

Influences of Some Teacher Characteristics on the Utilization of Teaching Materials

Tilahun Fanta

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Introduction

Background of the Problem

The phrase "teaching material", in the context of instruction, has been defined in various ways by different practitioners. For instance, teaching materials, as stated by Good (1959) refers to "auxiliary instructional devices intended to facilitate learning". Walklin (1982) described teaching materials as a supplement of chalkboard and teachers' talk. For Romiszowski (1974) teaching materials are aids in the teaching of topics. These three definitions seem to have a point in common. They all perceive teaching materials as supplementary to the teaching learning process. Such

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understanding of teaching materials, in line with their present role in instruction, is often considered a misconception. Amare (1996: 96) states

In the light of the present observed roles played by teaching materials, it is at least to be outdated to call them 'teaching aids'. This name probably might have been appropriate only in the oral culture when the dominant mode of technical communication was oral and when oratorship and memory were the requirement of education.

Kinder (1959) denotes teaching materials as devices which can be used to make learning experience more concrete, more realistic and more dynamic. Hence, teaching materials are self-supporting materials which present a body of information in instruction. Therefore, they are more than aids to teaching and learning.

Gone is the time for the notion that the art of teaching is nothing better than the process of imparting information (Chauhan, 1983). . Currently teaching is conceptualized as creation of a situation capable of promoting learners active involvement (Davies, 1981).

Proper application of teaching materials, along with the other instructional elements, is indicated to be the means through which teachers appeal to learners understanding and active participation (Rontiszowski, 1974).

Wittich and Schuller (1967) argue that properly utilized teaching materials have the potential to produce the best learning because they bear qualities predominantly influencing the sense of sight through which most human learning is believed to take place. Besides, teaching materials are taken as one of the means for minimizing the decline of students'

attention and interest often encountered due to the "chalk and talk" type of teaching (Callahan and Clark, 1988).

According to the present Education and Training Policy of Ethiopia (E.E.P – 86, 1940a), "... to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution and utilization of educational materials, educational technology and facilities." This indicates that the policy has given due attention to the importance of teaching materials as a component part of the effort towards up-grading the quality of education.

On the other hand, there are few scholars who tend to disregard the positive contribution of teaching materials towards effective teaching and learning. For instance, Staton (1990) argues that teaching aids (visual aids) are time wasting, expensive, inflexible, and confusing particularly when they are used at random.

Nevertheless, from experience, the degree to which teachers utilize teaching materials in the classroom has become one of the challenges in the field of education. Particularly in Ethiopia the extent to which teachers employ instructional materials appears to be discouraging (Fantu, 1992).

Statement of the Problem

The level to which teaching materials are utilized could be affected by diverse factors. Experience, age, sex, attitude towards teaching, school location, class size, financial provision, material availability, etc. are often included in the set of variables that jointly explain successful exploitation of teaching materials.

Among the factors alluded to above, teachers' experience seems to be central in contributing to classroom performance (which includes utilization of teaching materials). Usually, teacher experience is expected to have positive relationship

with teaching effectiveness. A longitudinal study conducted for five years on a group of teachers showed that there is a significant quality increase in teaching behaviors such as making instruction systematic (Adams, 1982). Comparably, in studying effectiveness of six-grade teachers through pupils rating, Gage et al. (1960) found out that teachers with less than five years of service tended to be rated lower than teachers with more than eight years of service. Confirming this, Erkyhun et al. (1991) spotted positive correlation between experience and performance in teaching.

On the other hand, Bergman et al. (1976) found that 75% of their sample beginning teachers reported that they changed their initial student focused teaching to a more traditional instructional model and this is another instance of the negative relationship between experience and performance. In general, from the foregoing literature, it appears that the assumption experience in teaching will enhance effectiveness in instructional performance is equivocal.

With regards to the influence of teachers' professional attitude on teaching effectiveness, Erkyhun et al. (1991) have reported that teachers with high level of attitude towards teaching were found to show better mean scores than those with low attitude in producing, borrowing and utilizing teaching materials.

On the contrary, research by Walbary (1986) has disclosed the correspondence between attitude and teaching performance to be non-significant.

Besides experience and attitude, teachers' level of qualification has also remained to have a prominent influence on effective instructional performance. In line with this, UNESCO (1966) has stressed that "advance in education depends largely on the qualification and ability of teaching staff....". On the other hand, opposed to this view, researchers like Symonds (1954) contend that qualification or training is not so much important in determining the quality of teaching.

