

A Pilot EVALUATION STUDY OF THE DIRECTORS AND SUPERVISORS SUMMER INSERVICE PROGRAM AT HAILE SELASSIE I UNIVERSITY

Barbara Junge and Beyene Negewo

The in-service training program for elementary school directors and supervisors which is the target of this evaluation study began at Haile Selassie I University in 1968. It is an outgrowth of similar programs which have operated since 1963. Each participant is required to attend for three summers in order to complete the required courses. The current program, which is a separate unit within the Faculty of Education, offers a diploma in elementary school administration. The 1970 graduating class numbered 172; in 1971 there were 168 graduates.

The importance of having qualified, competent school directors and supervisors has been recognized by both the University and the Ministry of Education, and there has been substantial investment in the program. The participants themselves have expended considerable time, effort and money in pursuit of their training. Still, there have been criticisms of the program from both the Ministry and the Faculty of Education. For all these reasons it seems imperative to attempt an evaluation of the current situation. Indeed, evaluation should be in-built in any sound educational operation.

This attempt is a pilot study, limited in both scope and depth, but perhaps laying the foundation for the more detailed studies which may be carried out in the future provided financial support for such studies is forthcoming. In particular, it may offer guidelines for the curriculum revision which seems inevitably to occur whether or not any evaluation has been made. The uniqueness of this study probably lies in the fact that the criteria for evaluation were not imposed by a faculty committee nor any other external authority but were derived entirely from those who were most engaged in the program, the students themselves. It is recognized that many components of the program, such as class size and examination results, have been ignored, but a sincere effort has been made to consider what practical value the program may hold for its participation.

Statement of the Problem

To what extent does the Directors/Supervisors summer program assist the participants in coping with problems they face in the field? An attempt was made to identify actual problems faced in Ethiopian elementary schools;

then the extent to which each course in the program was helpful in meeting these problems was determined. In addition, an assessment was made of the relation between course topics and field problems.

Method

Definition of Terms

The following are the main terms used:

Assist: It was assumed that the more relevant a course was to the actual problems of students the better it assisted the students in meeting those problems.

Field Problems: Problems in administration and curriculum identified by all participants in a one-week workshop.

Participants: Third summer (graduating) students in the 1971 Directors-Supervisors Summer Program.

Summer Program: All the 17 courses taken by program participants between 1969 and 1971 inclusive.

Subjects.

The subjects of the study were a total of 168 participants. All were completing their third year in the program. There were 166 males and 2 females. Their average age was 28; their average years of education was 13; and their average years of experience as educators was five years in the 15 provinces. They represented a total of 150 elementary and junior secondary schools.

Instruments

Problem questionnaire. The problem questionnaire consisted of a list of problems and list of courses. The students were instructed to list for each problem the one course which was, in their opinion, most useful for that problem. If no course seemed useful for a particular problem, they were to write "non".

The list of problems was obtained in the following manner: All second and third year participants (344) were asked to identify in a one-week workshop (July 15 to 21, 1971) the most important educational problems in their provinces and in their schools. Problems in curriculum were identified by second year students in the curriculum section of the workshop. Problems

in administration and supervision were identified by third year students in the administration and supervision section of the workshop. In each workshop section participants discussed each problem in detail in order to determine if it was both significant and of frequent occurrence. Problems were discarded from the original list if the group agreed they were not current, important, or wide-spread. Thus, a total of 30 problems was identified by both workshop sections. This list was used in the study and may be found in the appendix.

Course outline questionnaire: The course outline questionnaire consisted of a list of the ten most important topics which the instructor intended to cover in view of the course objectives. The assumption that each course was designed to assist the student in coping with the practical problems of an administrator indicated an analysis of the relation between the course content and identified problems. All courses contain an equal number of credit hours, and in order to evaluate each course on the same basis, instructors were limited to listing the same number of topics. These topics were assumed to comprise the main emphasis of the course.

The questionnaire may be found in the appendix.

