

A Follow Up Survey of Education Faculty Graduates

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What is now the Faculty of Education developed out of the original University College of Addis Ababa which was founded at Arat Kilo Campus in 1951. It became a department of the Faculty of Arts in 1959 and was instituted as a Faculty in 1962.

From its inception in 1951 to July 1969 inclusive, the Faculty has graduated a total of 2621 educators with bachelors degree from the Secondary and Elementary Education programs. Of this total, 208 graduated from the Secondary Education Department and 54 from the Elementary Education Department. In addition, 8972 have graduated from the Faculty's various non-degree or diploma programs. Interested readers are referred to the appendix for the list of these diploma programs and the number of graduates from each program for the period 1962 to 1971 inclusive. This phase of the survey is limited to those who graduated from the Faculty at the baccalaureate level prior to 1970.

It is commonly heard that "many" teachers leave the teaching profession and find jobs in other governmental and private institutions. How many is "Many"? Moreover, it is rumoured that Education graduates are reluctant to go to remote parts of the Empire; that they have fewer opportunities for personal growth socially, educationally, and economically; that they are not proud of the teaching profession; and that the courses offered by the Faculty are not relevant to the Ethiopian situation.

The primary purpose of this survey is to find out where the graduates are and what they are doing. In essence it is an attempt to assess the validity of the above assumptions by presenting the facts pertaining to the lives of the graduates and their profession. It is important to note that the facts are presented as they are with minimal analysis of the underlying causes.

Why is such a survey important? An organized follow-up survey of the Faculty's graduates has not been made to show how the graduates have been utilized by the educational system in the country. It is not enough to produce educators without making sure that they do the job for which they had been trained — in this case serving the cause of education in Ethiopia. Therefore the importance of this survey consists in making information available to individuals, private groups, national and foreign agencies and institutions that may be interested in the expansion of teacher education in Ethiopia. Among other things, such information includes facts relating to retention, teacher turnover, place of work, and the graduates' reactions to the administration of the Ministry of Education and the curricula of the Faculty.

The information for this survey has been gathered, in the main, by the use of questionnaires. These questionnaires and self-addressed stamped envelopes were sent to 250 graduates out of the total 262. Four of the graduates are deceased and the questionnaire was not sent to eight graduates who are non-Ethiopians. Of the 250 potential respondents, 192 or 76.80% completed and returned the questionnaire. Although some facts such as birth place, place of work, type of work, sex, and study abroad, pertaining to most of the remaining 23, (20%) of the potential respondents who did not complete the questionnaire are known to the writer from available records, for the sake of consistency, the conclusions of this survey are entirely based on the completed questionnaire (i.e. 76.80% of the potential respondents).

Trends And Phases of Growth of Education Faculty Graduates From 1954-1969

In the eighteen years from 1951 to 1969 the Faculty has awarded 262 diplomas at the bachelors degree level, graduating its first batch in 1954. Considering the acute shortage of teachers at all levels in the country, this figure does not seem impressive at all. Moreover, much time, effort and expense³ has gone into the education of these graduates. Whether these efforts and expense are commensurate with the results or not needs a thorough study. However, one should not judge the Faculty's achievements by the number of degree level graduates alone. Besides, the Faculty has graduated a total of 897 teachers from its various diploma programs. These diploma graduates are supposed to be serving primarily in the country's elementary and junior secondary schools. The writer intends to make a follow-up study of this group if time, facilities, and resources become available to him.

It has been stated earlier that it took the Faculty 18 years to produce 262 graduates and that the first batch came out in 1954. Strictly speaking, the three-year period between 1967 and 1969 alone accounts for 49.62% or nearly half of the 262 graduates while the thirteen-year period between 1954 and 1967 accounts for only 50.38% of the graduates. The significant increase in the number of graduates starting in 1967 is primarily due to the fact that the Elementary Education Department, in which a degree program had been established in 1963, graduated its first batch in 1967. It can be stated then that the Faculty actually began to expand significantly as of 1967 when the number of graduates started to show, for the first time, a continuous upward trend. Table 1 shows the number of graduates by year from 1954 to 1969.