In general, from what has been reviewed so far, it appears that two contradicting contentions prevail regarding the influence of teachers' experience, attitude and qualification. That is, some researchers underline that quality and efficiency in teachers' performance diminish along with unfavorable teachers' attitude, qualification and experience while others contend otherwise.

With these views in mind, the researcher of this paper aims at answering the following basic question: Do teachers' experience, qualification, sex and attitude towards teaching significantly affect the utilization of teaching materials?

In the course of answering the above question, this study may prove to be a practical evidence for our practitioners in the field who are making some attempts to shade light on the extent to which the media aspect of education is considered. Besides, it may help in unfolding the weight and direction in which teacher characteristics affect the proper utilization of teaching materials thereby suggesting possible means of challenging the undesirable effects.

Definition of Some Basic Terms

Qualification: the level of training received by the teachers at the time of this study.

Teaching experience: number of years of services of the teachers after graduation.

Teaching materials: any device that can be used to make teaching learning more concrete, practical, active, etc.

Methodology

In this section, methods and procedures of sampling, data collection and analysis used in this study are discussed.

Subjects

The target population of the study is all primary school teachers in Nekemte town and its suburbs. It consisted of 602 teachers (359 males, and 243 females) in seven urban and nine rural primary schools. Out of the 602, 184 teachers (112 males and 72 females) were randomly selected from four urban and four rural schools.

About 35 percent (64 in number) of the sample was further selected for a classroom observation. Selection of members of the major and the classroom observation sample groups were distributed into two successive strata of service years (1-5 for the less experienced group and 6 and above for the more experienced group). To this end, stratified random sampling technique was employed. The stratification also secured sex, qualification and urban-rural proportion.

Instruments of Data Collection

Questionnaire and observation checklist were the instruments employed for collecting data pertinent to the objectives of the study.

Questionnaire

The questionnaire consisted of (a) 10-items on respondents personal data, i.e., age, sex, years in teaching, program of training, teaching load, etc., (b) 13 rating items on the extent of teaching material utilization, and (c) 9 items designed to measure teachers' attitude towards their profession.

Classroom Observation Check-list

The observation check-list was employed on the second sample group to secure data on the effect of service years, qualification and sex on teaching material application in the

actual classroom situation. Similar to the questionnaire, the observation check-list comprised personal data of the observed and a main part where data regarding frequency, source, relevance, adequacy, size, etc. of teaching materials brought to the classroom are checked. All together the checklist consisted of 13 items.

Sources of Data Instruments

Except some of the items on teachers' attitude taken from teachers' self-report scale used by Abraham (1993), the questionnaire and the observation check-list applied in this study were constructed by the investigator, who largely depended on the basic issues the research to deal with and on major themes of the reviewed related literature. It was to be so because ready-made or tried-out instruments relevant to the variables under consideration were not available.

Procedure of Data Collection

In the process of testing the instruments and collecting data for the final study, the following procedures were followed.

The questionnaire and the observation checklist were translated from English to Oromiffa by an expert speaking the language. This was done to minimize the problem of comprehending the items, when responding, due to language barrier. Both instruments were judged for their validity by five graduates (three in Curriculum and Instruction, two in Psychology). Items that received average score below 3 were determined to be ineffective and therefore discarded. Before discarding the items, reliability of the judges' ratings was computed.

After the screening of the items, both instruments were pilot-tested in Alemgena Primary and Junior Secondary School located in Sebeta Woreda. The school in Alemgena was taken because it was convenient and this school and the other sample schools of the final study in Nekemte bear basic

common characteristics that this investigation is interested in. For instance, the language of instruction, male-female teacher proportion, level of school pedagogical center, teachers' qualification distribution, teachers' range of service years and classes of Alemgena School were observed to be similar to that of the schools in Nekemte.

Based on the pilot test results, reliability coefficients were calculated using the split-half formula for the questionnaire and correlation coefficient (r) for the checklist (Ebel, 1965). The obtained reliability indices were 0.90 and 0.88, respectively.

