both types of colleges lack qualified academic staff. Thus, it is without doubt to say that the private teachers' colleges, not only lack experienced instructors, but also qualified permanent instructors.

Respondent instructors', deans/vice deans were asked to indicate their teaching workload per week. Most of the public TTC deans and instructors reported that the minimum/maximum workload for instructors was 6 to 18 periods per week, whereas, respondents of the private teachers' colleges reported that the minimum workload ranges from 11-25 periods and the maximum was 36 per week.

From the responses it can be realized that the private teachers' college instructors were over loaded having the maximum periods (25-36) per week. This implies that instructors lacked time to perform additional efforts (such as action research) to the development of academic activities.

Table 10: Professional Development Courses

No	Item	Respondents			
		Public TTC		Private TTCs	
		Dean ice/ Deans	Instructors	Dean/Vice Deans	Instructors

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		No	%	No	%	No	%	No	%
1	Do deans and instructors got professional courses through in-service training	10	90	34	66.7	3	30	8	27.6
	Yes	1	10	17	33.3	7	70	21	72.4
	No								
	Total	10	100	51	100	10	100	29	100

As can be seen from the Table 10, the majority (70%) of deans and 72.4% of the instructors in the private teachers colleges responded that they did not get professional development courses through in-service training programs. From the table, one can reasonably infer that the private TTCs' deans and instructors were not chanceful to get on-the-job training courses.

Table 11: Methods of Trainees Performance Assessment (Evaluation)

No	Methods of	Respondents- Trainees	
		Public N =188	Private N =96

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	Assessment (Evaluation)	Always		Sometimes		Not Practiced		Always		Sometimes		Not Practiced	
		No	%	No	%	N	%	N	%	N	%	N	%
1	Continuous assessment	135	72.2	52	27.8	-	-	60	64.5	31	33.3	2	2.2
2	Mid term test	29	16.2	150	83.8	-	-	32	34.4	60	64.5	1	1.1
3	Project work and term paper	54	29.7	128	70.3	2	1.1	36	38.7	56	60.2	1	1.1
4	Presentation in class	79	43.4	103	56.9	1	55	38	40.4	55	58.5	1	1.1
5	Final examination	118	64.1	66	35.9	-	-	50	52.1	46	47.9	-	-
6	Practicum reflection	125	70.2	53	29.8	-	-	53	57	40	43.0	-	-

In order to materialize active learning (make the teaching-learning process participatory) and problem solving, both the trainees and the instructors are expected to use different methodologies. In this regards, respondents were asked to indicate how often the methods (Table11) were used in the teaching-learning process. Accordingly, 72.2% of the public and 64.5% of the private TTCs' respondent trainees reported that instructors 'always' use continuous assessment as a method of trainees' performance follow-up.

With regard to item 5 of Table 11, 64.1% of the public and 52.1% of the private TTCs' respondent trainees pointed out that 'final examination' was used always as a method of evaluation.

Table 12: Methods of Training Adapted to the Courses Offered and Practicum, as Reported by Trainees

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No	Item	Respondents											
		Public						Private					
		Trainees N=188						Trainees N=96					
		Always		Sometimes		Note at all Practiced		Always		Sometimes		Note at all Practiced	
		No	%	No	%	No	%	No	%	No	%	No	%
1	a. Lecture	78	40.7	101	54.0	8	4.3	60	65.2	30	32.3	12	2.2
	b. Group work	93	50.8	87	47.5	3	1.6	51	54.3	43	45.7	-	-
	c. Mainly discussion	105	58.3	64	35.6	11	6.1	50	52.6	41	43.2	4	4.2
	d. Demonstration	36	19.6	120	66.3	25	13.8	27	28.7	63	67.0	4	4.3
	e. Project work (Individual)	35	18.8	149	81.0	-	-	30	32.6	62	67.4	-	-
	f. Project work (In group)	54	29.0	132	71.0	-	-	36	37.9	59	62.1	-	-

Table 12, shows that lecture was seen a method dominantly being used always in private TTCs. The majority (65.2%) of the the private teachers' college trainees confirmed this opinion. Thus, active learning method was not fully materialized in some of public and in most of the private TTCs the traditional method (Lecture) was dominantly used.