Administration of Instruments

Problem questionnaire: During the fourth week of instruction the 168 subjects were assembled in an auditorium. The summer school director said, "This afternoon you are assembled in order to provide the summer school with some information which will help improve the program. You will be asked your opinions and reactions. You must think carefully before responding. You must be completely honest and sincere. Student responses will be analyzed as a whole; individuals will not affect your academic or professional record in any way at any time. No discussion is permitted nor is looking at other papers. When you are finished bring your paper to the desk and leave."

The director then read the questionnaire to the group.

Course outline questionnaire: Three days before the problem questionnaire was administered to the students, the instructors individually received the course outline questionnaire from a clerk. The envelope was marked "Please complete and return to summer school office within 48 hours."

Scoring

Problem questionnaire: From each student's questionnaire a score for each course was obtained. A course could receive a score from 0 to 30 on each questionnaire. The scores for each course were summed over 100 questionnaires.

Course Outline Questionnaire: For each course outline (N-17) the specific problems covered by its topics were determined by formal inspection. Each problem was scored, from 0 to 17, according to how many courses included it in their outlines.

Analysis

Courses were ranked from high to low, according to their relevancy, based on the total points obtained from the 100 problem questionnaires. A statistical test of the significance of the difference between ranks was judged unnecessary.

Inspection of the list of problems covered by a course outline indicated the extent of agreement or disparity between students' and instructors' perceptions of summer program objectives.

ANALYSIS OF DATA

From the problem questionnaires courses were ranked from 1 (highest) to 17 (lowest) in relevancy according to the total number of points received on the 100 questionnaires. (Table 1) (Of the 168 questionnaires distributed to the subject, 100 were completed and returned). The highest possible score a course could receive was 3,000 which could only have occurred in the unlikely event that each of the 100 students mentioned the same course as being most useful for each and every one of the 30 problems. Actually, the highest score received was 430, by EA 135 Educational Administration. EA 136 was third most relevant with a score of 312, but the category "non" received the second highest score, 411, indicating that in an exceptionally large number of instances, students found no particular course relevant for their problems.

The course found least relevant, with a score of 13 was Rural Science. Teaching Amharic, EE 134, and the non-credit, but required, Professional and Cultural Assembly, EE 136-137, had a tied rank of 16, with 18 points each.

Scores of 64 to 34 were obtained by courses ranked from 7 to 12. These courses covered areas of Psychology, English Methodology, Ethiopian Cul-

ture, Ethiopian Geography, and Health Education. The course ranked 7th received 366 points less than the course ranked 1st, but the course ranked 13th received only 33 points less than the course ranked 7th.

Looking at the top third of the 17 courses, it can be noted that the courses in administration, supervision, curriculum, and community organization received a combined total of 1161 (excluding "none"). The middle third, courses in Psychology, English Methods, Peoples and Cultures and Geography of Ethiopia, and Health Education received a combined total of 290 points. The bottom third, ranks 13 through 17, received a combined total of 115 points and included the courses in Audio-visual Aids, Basic English, Modern Maths, teaching Amharic, Professional and Cultural Assembly and "6" Rural Science. Student omissions on questionnaires is probably responsible for the discrepancy between the total number of possible points and the totals as reported.

The course outlines were formally inspected and for each course the problems covered by the topics listed by each instructor were reported. (Table II) Administration, EE 135, (rank 1), covered 11 problems in its course outline; while EE 145, Rural Science, (rank 17) covered ten problems. Two courses, EP 112, Adolescent Psychology, and EE 135, Modern Maths, covered no problems in their course outlines. The remainder of the courses covered from one to eight of the 30 problems in their topic outlines.

Of the 30 problems, nine were not covered by any courses. Problem 1, lack of education facilities and materials, was covered by six course outlines. Problem 15, over-emphasis on urban life in the curriculum, and problem 27, lack of community involvement in curriculum planning, were covered by five courses each. The remainder of the problems were covered by from one to four courses each.