In the final study, the questionnaire was administered in face-to-face situation in order to avoid refusals and clarify points if additional explanations regarding how to respond are required. For the classroom observations, three assistants were recruited. One of the assistants had diploma and 12 years of experience in teaching. The other two were primary school teachers with eight and four years of service. All the assistants were given detailed orientation on how to use the checklist and practised this in two sessions or periods each. Finally, each assistant, under the strict supervision of the investigator, conducted the observations. Observation schedule indicating the teacher, the subject, the period, the grade and section each assistant was supposed to handle was prepared and provided ahead of the observation. The subject and grade level in which a randomly selected teacher was observed were determined using purposive sampling technique in order to follow the already set time-table of each school.

Each of the 63 sample teachers was observed twice. More than this, the number of teachers and observations would make the result more dependable. Nevertheless, this was practically impossible because the investigator could not afford and was forced to work within these limitations.

To get access to the classrooms, the investigator obtained a letter of co-operation from Zone Education Office to the eight sample schools.

Method of data Analysis

Results obtained from 158 teachers (26 did not return the questionnaire) and 63 x 2 observations were sorted out and tallied. Scores and frequency numbers were accordingly assigned. Then, chi-square tests were carried out to determine the significant level of differences in teaching material utilization observed in the actual classroom between the less and more experienced, T.T.I. and diploma, and male and female group of teachers. Pearson's product moment correlation coefficient (r) was computed to examine the magnitude of association between teachers' attitude scores and the ratings on teaching material utilization. Furthermore, the obtained r was converted to r^2 (coefficient of determination) to find out the proportion (percentage) of the variance between these variables. A t-test was employed for determining the significance level of the differences in attitude scores between the less and more experienced, and T.T.I. and diploma groups of teachers. The level of significance, in all cases, was tested at $P < 0.05$.

Results and Discussion

As depicted in Table 1, in comparing the difference between 1 to 5 years of service with those with 6 and above years of service, the Chi-square obtained for extent of teaching material utilization is 40.342. This is by far greater than the critical Chi-square value ($\chi^2 = 3.841$ at a significance level of 0.05). Hence, there is significant difference in application of teaching materials between group of teachers with less and more years of experience.

From the figures, it is observed that teachers with less years of experience (1 to 5 years) have applied teaching materials in

81.25 percent of their lessons observed. On the other hand, teachers with more years of experience (6 and above years) have used teaching materials in 37.1 percent of their observed classes. This indicates that teachers having less experience are better than teachers with more experience in making use of teaching materials.

Table 1: The Extent of Teaching Material Utilization Between Less and More Experienced Teachers

Years of Service	Utilization of Teaching Materials	FREQUENCY					Calculated χ^2	DF
		O	E	(O-E)	(O-E) ²	(O-E) ² /E		
1-5	Yes	81.25	59.175	22.075	487.306	8.235	40.342*	1
	No.	18.75	40.825	-22.075	487.306	11.936		
≥6	Yes	37.1	59.175	-22.075	487.306	8.235		
	No.	62.9	40.825	22.075	487.306	11.936		

*p < 0.05

Most educators agree that experience in teaching has positive relationship with teaching effectiveness. For example, Borko and Butcher (1984) have shown that lower level of teaching performance is often seen with less experienced teachers than with those with more teaching experience. In the same way, experience in teaching is expected to have positive contribution to degree of teaching material use. However, the results in Table 1 have shown to the contrary. Nevertheless, the less performance of the more experienced teachers observed may not necessarily mean that experience by itself has negatively affected teaching material utilization since there could be various other factors that have intervened in the usual (positive) contribution of experience. For instance, factors such as economic problem, promotion and transfer procedure, status of the profession, opportunity to in-service education, etc. might have had a share in changing the direction and weight of effect of experience on performance in teaching material application.

Hence, without examining the influence of these factors in interfering with the function of experience, it is unfair to

conclude that experience affects teaching material application negatively.

Table 2: Difference between Diploma and T.T.I. Certificate Holders in Teaching Material Application

Qualification of Teachers	Utilization of Teaching Materials	FREQUENCY					Calculated χ^2	DF
		O	E	O-E	(O-E) ²	(O-E) ² /E		
T.T.I	Yes	67.19	59.4	7.79	60.684	1.022	5.034*	1
	No	32.81	40.6	-7.79	60.684	1.495		
Diploma	Yes	51.61	59.4	-7.79	60.684	1.022		
	No	48.39	40.6	7.79	60.684	1.495		

* $p < 0.05$

Table 2 shows the level of teaching material utilized in terms of qualification. In this regard, the Chi-square (χ^2) calculated to compare differences between teachers with T.T.I. certificate and teachers with diploma is 5.034. Compared to the critical Chi-square value (χ^2 , 0.05 = 3.841) it is seen that there is a statistically significant difference in the application of teaching materials between these qualification groups of teachers.