Table 13: Participation in Practicum/Teaching Practice

	Respondents
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No	Item	Public						Private					
		Deans Vice/deans		Instructor		Trainees		Deans Vice/deans		Instructor		Trainees	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Instructors participate in practicum as teacher-supervisor												
	Yes												
	No	10	100	42	82.4	175	94	10	100	25	83.3	11	11.8
		-	-	9	17.6	11	59	-	-	25	16.7	82	82.2
	Total	10	100	51	100	186	100	10	100	50	100	93	100
2	Whether or not there is assigned person to coordinate practicum program												
	Yes												
	No	10	100	47	83.9	177	96.7	10	100	27	93.1	92	96.8
		-	-	9	17.6	6	3.3	-	-	2	6.9	3	3.2
	Total	10	100	56	100	183	100	10	100	29	100	95	100

The effectiveness of the practical teaching, depends largely on the strength of the teachers-supervisors and management of the program. In addition, assigning supervisor helps for the trainees to record the entry behavior and provide an evaluative instrument to enable the trainee to appraise his/her behavior in the teaching-learning process (Table 13). From the data indicated in the Table 13, item 2, it is possible to conclude that most of the public and private teachers' colleges have assigned instructors to coordinate and supervise the practicum program.

Table 14 shows that majority (60%) of deans, 39.3% of the instructors and 69.2% trainees of the public TTCs and 60.3% of the instructors and 74.2% of the private TTCs reported that the schools were inconvenient.

Practicum is the central requirement and performance criteria before the trainee can be recognized as a qualified career teacher. For the practicum to be effective, there should be a schools willingness to continue supervision. The TESO guideline and its curriculum

also envisage that the practicum programs should be well organized and implemented to meet the training objectives.

Table 14: Convenience of the Partner School to Practicum as Reported by Respondent Instructors and Trainees

No	Item	Respondents											
		Public						Private					
		Deans Vice/deans N=10		Instructor N=58		Trainees N=188		Deans Vice/deans N=10		Instructor N=31		Trainees N=96	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Convince of school environment for practicum program /implementation												
	Yes	4	40	34	60.7	56	30.8	7	70	12	38.7	24	25.8
	No	6	60	22	39.3	126	69.2	3	30	19	60.3	69	74.2
	Total	10	100	56	100	182	100	10	100	31	100	93	100
2	No Response for question item '1'												
	a. Lack of coordination	-	-	-	-	-	-	-	-	2	10.5	21	30.4
	b. Distance of school	4	66.7	14	63.6	-	-	-	-	-	-	2.	2.9
	c. Program overlapping with other college programs	2	33.3	2	9.1	7	26.9	3	100	7	36.8	4	5.8
	d. In ability to arrange practicum out side the of towns	-	-	6	27.3	119	94.4	-	-	10	52.6-	42	60.9
	Total	6	100	22	100	126	100	3	100	19	100	69	100

As Table 14, elicits most of the public and private teachers' colleges conducted practicum in inconvenient partner schools. Since practicum is one of the main aspects of the teachers' training programs and the trainees' competency in an actual supervision, its arrangement in schools were not adequate and the trainees was suffered from its inconveniences.

In the same Table 14 (item 2), respondents were asked to report the reason why they perceived the partner schools arranged for the practicum were inconvenient. Majority (94.4%) of the public and 74.2% of the private college trainees had indicated the reason for the inability of colleges to arrange partner schools out side the town, 63.6% of the Public TTC instructors reported that schools were at a distance from their colleges. Lack of transportation services arranged to such program was also indicated as problem for its inconvenience

Discussion made with some instructors and trainees confirmed that there were problems in implementing the practicum which include uncooperative school principals, large sized number of trainees sent to partner schools at a time which was beyond the class size to accommodate, lack of seats in the classes besides large sized students in the actual class were some of the reasons mentioned.