TABLE I

COURSE RELEVANCY: Ranks determined from student questionnaires

| Rank | Course Number | Course Title | Total No. of Points |
|------|---------------|-----------------------------|---------------------|
| 1 | EA 135 | Prob. of Elem. Sch. Admin. | 430 |
| 2 | "None" | | 411 |
| 3 | EA 136 | Prob. of Elem. Sch. Super. | 312 |
| 4 | EE 133 A | Elementary Curriculum | 153 |
| 5 | EE 133 B | Elementary Curriculum | 141 |
| 6 | SW 206 | Communiy Organization | 125 |
| 7 | EP 111 | Human Growth & Devpt. | 64 |
| 8 | EE 131 | Teach. Eng. in Elem. School | 59 |

| | | | |
|----|------------|--------------------------------|----|
| 9 | Soc. 111 | Peoples & Cult. of Ethiopia | 52 |
| 10 | GG 111 | Geography of Ethiopia | 42 |
| 11 | EP 112 | Human Growth & Devept. | 39 |
| 12 | EE 121 | Health Education | 34 |
| 13 | EE 129-30 | Inst. Mat. Lab. | 31 |
| 14 | | Basic English | 14 |
| 15 | EE 135 | Elem. School Maths. | 21 |
| 16 | EE 134 | Teach. Amharic in Elem. School | 18 |
| 17 | EE 136-137 | Prof. & Cultural Assembly | 18 |
| 18 | EE 145 | Rural Science | 13 |

TABLE II

PROBLEMS COVERED BY

(Course numbers listed according to their ranks derived from student questionnaires.) §

| Ranks | Course Number | Problems included in the instructors outline | Total Problems |
|-------|---------------|---|-------------------|
| 1 | EE 135 | 2, 9, 15, 16, 19, 20, 22, 23, 25, 26, 27 | 11 |
| 2 | "None" | | |
| 3 | EA 136 | 1, 5, 9, 11, 20, 22, 26, 27 | 8 |
| 4 | EE 133 A | 2, 8, 10, 22, 1 | 5 |
| 5 | EE 133 B | 8, 23, 25 | 3 |
| 6 | SW 206 | 11, 15, 23, 27 | 4 |
| 7 | EP 111 | 4 | 1 |
| 8 | EE 131 | 6, 10, 15, 17, 21, 23 | 6 |
| 9 | Soc. 111 | thus no outline received | |
| 10 | GG 111 | 1, 15 | 2 |
| 11 | EP 112 | none | |
| 12 | EE 121 | 24 | 1 |
| 13 | EE 129 | 1,17 | 2 |
| 14 | Basic English | 9, 17, 21 | 3 |
| 15 | EE 135 | none | |
| 16 | EE 134 | 1, 17, 21, 27 | 4 |
| 17 | EE 145 | 1, 2, 8, 11, 13, 15, 19, 23, 25, 27 | 10 |

§ The number under this column refers to the list of the problem questionnaire (Appendix A)

TABLE III

NUMBER OF COURSES INCLUDING EACH PROBLEM (from course outlines)

| Problem No. | Course No. | Total No. of Course |
|-------------|--|---------------------|
| 1 | EA 136, EA 133A, GG 111, EE 129-30 | 6 |
| 2 | EE 134, EE 145 | 3 |
| 3 | EE 135, EE 133A, EE 145 | 0 |
| 4 | none | 1 |
| 5 | EP 111 | 1 |
| 6 | EA 136 | 1 |
| 7 | EE 131 | 0 |
| 8 | none | 2 |
| 9 | EE 133B, EE 145 | 3 |
| 10 | EE 135, EE 136, Basic English | 2 |
| 11 | EE 133A, EE 131 | 2 |
| 12 | SW 206, EE 145 | 0 |
| 13 | none | 1 |
| 14 | EE 145 | 0 |
| 15 | none | 5 |
| 16 | EE 135, SW 206, EE 131, GG 111, EE 145 | 1 |
| 17 | EE 135 | 4 |
| 18 | EE 131, EE 129, Basic English, EE 134 | 0 |
| 19 | none | 2 |
| 20 | EE 135, EE 145 | 2 |
| 21 | EE 135, EA 136 | 3 |
| 22 | EE 131, Basic English, EE 134 | 3 |
| 23 | EE 135, EA 136, EE 133A | 4 |
| 24 | EE 135, EE 133B, SW 206, EE 145 | 0 |
| 25 | none | 4 |
| 26 | EE 135, EE 133B, EE 131, EE 145 | 2 |
| 27 | EE 135, EA 136 | 5 |
| 28 | EE 135, EA 136, SW 206, EE 134, EE 145 | |
| 29 | none | |
| 30 | none | |