As can be seen from the table, the direction and weight of the difference indicates that T.T.I teachers have used teaching materials in 67.19 percent of their lessons observed while the diploma holders have used teaching materials in 51.61 percent of their lessons observed. Hence, teachers with less qualification are better than the more qualified in applying teaching materials more frequently. Though the result is unexpected, it is convincing when considered from the point of view of some authors. For example, Simon and Alexander (1980) give less importance to qualification arguing that teachers' enthusiasm, sense of responsibility and potential are more important than their qualification. And the T.T.I. teachers may have had these qualities in more than the teachers with diplomas.

On the other hand, there is a possibility that the observed more performance of the T.T.I's. than the diploma holders could be because of differences in the applicability level of instructional media courses the institutes offer. That is, the knowledge and skills provided by the T.T.I's. may have been more practical to the actual school situations than that of the diploma offering institutes.

Table 3: The Correlation between Teachers' Attitude and Teaching Material Utilization

Variables	Correlation (r)	Coef. of Determination (r^2)
Attitude and Teaching Materials	0.6351*	0.40 (40%)

* $p < 0.05$

Table 3 indicates that attitude towards teaching is significantly correlated to teaching material utilization ($r = .6351$). This relationship is positive and "high" (Darlington, 1987). Moreover, from the calculated corresponding coefficient of determination (r^2), it is revealed that the proportion of the association observed is 40 percent. This could mean about 40 percent of the variation among teachers in their application of teaching material is accounted for their difference in attitude towards teaching. Hence, it could be stated that attitude towards teaching positively affects the efficiency in utilizing teaching materials.

Based on the above finding that shows attitude towards teaching considerably influenced performance in teaching materials application, the investigator found it important to examine if there were attitude difference between teachers in terms of service years and qualification and whether or not these differences were significant enough to contribute to the teaching material utilization differences already observed in Table 1 and Table 2. To this end, a t-test was carried out and the result achieved is indicated in the following table.

As shown in Table 4, differences in attitude mean scores were observed between service years and qualification groups. The group of teachers having 1 to 5 years of service received greater mean score (33.073 or 73.5%) than those with 6 and above years of service (21.689 or 48.2%). As mentioned in the foregoing discussion, a t-test was computed to determine whether this difference was substantial or not. The t-calculated (10.25) was then far greater than the t-critical ($t=1.98$; $P<0.05$) and therefore the difference examined was quite significant. Thus, the result discloses that the less experienced groups of teachers have more (better) positive attitude towards teaching than those experienced teachers.

Table 4: Teachers' Attitude Difference in Terms of Service Years and Qualification

	VARIABLES			
	Service years		Qualification	
	1 – 5 years	≥ 6 years	T.T.I.	Diploma
N ₁	55	-	97	-
N ₂	-	103	-	61
Mean 1	33.073	-	27.257	-
Mean 2	-	21.689	-	24.409
S ₁ ²	33.377	-	78.515	-
S ₂ ²	-	49.923	-	63.291
t-calculated	10.25*		2.05*	
t-critical	1.98		1.98	

* $p<.05$

According to this result, it seems that the teachers shift from more favorable to less favorable attitude towards teaching in the course of time (service years). Though the study did not include investigation of the causes for this inverse relationship, it may be attributed to teachers' discontent due to such reasons as low payment (Aklilu, 1967), low social prestige, lack of growth in rank, limited access to in service training, etc.

One could argue that the magnitude of the effect of the above listed possible factors for dissatisfaction may be low with beginning (less experienced) teachers than with teachers with

more service years. Since the less experienced are exposed to the factors for a relatively shorter period of time, the factors may not have serious effect on the positive attitude they originally had. Besides, in relative terms, the beginning teachers who were supposed to start teaching under the umbrella of the new education sector strategy (E.E.P- 86, 1994b) may not have encountered some of these factors.

On the other hand, teachers with more years of experience might have kept on losing their original professional dedication part by part as they move through the ups and downs of teaching thereby facing more and more of the affecting factors for many years and finally shifting their attitude from more favorable to less favorable position.