4.3. Physical Plant Facilities and Services

The following discussion presents the adequacy of the infrastructure, instructional facilities and services as rated by respondents. For the purpose of analysis however, the rate of the mean values were interpreted, as 0.05-1.49 = very poor, 1.5-2.49 = poor, 2.5-3.49 = fair (medium), 3.5-4.49 = good, 4.5 and above = very good.

Table 15: Respondents' Responses on Adequacy of Physical plant Facilities and Services
(1= Very poor, 2= Poor, 3= Fair (medium), 4= good, 5= Very good)

No	Facilities	Responses												
		Rating Scale												
		Public TTCs (N= 256)						\bar{X}	Private TTCs (N=137)					\bar{X}
		1	2	3	4	5	1		2	3	4	5		
1	Class rooms	-	6	59	111	77	3.97	-	-	3	70	64	4.44	
2	Class seats	-	4	55	123	70	3.96	-	-	1	56	80	4.57	
3	Library	-	9	99	101	43	3.64	-	-	13	52	72	4.43	
4	Library Seats	-	19	63	122	50	3.76	-	-	14	63	60	4.33	
5	Laboratory	-	139	29	73	13	3.21	33	84	8	12	12	3.53	
6	Laboratory Equipments	-	145	25	60	23	3.20	76	45	12	2	2	3.66	
7	Pedagogical center	-	14	85	101	53	3.71	63	55	9	10	-	4.32	
8	Multi purpose hall	-	6	16	180	48	3.98	40	74	24	21	2	4.08	
9	Student lounge	-	13	90	116	33	3.61	49	48	10	8	12	3.32	
10	Toilet	-	20	66	-	59	3.85	48	5	29	55	48	3.06	
11	Sports' field	-	3	24	15	75	4.15	44	92	1	-	-	3.93	
12	Water supply	-	1	12	121	119	4.36	-	3	4	31	99	4.64	
13	Electric light	-	5	4	119	139	4.51	-	3	9	24	98	4.51	
Average mean value							3.84						4.12	
Standard deviation							0.78						1.43	

Table 15 depicts the infrastructure items necessary for TTCs. Majority of respondents of the public and private TTCs rated items 5 and 6, to be 'fair' (3.21 and 3.20), whereas, for private TTCs, items 9 and 10 were rated fair (3.32 and 3.06) and the rest items were rated 'good' and 'very well' for both public and private TTCs. This implies that the physical facilities for both groups of TTCs were adequate for the teaching - learning environment.

However, with regards to these infrastructures, researcher's direct observation witnessed that there was lack of sport fields, adequate laboratory and laboratory equipments, student

lounge and multi - purpose hall were serious problems (rated under column 2 as 'poor') in the private TTC.

Table 16 indicates that trainees, who went through a well facilities and adequate services, in the TTCs will emerge as effective, skilled and well-trained professional teachers. Accordingly, all of respondent deans, 73.2% instructors of the public, 70% of respondent deans and 67.7% instructors of the private TTCs, reported that items 1,2,3,of Table16, were available in their colleges. But 80% and 60% of the private teachers' college instructors and deans responded negative and positive respectively for items 2.

Table 16: Availability of Academic Service Units (Centers)

No	Item	Responses							
		Public				Private			
		Deans/v.deans		Instructors		Deans/v.deans		Instructors	
		No	%	No	%	No	%	No	%
1	Pedagogical skill Development centers								
	a. Available	10	100	41	73.2	7	70	21	67.7
	b. Not available	-	-	15	26.8	3	30	10	32.3
	Total	10	100	56	100	10	100	31	100
2	Research and development centers (RC)								
	a. Available	10	100	41	73.2	6	60	6	20
	b. Not available	-	-	15	26.2	4	40	24	80
	Total	10	100	56	100	10	100	30	100
3	Information technology center								
	a. Available	9	90	48	90.6	6	60	22	71
	b. Not available	1	10	5	9.4	4	40	9	29
	Total	10	100	53	100	10	100	31	100

From the Table16, it is possible to conclude that, the research and publication offices in the private teachers colleges were absent. Although 60.8% of the private college deans

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1	Instructors of the college leave their colleges								
	Yes	8	80	56	96.6	7	70	25	80.6
	No	2	20	1	1.7	3	30	5	16.1