Discussion

Clearly, the courses in Administration and Supervision are found by the students to be relevant to their field problems. The instructors appear to be gearing content to the students' needs. It is, of course, possible that the stud-

ents chose these courses most frequently because of the titles themselves, feeling these courses should be most relevant, i.e. they may have responded as they thought they were expected to respond. Nevertheless, the data appear to indicate that the objectives of the summer program, to prepare competent administrators and supervisors, are being served by these two courses.

It is surprising to note that although the course in rural science covered the second largest number of student problems in its outline, it received the lowest relevancy score from the students. It is disturbing that for so many problems students could not find, among 17 courses, one that was helpful. It is also disturbing that the course outlines of instructors covered so few of the 30 problems identified.

It is evident that there is a great disparity between what the instructors, generally, feel it is important to teach and what the students feel they need assistance with. Students appear most concerned with problems in the areas of reorientation of education toward local needs and in meeting shortages of educational resources. Instructors, on the other hand seem most concerned with the subject matter content of their disciplines, whether or not appropriate for the schools in which program participants will serve. Another reason for this disparity may be that students are not concerned with those problems they should be concerned with in their future positions. For example, the pupil himself, in regard to his abilities, motivations, aspirations, and needs, was scarcely mentioned among the problems. It was noteworthy that discipline problems were not mentioned at all. The students were much more concerned with staff and community problems than with those of the individual child.

On the other hand, courses may lack relevancy through being transplanted almost intact from the United States, the training ground for many expatriate and Ethiopian staff. The difficulties inherent in teaching, for example, "Growth and Development of the Ethiopian Adolescent" with the present paucity of research and teaching materials must be acknowledged, however, the fact that some "indigenous courses" such as those in Teaching Amharic and Rural Science also received low scores may perhaps be due to the use of inappropriate methodology, which could make the content seem abstract and irrelevant.

Summary, Conclusions and Recommendations

The objective of this study was to determine the relevancy of the courses offered in a summer program at Haile Sellassie I University designed to prepare elementary school directors and supervisors. Data were obtained from a list of school operation problems identified by students in workshops in

administration and supervision and in curriculum; from responses of 100 students (the graduating class) to questionnaires on course relevancy in terms of the 30 problems already identified; and from course outlines submitted by instructors in the 1971 summer school program.

Generally, it may be concluded that not all of the courses in the summer program are helpful in coping with the problems the students perceive as important. While some appear closely related to the realities of the students' teaching situations, others appear to be isolated experiences which the students feel they will not apply in their daily work.

In further research which may stem from this study certain considerations are important. Effort should be made to ensure a higher proportion of returns and to guard against omissions on questionnaires. Real difficulty was encountered in analyzing the course outlines because many instructors, although asked to be specific, were so vague, ambiguous, and general in listing their topics that it was difficult to know what they did, in fact, teach in their respective courses. This difficulty might be overcome by requiring the course outlines to be written in terms of behavioral objectives in the effective and cognitive domains. Balancing these weaknesses, however, was the advantage that neither the students nor instructors knew that such a study was being conducted and thus were probably quite sincere in their responses.