TABLE 1 *

*Number of Graduates from the Education Faculty
by year from 1954 to 1969*

Department	1954	'55	'56	'57	'58	'59	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69
Secondary	3	2	4	7	6	20	16	17	14	12	14	2	15	17	15	44
Elementary	—	—	—	—	—	—	—	—	—	—	—	—	—	4	23	27
Total	3	2	4	7	6	20	16	17	14	12	14	2	15	21	38	71

° Source of information: Registrar's Office.

The phases of numerical growth in the number of graduates can be discerned from Table 1. During the first five-year period, from 1954 to 1958, there was an annual average of 4.40 graduates. In the next seven-year period, from 1959 to 1966, excluding 1965⁴, there was an annual average of 15.43 graduates. During the last phase, the three-year period from 1967 to 1969, there was an annual average of 43.33 graduates, nearly a threefold increase over the previous seven years and elevenfold over the first five-year phase. (In 1970 and 1971, 116 and 118 graduated respectively, perhaps marking a new and a fourth phase in the growth of the number of graduates from the Faculty). Interested readers are referred to Table 2 for the purpose of comparison of the number of graduates from the Education Faculty with the number of graduates from the other faculties of the University during the eighteen-year period.

TABLE 2
*Number of Graduates from the Haile Selassie I University
by year from 1954 to 1969*

Faculties	Total by																
	1954	'55	'56	'57	'58	'59	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69	Faculty
Agriculture	—	—	—	11	17	24	23	43	30	36	51	—	58	50	38	33	414
Arts	10	7	14	16	16	25	30	22	56	52	46	20	30	33	29	34	440
Building	—	—	—	—	—	—	—	14	17	30	21	—	22	—	—	4	108
Business Ad.	—	—	—	—	—	—	—	—	—	—	7	1	18	22	58	33	139
Education	3	2	4	7	6	20	16	17	14	12	14	2	15	21	38	71	262
Engineering	—	—	—	—	7	13	18	19	—	23	20	32	6	41	15	4	198
Extension (Arts)	—	—	—	—	—	—	2	4	6	12	22	6	13	9	21	17	112
Law	—	—	—	—	—	—	—	—	—	—	—	—	8	30	17	19	74
Medicine	—	—	—	—	—	—	—	—	—	—	—	—	3	3	11	—	17
Public Health	—	—	—	—	—	—	—	—	—	2	9	2	23	34	31	45	146
Science	—	—	—	6	2	1	1	5	9	18	13	1	14	2	17	9	98
Social Work	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	3	10
Theology	—	—	—	—	—	—	—	—	—	—	6	—	4	—	2	5	17
Total by Yr.	13	9	18	40	48	83	90	124	132	189 ¹⁸⁵	209	64	214	245	284	277	2035
Grand Total	.....																2035

It has been mentioned earlier that the total number of 262 degree level graduates in 18 years does not seem impressive considering the still — acute shortage of teachers in the country. One of the reasons for this apparent shortcoming may be that the Faculty started to expand significantly only four years ago in 1967. But perhaps the most important reason is the high

attrition rate. In 1965, for instance, the initial enrollment in the first year of the Secondary and Elementary Education Departments was 151 and 45 respectively. Five⁵ years later, however, only 70 from Secondary Education and 26 from the Elementary Education managed to graduate. In this example, the attrition rate for the Secondary Education Department was about 53.64% while that for the Elementary Education Department was approximately 42.24%.

In other words, in this example, 53.64% of the students who registered as Freshman in Secondary Education and 42.24% in Elementary Education either dropped out or were dismissed or withdrew. Of the 81 Secondary Education students who did not complete the program, 19 (12.58%) were dismissed for academic reasons, 47 (31.14) dropped out, and 15 (9.93%) withdrew officially for various reasons. The picture for the Elementary Education Department is not that bad. Of the 15 who failed to complete the program, 11 dropped out, none were dismissed, and 4 withdrew. Table 3 is a summary of the attrition rate by year of the 196 students who were admitted to the first year of the Secondary and Elementary Education Departments in 1965.

TABLE 3

*Attrition rate of Students who enrolled in the
First year of the Secondary & Elementary Education Department in
1965-66*

Program	Year	Enrollment	Drop-out	Dismissal	With-drawal	Total	Attrition Rate %
Secondary	I (1965-66)	151	2	10	12	24	15.89
	II (1966-67)	127	35	8	3	46	36.22
	III (1967-68)	81	10	1	—	11	13.59
	EUS (1968-69)	70	—	—	—	—	—
	IV (1969-70)	72*	—	—	—	—	—
	Graduated		72* (47.69%)				
Elementary	I (1965-66)	45	2	—	2	4	8.89
	II (1966-67)	41	9	—	—	9	21.95
	III (1967-68)	32	—	—	2	2	6.25
	EUS (1968-69)	26**	—	—	—	—	—
	IV (1969-70)	26	—	—	—	—	—
	Graduated		26 (57.77%)				

* 2 were transferred to Education.