The issue, which has relation to some extent with effectiveness of the management system, was the turnover of academic staff. In this regard respondents were asked whether or not academic staff has left their TTCs in the past 2-3 years. Responses in Table 18 indicated that 80% of the deans and 96.6% of the instructors, of the public TTC and 70% and 80.6% of the deans and instructors replied that there were instructors of the public (54) and private (21) TTCs respectively, who left their colleges in the 1996 EC. This implies that the training programs within these colleges were suffered due to the instructor's turnover that eventually affects the ongoing teaching- learning process of the TTCs.

Respondents were asked the reasons why instructors left their teachers' colleges. Majority (60%) of the respondent deans and 71.4% instructors of the private TTCs have reported that it was for 'searching attractive salary' 'poor management system' pushed the instructors away. Respondents were also asked to specify their reasons through the open-ended question in the questionnaire, other than the options in the item (Table 19).

Accordingly, 51.8% of the public TTC instructors have indicated that the reason was external 'uncontrolled interference of governments' measure' that pushed many instructors to leave their colleges.

As depicted in Table 20, regarding planning function to promote or to close TTCs, all respondents of the public TTCs reported that the authority vested on regional level, whereas, 90 % for private TTCs, decision in this function was made at regional and college level as reported by 56% and 44% of respondents respectively. Planning decisions regarding private TTCs might be related to standards and licensing.

In the Table 20, (item3), the private TTCs' have the power to allocate, collect tuition, decide payment / expenditure, whereas the public TTCs were not autonomous to decide, but as reported by 90% of the respondents, plan for budget requests and the decision solely made at regional level. This implies that the public TTCs do not have autonomy in the area of budget allocation and expenditure, this however affects program implementation.

Table 19: Reasons Why Instructors Left their Colleges in 1996 EC

No	Item	Responses							
		Public				Private			
		Deans N=10		Instructors N=58		Deans N=10		Instructors N=31	
		No	%	No	%	No	%	No	%
1	Some of the reasons why instructors left their colleges include:								
	a. Searching Better salary	-	-	2	3.6	6	60	20	71.4
	b. Dislike the profession	-	-	-	-	-	-	-	-
	c. Poor management system of the college	2	20	1	1.8	3	30	6	21.4
	d. Inability to teach	-	-	-	-	-	-	-	-
	e Transfer case	3	30	8	14.3	-	-	-	-
	f. Over load of the teaching program	-	-	-	-	-	-	2	7.1
	g. Problem of poor student discipline	-	-	-	-	-	-	-	-
	h. Due to poor facilities and services in the college	-	-	-	-	-	-	-	-
	i. Discipline problem of instructors themselves	3	30	16	28.6	-	-	-	-
	j. Other	2	20	29	51.8	1	10	-	-
	Total	10	100	56	100	10	100	28	100

Regarding curriculum development (item4), and its content selection, almost all respondents (100 %) of the public and 83 % of the private TTCs' respondents reported that the decision was made at a national (MOE) level. This implies that TTCs have no

involvement in curriculum development and content selection; they implement only what centrally given.

Table 20: Areas of Decision Level As Observed by Deans

Decision levels: (N=National (MOE), R=Regional Level, Z= Zonal, W= Woreda, Col= College)

No	Areas of Decision-Making (Decision Fields)	Respondents in %									
		Public					Private				
		Deans and Vice Deans (N=10)					Deans and Vice Deans (N=10)				
		N	R	Z	W	Col.	N	R	Z	W	Col.
1	Planning to Promote /close the college,	-	100	-	-	-	-	56	-	-	44
2	College Organization	-	62.5	-	-	37.5	-	-	-	-	100
3	Fin Financing & budget	-	90	-	-	-	-	-	-	-	100-
4	CC Curriculum Development	100	-	-	-	-	83	17	-	-	-
5	Quality control	-	62.5	-	-	37.5	-	59	-	-	41
6	Personnel management (Teachers deans supporting staff)	-	70	-	-	30	-	-	-	-	100 -

N.B. More than one answer is possible

As respondents elicited (item 6), mostly hiring and firing of management and that of the academic staff was decided by the owners of the private colleges. While 70 % of the

respondents of the public TTCs indicated that the function was in the hands of the regional level. In all decision making areas, public TTCs made very few number of decisions which implies the extent of devolution authority to public TTCs made was minimal, whereas, the private TTCs seem better in autonomy and had authority in some areas.