As was mentioned at the beginning, a follow-up study of students in the field is definitely needed in order to make a more thorough evaluation of the summer program. This might be accomplished by developing two instruments: a structured oral interview and an observation device, which could then be applied to a random sample of graduates of the program. District and provincial education officers should also be interviewed in a field study. In addition, it is important to replicate this study in order to increase its generalizability. Meanwhile, any attempts at curriculum revision adding to, subtracting from, or modifying the current plan of required course, should certainly carefully consider the findings of this study.

APPENDIX A
PROBLEM QUESTIONNAIRE

For Participants (Student):

Age _____

Sex _____

Total Years of Experience (teaching and administration) _____

Size of school (enrollment) _____

Type of school (tick) 1963 E.C.

Elementary _____

Junior Secondary _____

Senior Secondary _____

Province (1963) _____

INSTRUCTIONS — For each of the attached problems, list the number of the one course which you have found most relevant (useful) for that particular problem. If you have found no course useful for a particular problem write "none". Answer on the basis of your professional experience and critical judgement.

| No. | Problem | Course No. |
|-----|---|------------|
| 1. | Lack of educational facilities and materials | |
| 2. | Over emphasis on academic subjects | |
| 3. | Teacher shortage | |
| 4. | Lack of early childhood education (ages 3-7) | |
| 5. | Lack of cooperation between PEO and DEO and School Directors | |
| 6. | English introduced too late | |
| 7. | Transportation problem for students | |
| 8. | Scope of curriculum too wide | |
| 9. | Inferior quality and lack of dedication of teachers | |
| 10. | Books not written on student level | |
| 11. | School community relations problem | |
| 12. | School location problem | |
| 13. | Curriculum and exams inflexible not adapted to local conditions | |
| 14. | Lack of education code (school law) | |

15. Urban life emphasised more than rural life in curriculum
16. Lack of clarity in educational goals
17. Vocabulary conceptually unfamiliar to teachers and students
18. Distribution of teachers and materials is unfair
19. Theory and practice unrelated in curriculum
20. Lack of initiative on part of school administrators
21. Multi-language situation interferes with learning
22. Centralized school administration vs. local control
23. Cultural traditions conflict with educational system
24. Lack of medical facilities in connection with schools
25. Lack of teacher involvement in curriculum planning
26. Poor relations between teachers and administrators
27. Lack of community involvement in curriculum planning
28. Student attendance problems
29. Unfair promotion policies
30. Lack of teacher and director involvement in the preparation of national examination.

APPENDIX B

For Summer Course Instructors:

Name _____

Course Title _____

Course Number _____

Instructions: For the above course which you are teaching list the 10 most important topics which you intend to cover or covered in view of the course objectives. Be specific. A single word or a short phrase is sufficient for each topic. Please complete and return to the summer school office within 24 hours.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Thank you.

APPENDIX C

COURSES OFFERED IN THE DIRECTOR/SUPERVISORS PROGRAM 1968-71

| YEAR | COURSE TITLE | Course No. |
|------------|---------------------------------------|--------------|
| SUMMER I | Elementary Curriculum | EE 133 A |
| | Problems of Elem. School Adm..... | EA 135 |
| | Human Growth & Development..... | EP 111 |
| | Health Education | EE 121 |
| | Rural Science | EE 145 |
| | Basic English | Eng. |
| SUMMER II | Elementary Curriculum | EE 133 B |
| | Instructional Material Lab. | EE 129-30 |
| | Teaching English in Elem. School..... | EE 131 |
| | Human Growth & Development..... | EP 112 |
| | Community Organization | SW 206 |
| | Peoples & Culture of Ethiopia..... | Soc. 111 |
| SUMMER III | Elementary School Maths. | EE 135 |
| | Problems of Elem. School Super. | EA 136 |
| | Geography of Ethiopia..... | GG 111 |
| | Teaching Amharic in Elem. School..... | EE 134 |
| | Prof. & Cultural Assembly..... | EE 136 & 137 |