** 4 graduated in 1968-69 because of EUS exemption.

Table 4, which also includes the group which was indicated in Table 3, shows the attrition rates at the end of the various years. As can be seen from Table 4 there was an average attrition rate of 49.20% in Secondary Education and 17.27% in Elementary during the first year. During the second year the average attrition rates were 40.48% and 20.89% respectively. These rates dropped to an average of 29.42% and 20.40% respectively during the third year. The average attrition rates were practically nil during the EUS and the fourth year. It should be noted that the average attrition rate was highest during the first year. There has not been a first year intake to the Faculty since September 1969 owing to the fact that at that time a Freshman Program started to operate as a separate academic unit of the University. It is hoped therefore that this high attrition rate which has been a feature of a student's performance during the first year will be greatly reduced by the Freshman Program.⁶

TABLE 4
Attrition at the end of various years

Group	Prog- ram	1-Year Enrollment	Drop- out	Dismi- ssal	With- drawal	Total	Attrition Rate%
A. (1965-66)	Sec.	151	2	10	12	24	15.89
	Elem.	45	2	-	2	4	8.89
B. (1966-67)	Sec.	207	47	28	20	95	45.89
	Elem.	65	7	4	1	12	18.46
C. (1967-68)	Sec.	212	43	51	7	101	47.64
	Elem.	58	4	6	2	12	20.69
D. (1968-69) *	Sec.	190	17	20	129	166	87.37
	Elem.	38	4	-	4	8	21.05
Average Attrition Rate: Sec.							49.20
Elem.							17.27

		III-Year Enrollment						
Group	Prog- ram	1-Year Enrollment	Drop- out	Dismi- ssal	With- drawal	Total	Attrition Rate%	
A. (1966-67)	Sec.	127	35	8	3	46	36.22	
	Elem.	41	9	-	-	9	21.95	
B. (1967-68)	Sec.	112	8	7	8	23	20.54	
	Elem.	53	5	2	-	7	13.20	
C. (1968-69)	Sec.	111	6	9	75	90	81.08	
	Elem.	46	-	2	8	10	21.73	
D. (1969-70)	Sec.	108	-	14	12	26	24.07	
	Elem.	12**	4	-	4	8	26.67	
Average Attrition Rate: Sec.							40.48	
Elem.							20.89	

		III-Year Enrollment					
A. (1967-68)	Sec.	81	10	1	-	11	13.59
	Elem.	32	-	-	2	2	6.25
B. (1968-69)	Sec. + + +	89	-	1	62	63	70.79
	Elem.	46	-	5	19	24	52.17
C. (1969-70)	Sec.	60 + +	-	3	-	3	5.00
	Elem.	36	-	1	-	1	2.78
Average Attrition Rate:							
						Sec.	29.42
						Elem.	20.40

		EUS Enrollment					
A. (1968-69)	Sec.	70	-	-	-	-	---
	Elem.	26	-	-	-	-	---
B. (1969-70)	Sec.	83 + +	-	-	2	2	2.41
	Elem.	37 + +	-	-	-	-	---
Average Attrition Rate:							
						Sec.	1.20
						Elem.	---

		IV-Year Enrollment					
A. (1969-70)	Sec.	72****	-	-	-	-	---
	Elem.	26***	-	-	-	-	---

The two tables (3 and 4) on attrition rates are presented to show how the Faculty's plans to increase the number of graduates have been frustrated by this serious problem. The reasons behind such a high rate of attrition can only be surmised because, to the knowledge of the writer, no studies pertaining to this problem are in existence. On the part of students the causes may be lack of interest in higher education, lack of interest in the teaching profession, poverty, lack of aspirations, lack of academic competence, fear of failing academically, inability to adjust to university environment, lack of adequate preparations in the schools, lack of adequate and proper guidance and counselling in the University, or a combination of any of these factors. The writer feels that the University should make a thorough investi-

°° In 1969-70, 18 students enrolled in the third year instead of the second year because they had cumulative credits which made it possible for them to join the third year.