4. Summary and Conclusion

4.1. Summary

4.1.1. Trainees Selection /Admission Criteria

a. Trainees Related Issues

Similarities

Both TTCs were similar in using selection/admitting criteria guides set by OECEB and they were also similar in accepting interview as appropriate selection criteria to enhance quality candidates and deter incapable ones.

Difference

The trainees' selection criteria at public TTCs had been performed as of the guideline set by MOE/OECEB, whereas, the private teachers' colleges focused dominantly on secondary school transcript cumulative points, National Examination (EGSECE/ESLCE) GPA and interview as appropriate technique to select trainees. However, both TTCs disregarded the guideline by admitting candidates who were out of the requirement. Moreover, the finding showed that private TTCs had recruited more candidates with national examination results less than GPA of 2.00 and aged (36-41) candidates compared to public TTCs.

b. Trainees behavior and performance Similarities:

Public and private TTCs trainees were interested to the teaching profession not for them like the teaching profession, but for it would enable them get job. Lack of interest for teaching profession indicated was reported that the profession has 'low social status',

teachers are not only assigned to remote areas, but also have no chance of transfer and under low level of living as a factor.

Differences

The trainees at public TTCs do not have chances to choose courses they wanted to study, whereas, private TTC trainees had chances to choose departments of their interest. This may be the reason that the public TTC trainees fail to have interest in the teaching profession

4.1.2. Instructors' Related Factors

Similarities

The quality of education will be enhanced when there are qualified instructors with adequate knowledge and teaching experiences. However, the public and private TTCs had instructors of 'medium' teaching experiences. They also are similar in assigning under qualified (diploma graduates) as trainers, hence, they both violated the standard guideline set by OECB.

Among the various methods of performance evaluation techniques, both TTCs capitalize implementing continuous assessment techniques to follow up the trainees' performances.

Both public and private TTCs' were similar in conducting practicum programs at inconvenient schools.

Differences

Regarding the composition of instructors' academic qualification, of the sample public TTCs were staffed with 29.3% of MA/MSc, 65.4 % BA/BSc and 3.3% of diploma holders, whereas, the private TTCs academic staffs composition was found to be 6.1% MA/MSc, 89.1% of BA/BSc and 3.2% diploma holders. Thus, public TTC seem better in recruiting academic staff as per the standard.

Most of the public teachers' college instructors' minimum/maximum work load was 6 / 18 periods per week, whereas, in private TTCs, instructors' minimum and maximum workload was 11-25/,and 25- 36 periods per weak respectively. Thus, instructors' work load in private TTCs' was found to be very high, while, in Public TTCs' it seems normal. Thus, instructors of private TTC lack time for action research that helps to effective the training.

Most instructors of the public TTCs, got professional development courses through in-service training programs, whereas, the private TTC instructors were unable to get professional development courses.

Regarding methods of instruction, 'lecture' and 'discussion in classes' were the dominantly used methods in private TTCs and some times in public teachers' colleges. Public teachers' colleges focused more on active learning (participatory) methods of instruction, while, most of the private teachers' colleges often use teacher-centered approach (lecture method).

4.1.3. Physical Plant Facilities and Services

Similarities

Most of the teachers' colleges were similar in the shortage of instructional facilities, equipments and services, mainly of laboratory with its adequate equipments.

With regard to educational materials the finding revealed that both TTCs were rated 'good' with mean values of 3.68 for public and 3.94 for private TTCs.

Differences

Regarding adequacy of Physical plant facilities, especially offices for instructors and departments was rated 'medium' for public TTC with mean value of 3.48 and 'good' for private TTC with mean value of 3.92.

Infrastructure facilities and services (e.g. sport fields, student lounge, multi- purpose hall, and research and production offices) were less adequate in private TTCs than the public ones.

