"An Evaluation of the Predictive Validity of
Admission Criteria for Teacher Training
in Ethiopia"

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*ABSTRACT*

   The purpose of this study was to
examine the extent to which admission
criteria for Teacher Training Institutions
(TTI) in Ethiopia (i.e., ESLCE GPA,
Community Participation score, Interview
score, and Teaching experience Score) are
predictive of success in TTI academic
performance independently of each other as
well as independently of sex, year of
completion of secondary education and field
attended in the high school.

   To do this seven clusters of GPAs were
used as validation criteria. Such clusters
of GPAs were overall GPA in training
courses, and GPA on language courses,
natural science courses, social science
courses, vocational courses, aesthetic
courses and professional courses.

The sample for the study consisted of 188 trainees admitted into Dessie, Robe and Nekempte TTI's from 1987 to 1989. The independent contribution of each predictor variable was analyzed using the stepwise regression model and Horst and Smith's 1950 - iterative approach to regression analysis.

Results of the analysis indicated that community participation is a strong predictor of GPA on almost all training courses but with a negative weight. Teaching experience on the other hand was not found to affect GPA variance in training courses. There are some indications that interview is a strong predictor of GPA in some fields of study (professional courses and natural Science courses). ESLCE GPA was found to be a strong predictor of almost four of the validation criteria in the positive direction. Sex and year of completion of secondary school as compared to high school field of study were also found to strongly affect performance in training courses. Suggestions were given as to how these admission criteria should possibly be used in the future. The need for additional admission criteria as well as further research in the area were also suggested.