°°° Four were exempted from EUS and graduated in 1968-69.

°°°° Two transferred to the Education Faculty thus raising the number from what should have been 70-72.

++ Some of the withdrawn students were readmitted.

+++ This unusually high rate of attrition was due to the second semester university crisis.

gation of the causes of this high rate of attrition. Only then can a permanent solution be found to this problem. Otherwise it will be difficult to bring into reality the President's plan to increase the number of the Faculty's graduates as projected in his report, *A Forward Look*?

FOLLOW-UP SURVEY

It has been stated earlier that the primary purpose of this survey is to find out where the graduates are and what they are doing. It has also been pointed out that of the 250 respondents, 192 or 76.80% completed and returned the questionnaire (Appendix III). The following analyses are based on the responses of these 192 graduates.

A. *Place of birth and school attended*

In order to subject the survey to a chronological order of events in the lives of the graduates the writer believes that the most convenient starting point is to explore the places of birth of the respondents and the schools they attended prior to their joining the Faculty. Table 5 shows the number of respondents by sex and province of birth. As indicated in the table, a total of 110 (57.29%) of the respondents were born in Shoa, Eritrea, and Addis Ababa. The remaining 82 (42.71%) of the respondents were born in the rest of the provinces. Incidentally, although 84.89% of the respondents come from the provinces, at present close to 61.00% live and work in Addis Ababa. This, by way of digression, confirms the popular view that most educated Ethiopians tend to prefer to live and work in Addis Ababa which happens to be the center for all kinds of opportunities. It should be added though that it might also be the case that there is a higher demand for educated manpower in Addis Ababa than there is in the provinces.

TABLE 5

Number of respondents by sex and province of birth

Province of Birth	from each Province		Total in	
	Male	Female	Figure	%
Arussi	2	—	2	1.04
Bale	1	—	1	0.52
Begemdir	11	—	11	5.73
Eritrea	26	3	29	15.10
Gemu Goffa	—	—	—	—
Gojjam	5	—	5	2.60
Hararge	12	1	13	6.77
Illubabor	4	—	4	2.08

Kaffa	3	—	3	1.56
Shoa	51	1	52	27.08
Addis Ababa	28	1	29	15.10
Sidamo	10	—	10	5.21
Tigre	12	1	13	6.77
Wollega	13	—	13	6.77 6.66
Wollo	7	—	7	3.65
TOTAL	185	7	192	99.98

Table 6 shows the number of respondents by school attended. It can be seen from this table that a total of 62 or 32.29% of the respondents completed their elementary education in Addis Ababa. The remaining 130 (67.71%) completed their elementary education in the provinces. Of these, a total of 79 (60.77%) completed their elementary education in Shoa, Eritrea, Tigre, Begemdir and Wellega.

How many of the respondents completed their secondary education in Addis Ababa and how many in the provinces? Ninety-six or 50.00%⁸ of the respondents completed their secondary education in Addis Ababa and 96 or 50.00% in the provinces. Hararge accounts for a total of 47 (48.96%) of the respondents who completed their secondary education in the provinces. This is probably the case because of the presence of the Teacher Training Institute in this province. Incidentally, Harar Teacher Training Institute also accounts for fourteen or 35.00% of these respondents who work for the Haile Selassie I University.

TABLE 6
*Number of respondents by provincial location of
school and school level attended prior to
joining the Education Faculty*

Province	Elementary	%	Secondary	%
Arussi	3	1.56	—	—
Bale	1	0.52	—	—
Begemdir	12	6.25	3	1.56
Eritrea	14	7.29	6	3.13
Gemu Goffa	—	—	—	—
Gojjam	7	3.65	3	1.56
Harrarge	11	5.73	47	24.48
Illubabor	4	2.08	—	—
Kaffa	3	1.56	2	1.04
Shoa	27	14.06	6	3.13

Addis Ababa	62	32.30	96	50.00
Sidamo	9	4.69	5	2.60
Tigre	14	7.29	6	3.13
Wollega	12	6.25	3	1.56
Wollo	11	5.73	4	2.08
Partial Response	2	1.04	11	5.73
TOTAL	192	100.00	192	100.00

A comparison of Table 5 and 6 shows that where the respondents went to Elementary and/or Secondary School does not necessarily correspond to their province of birth. For instance, 52 respondents were born in Shoa although only 27 and 6 completed their elementary and secondary education respectively in this province.