It was illustrated that the personnel (though they were not qualified in the field) and pedagogical centers' services were rendered in both TTCs. In all of the private and few of the public teachers' colleges health (clinic) service was not available

4.1.4. Management Effectiveness

Similarities

The finding showed that there was turnover of instructors in both TTCs by 1996 EC. The number of turnover reported was high (54) in public and in the private (21) TTCs.

Although much was expected from TTCs, curriculum development and its content selection, it is the function of national and not devolved yet. Hence, both use the centrally designed instructional program.

Differences

Instructors' turnover was due to external (government measures) to the public TTCs, 'searching for attractive salaries' and 'poor management system' to the private TTCs.

The decision making authority and responsibility transferred to college's shows that the planning function, the organization functions, financing and personnel management were concentrated at regional level for public TTCs, whereas, some shared between region and in major cases the responsibility and authority to private TTCs.

4.2. Conclusion

In light of the forgone major findings of the study, the following conclusions are drawn:

1. A close observation of the findings revealed that in implementing the criteria set for the selection and admission of candidates, the private TTCs were different from the

public teachers colleges. Both public and private teachers' colleges admitted candidates who were not interested in the teaching profession. It was elicited that the public TTC trainees do not have chances to choose courses of their interest to study. The trainees joined the colleges not for them like the profession, but for it enables them get job.

2. Instructors' knowledge, experiences and motivation, the teaching learning processes, adequacy of the facilities and capacity of the management system determine the success and quality of the teachers' training programs. In light of these, there were similarities and differences seen in the study findings

More importantly, the private and public teachers' training colleges alone cannot alleviate the shortage and demand for quality teachers in the second cycle primary education, unless quality of teachers' training improved from the inputs side and the system processes. Therefore, it can be concluded that from the inputs and processes perspectives, the public TTCs differ and are better than the private TTCs. However, in both TTCs quality of the training programs were entangled with problems that may result poor quality teachers, which in turn affects the quality of primary education.

5. Recommendations

The study has identified a number of policy implications and suggestions to be practical at National, Regional Bureau and Teachers' College (Public, Private) levels. Thus, on the bases of the findings obtained and conclusions reached at, the following recommendations are forwarded:

1. Therefore, it is recommended that the Oromia Education and Capacity Building Bureau should revise its selection/ admission criteria guideline and give autonomous right to TTCs to produce selection admission criteria of their own (which can be appraised and approved by OECB) in order to recruit capable candidates as their capacity permitted.

2. The qualities of Teacher Education Institutes (TEIs) associate with quality of instructors who can meet the academic standards and qualified personnel. Thus, teachers' colleges have responsibilities to assign qualified teacher-educators. The private TTCs and OECEB should be responsible to assign qualified teacher - educators as per the standards set by MOE. Moreover, the private TTCs should consider capacity development programs and refresher courses to keep its staff up-to-date with information and skills.
3. Public and private TTCs should arrange and conduct their practicum under convenient environment, and create additional partner schools outside towns. Schools should be able to receive guides from Zonal and Woreda /town administrative educational offices so as to consider practicum programs arranged by TTCs as part and parcel of their academic schedule.
4. OECEB should extend its material and professional support for the private TTCs. The MoE should also strengthen its support to enable private TTCs' instructors get the Teacher Development Programs (TDP) through in-service training programs.
5. The OECEB and the private TTCs, should give due attention to assigning qualified educational managers (to their TEIs) with management technical, conceptual and human skills.
6. With regard to budget management the public TTCs should be given autonomous right to decide on their own budget allocation and expenditure for the training programs as per their needs or plans.
7. The Regional Education and Capacity Building Bureau and the private TTCs' should create a favorable working environment to sustain quality training and maintain experienced and qualified instructors.
8. In order for the public and private TTCs to effectively run the training programs, appropriate infrastructure, adequate training equipments, human and instructional

material resources should be available as adequately as possible. Further more, private teachers' colleges should have to their own buildings that will enable them to solve their shortcomings in their physical facilities and services (infrastructure).

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