Nevertheless, from the result, one could trace the connection that attitude has a substantial effect on utilization of teaching materials (Table 3) and more experienced teachers, for some reasons, have demonstrated less favorable attitude than the less experienced group (Table 4). And this unfavorable attitude, along with other factors unexplained in this study, might have affected more experienced teachers to perform less than their counterparts (Table 1).

Similarly, with regard to qualification, from the result in Table 4, it is seen that the T.T.I. group of teachers have earned greater attitude mean score (27.257 or 60.57 %) than their diploma counterparts (24.409 or 54.24%). The t-test computed for these mean scores was 2.05. This is greater than the t-critical ($t=1.98$; $P<0.05$) and therefore the difference is significant. Thus, it is evident that the less qualified group of teachers have more (better) positive attitude towards teaching than the more qualified ones.

However, the observed less positive attitude of the more qualified teachers appears to have contributed to the significantly less performance they showed compared to the less qualified teachers.

Table 5 presents findings on the extent of teaching materials used by male and female teachers in the 126 lessons observed. As shown in the table, male teachers have employed teaching materials in 48.92 percent of their lessons observed. Female teachers have used teaching materials in 53.05 percent of their observed lessons. The computed Chi-square to examine the level of difference within these figures was 0.342. This is less than the critical Chi-square value ($\chi^2 = 3.841$) and therefore not significant. Hence, there is no statistically valid difference between male and female teachers regarding the extent they used teaching materials.

Table 5: Differences between Male and Female Teachers in Teaching Material Utilization

Sex	Utilization of Teaching Materials	FREQUENCY					Calculated χ^2	DF
		O	E	O-E	(O-E) ²	(O-E) ² /E		
Male	Yes	48.92	50.985	-2.065	4.264	0.084	0.342	1
	No	51.08	49.015	2.065	4.264	0.087		
Female	Yes	53.05	50.985	2.065	4.264	0.084		
	No	46.95	49.015	-2.065	4.264	0.087		

Conclusions and Recommendations

The points below are the major findings of the study.

- The more the experience in teaching the less the utilization of teaching materials; that is, the influence of experience on teaching material application is negative. However, there is an indication that this negative effect could be more because of other factors responsible for causing discontent towards the profession in course of time than it is because of the nature of the experience itself. This implies that experience does not lead to better performance in teaching material application as far as factors responsible for professional dissatisfaction prevail.

- The more qualified teachers utilized less number of teaching materials than the less qualified. This inverse relationship may suggest that the training about the utilisation of teaching materials, in terms of its practicality, is less effective in diploma programs than in the T.T.I.s.
- The more favorable the attitude towards teaching the better the performance in teaching material application and vice-versa. Furthermore, more favorable attitude is observed during the early years of teaching and it keeps on shifting to less favorable attitude gradually with the increase in experience. As the result, the less favorable attitude towards teaching demonstrated by the more experienced and the more qualified teachers has contributed to the low utilization of teaching materials.

Based on the findings of the study, the following can be recommended:

- Compared to the T.T.I.s, the less performance of the diploma holding teachers forces us to question the applicability level of the knowledge and skills the training institutes offer on instructional media. Therefore, diploma-offering institutes may conduct investigation on how far their graduates in schools are employing the knowledge and skills they received on teaching material production and utilization.
- Furthermore, the high and positive correlation observed between attitude towards teaching and application of teaching materials indicates that the programs of teacher training institutes, besides developing skills and knowledge, ought to be feasible in promoting favorable attitude towards the profession.

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- b. The name(s) of the author(s);
- c. The titles(s), academic positions(s) affiliation(s) of the Author(s) referred to at the bottom of the page with an asterisk if it is a single author or numerical subscripts against each name.

2.1.2 It is the responsibility of the authors to declare the amount of contribution made by each of the contributors. But normally, the following applies:

- a. Equal contribution is presumed when the names are written in alphabetical order, or
- b. The degree of contribution should be determined by the order in which the names appear, unless indications are given by the authors to the contrary.

2.1.3 All correspondences will be made with the author whose name appears first (unless indicated otherwise).

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2.2.1 Manuscripts should not exceed 30 pages, including an abstract of about 100 words which should be provided on a separate page.

2.2.2 The manuscript should be typed, double spaced on one side of an A4 type white paper. A space of one inch should be left on the left and right margins as well as at the top and bottom of each page.