B. *Major/minor subjects studied*

After recruitment, degree candidates, depending on their qualifications, join either the Secondary or the Elementary Education degree programs. The purpose of the Secondary Education Department is to prepare secondary school teachers while that of the Elementary Department is to prepare elementary school directors-supervisors and instructors for teacher training institutes in the country.

In the Faculty of Education only professional courses are offered to degree candidates. For purely academic courses, students of the Education Faculty mainly depend on the Faculties of Arts and Science. There are four departments in the Arts Faculty to which Education students turn for their major and/or minor subjects. These are the departments of English, Ethiopian Languages and Literature, Geography, and History. Similarly, those Education students who wish to teach science go to the departments of Biology, Chemistry, Mathematics, and Physics according to their choice of major and/or minors.

The present requirement that a student should have both a major and a minor subject area was imposed in 1966. Available records do not state the subjects in which the respondents who graduated prior to 1959 majored. Instead of identifying the exact subject majored in, the records employ "General Education" to indicate majors. Those who graduated between 1959 and 1966 had major subjects, they had no minors. At present, not only is a student required to major in a subject but he is also required to minor in any of the subjects the Faculty has fixed as being appropriate to combine with a given major. Thus a student who, for instance, chooses to major in Geography has to minor in either Psychology or Amharic or Professional Education or Library Science, or History. In the case of Elementary Education students, those who are prepared to serve as elementary school directors and/or supervisors are allowed to

major only in Professional Education and minor in any subject area. But those who are prepared to teach in the teacher training institutes are permitted to major in any subject area and minor only in Professional Education. Table 7 shows ~~that~~ ^{the} number of respondents by major/minor subjects studied before graduation.

TABLE 7
Number of respondents by major and minor subjects studied

Major	Minor	Number of respondents Major and/or Minoring in
Amharic	.....	15
	English	4
	Geography	1
	History	1
English	.....	11
	Amharic	8
Biology	.....	2
Chemistry	.....	3
	Maths./Physics	3
	Physics	1
General Education	.....	24
Geography	.....	30
	Amharic	3
	History	3
	Professional Education	3
	Psychology	9
History	.....	2
	Geography	2
	Psychology	1
	.....	9
Mathematics	.....	32
	Physics	3
	Psychology	1
Physics	.....	2
Professional Education	.....	10
	Amharic	9
	English	4
	Geography	1
TOTAL		192

C. *Where the respondents are and what they are doing*

Earlier it has been mentioned that the primary purpose of the follow-up survey is to find out where the graduates are and what they are doing. It is hoped that the answers to this general question will also, in passing, throw light on certain allegations that: 1) "many" graduates are reluctant to live and work outside Addis Ababa; 2) a disproportionate number of competent, mature, and experienced graduates serve as administrators and not as classroom teachers; and 3) that "many" teachers abandon the teaching profession.

Of the 192 respondents⁹ 117 (60.94%) live and work in Addis Ababa and (39.06%) in the provinces¹⁰. The graduates have spread all over the rest of the provinces although Shoa, Hararge, Jimma, Wollo, Gojjam and Eritrea alone account for a total of 59 (78.67%) of the 75 respondents.

Why Addis Abeba has the largest share of the graduates (^{44.66}~~54.80~~%) cannot be stated with certainty though some suggestions may be put forward as possible explanations. Addis Abeba, which is the administrative and governmental center of Ethiopia, is also a center for all sorts of opportunities. It offers economic, educational, social, and medical opportunities, all of which attract the graduates. Readily accepting assignments to work in the provinces, which usually entails hardship, is tantamount to relinquishing all the advantages of living and working in Addis Abeba. Consequently there is bound to be some resistance to serving in the provinces. Another reason for the concentration of graduates in Addis Abeba may be that it has relatively more secondary schools and a larger school population than the provinces thereby requiring a proportionately larger number of graduates.¹¹