2.3 Citation of Notes and References

2.3.1 All materials, referred to or quoted must be acknowledged. Plagiarism is illegal and unethical.

2.3.2 Direct quotations should be as short as possible and should be reproduced exactly in all details (spelling, punctuation and paragraphing) as the original.

a. Short quotations of less than four lines are run into the text and enclosed in quotation marks.

b. Long quotations (i.e. more than five lines) should be set off from the text in a separate paragraph, indented (four spaces) and single spaced. Quotation marks are omitted.

2.3.3 References in the text should read as follows:

- ◆ Smith (1992:42) has suggested that.... or
One educator (Flanders, 1970:16) has argued that..

- ◆ Use "et al." when citing a work by more than three authors. Example: Interaction analysis (Flanders et al., 1970) suggests...
- ◆ The letters a, b, c and so on should be used to distinguish citations of different works by the same author in the same year. Example: Daniel (1985a, 1985c) recommended that.

2.3.4 Essential notes should be indicated by consecutive subscript numbers in the text and collected on a separate page at the end of the text, titled 'Notes'. Such numbered notes should be kept to a minimum. Numbered notes should be used to make clarifications about the references used, to include points left out in the text, or to add some items readers may want to know.

2.3.5 All references cited in the text and other supporting materials should be listed alphabetically by an author in a section entitled References or Bibliography and appearing after Notes. Ethiopian authors should be listed in alphabetical order of first name. Daniel Tadesse, for example, should be listed under D and not under T. Ethiopian names should be written in full in the Bibliography (i.e. first and second names) as they are given in the publication cited. Honorific titles such as Ato, Dejach, Dr, Wzro, etc. should be avoided in citation or references.

A. Published Articles

The following are examples of different entries in References or Bibliographies.

- i) Kremmer, L.(1978). Teacher's Attitude Towards Educational Goals as Reflected in Classroom Behavior **Journal, of Educational Psychology**, 70,6: 993-997.

- ii) Ayalew Shibeshi (1989). Some Trends in Regional Disparities in Primary School Participation in Ethiopia **The Ethiopian Journal of Education**, X, 1: 25-51.

Note: The volume and issue numbers should be entered exactly as they are given in the journals cited (i.e. in Roman or Arabic numerals).

B. Books

- i) Perrott, E. (1982). **Effective Teaching: A Practical Guide to Improve Your Teaching**. New York: Longman Inc.

Listing of several works by the same author should be in chronological order of the year of publication. Here is an example:

- ii) Ryans, D.G. (1989). **Characteristics of Teachers**. New Delhi: Starling Publishers(p) Ltd.
- iii) _____ (1972). **Analyzing Teaching**. New York: Macmillan Co. Ltd.

C. Contributions in Books

Philip, W.J. (1986). Life in Classrooms. In Norris G. Haring, **Analysis and Modification of Classroom Behavior**, pp. 13-17. New Jersey: Prentice-Hall, Inc.

D. Contributions in Proceedings

Marew Zewdie and Fanta Suppa, Attitudes of Teachers towards the ESLCE. In Proceedings of the Workshop on Major Issues Related to the ESLCE and Possible Solutions, Nazareth 25-27

April 1991, pp. 235-257, Addis Ababa, Institute of Educational Research.

E. Conference/Seminar Papers

Amarè Asgedom (1990). Communication Theories and Instructional Practice: A Limited Effect Perspective. Paper presented at the First Annual Seminar of the Faculty of Education, 17-20 May 1990. Nazareth, Ethiopia.

F. Unpublished Works

Tirussew Teferra (1989). The Psychology and Educational Problems of Handicapped Students in Addis Ababa University. A Research Report, Institute of Educational Research, Addis Ababa University.

3. OTHER IMPORTANT RULES TO CONSIDER

3.1 Tables and diagrams:

Tables and diagrams should be properly labeled and carefully drawn. They should have short titles. All footnotes to tables and all sources should be placed under the table.

3.2 Section Headings:

Major section headings must be centered on the page. Sub-headings must be aligned with the left margin.

3.3 Language:

English and Amharic are the languages of publication. Sexist and racist language should be avoided.

3.4 Responsibility *for Views*

Any statements in an article accepted for publication remain the sole responsibility of the author and should in no way be construed as reflecting the opinions of the Editors or the Publisher of EJE.

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