The allegation that the majority of the graduates are assigned to administrative posts rather than to actual classroom teaching needs to be looked into carefully. Despite the Faculty's heaviest emphasis on training teachers for senior secondary schools, (and a few elementary school directors-supervisors), at present the number of the administrators far exceeds the number of full-time¹² classroom teachers. Thus, of the total 120 respondents who serve the Ministry of Education, 71 (59.66%) are administrators and only 49 (40.34%) are actual classroom teachers. It is debatable whether only those who have been trained as administrators should be in administration. However, this writer holds the view that educational administrators should have formal training in administration before they are permitted to practice it. The writer also believes that those who have been trained as teacher should teach in the classroom and be provided with incentives that will encourage them to make teaching a career. If one examines Table 7 one finds that strictly speaking only the 24 respondents who majored in Professional Education are qualified enough to be administrators (i.e. elementary school

directors and/or supervisors). The remaining 96 respondents serving the Ministry of Education who majored and minored in the various subjects indicated by Table 7, have had no adequate administrative training and therefore, again strictly speaking, should have been utilized only as classroom teachers and not as administrators. Fortunately, since all the 24 Professional Education majors serve the Ministry of Education and since they were all utilized as administrators, the 47 of the total 71 administrators must have come from among those trained as classroom teachers. The breakdown of the 49 teachers serving the Ministry of Education by the subject they teach is shown in Table 8. This table may be compared with Table 7 to see what proportion of graduates in various subjects is actually engaged in classroom teaching. For example, assuming that the fifteen graduates teaching Geography (Table 8) are among the 52 graduates who either majored or minored in Geography (Table 7), it may be concluded that only 28.84% of the respondents who graduated in geography are being utilized as geography teachers

TABLE 8
*Breakdown of the number of classroom teachers
by subject taught*

Subject	Ministry of Education	Haile Selassie I University	TOTAL
Amharic	6	6	12
Biology	1	-	1
Chemistry	4	-	4
Chem. Physics, Mathematics	1	-	1
Directed Teaching & Methods	-	1	1
Education	1	-	1
English	3	2	5
General Science	1	-	1
Geography	12	3	15
History	2	1	3
Mathematics	11	1	12
Partial Response	4	4	8
Physics	2	-	2
Social Studies	1	-	1
Psychology	-	1	1
TOTAL	49	19	68

It has been stated that 71 (59.17%) respondents serving the Ministry of Education are being utilized as administrators. Since the 24 Professional majors who had been trained to serve as administrator are also among the 71, how then were the (71 minus 24) 47 graduates who should have been classroom teachers transferred to administration? The Ministry of Education must have either directly assigned them to administrative posts immediately upon graduation or it must have "promoted" them to administrative responsibilities after some years of teaching experience or it must have had them trained abroad and later on made them administrators. As far as this last possibility is concerned, it was found out that among those 71 administrators, 40 were trained abroad.

Since three of the 24 Professional Education majors are among the 40 administrators (Table 17) who have been abroad, the remaining 37 administrators must have, presumably, studied administration abroad. Assuming that even all the 37 administrators studied educational administration abroad, the remaining 10 administrators (i.e. 47 minus 37) must have been assigned to administrative posts from among those trained to serve as classroom teachers. Resorting to such measures may be explicable in terms of the shortage of qualified teachers and the Ministry's needs and priorities which call for immediate attention under difficult circumstances.

In the preceding paragraph it has been confirmed that the majority of the graduates are utilized as administrators. An attempt will now be made to answer the questions whether there is a relationship between type of work assignment and 1) academic competence; 2) age; and 3) years of service. The writer has selected these three factors, namely, academic competence, age, and years of service as possible criteria for assigning graduates to either administrative or teaching posts because they are relatively easier to analyse quantitatively than the more qualitative considerations such as graduates' personality, attitude, and graduates' connection with influential groups, etc.

There is a rumour that competent teachers are promoted from classroom teaching to administrative posts. It is difficult to assess objectively all the elements that go into the making of a competent teacher. However, this writer believes that the teacher's personality, teaching methodology, and knowledge of subject matter may be considered the most important components.

In the absence of data for the first two qualitative criteria, this analysis is based on knowledge of subject matter as measured by the graduates' cumulative grade point average. An answer is sought to the basic question of whether the average cumulative grade point average (Cum. G.P.A.) of Administrators is different from that of classroom teachers. Table 9 shows the distribution of administrators and teachers by cumulative grade point average.

TABLE 9

*Distribution of administrators and teachers
by cumulative grade point average**

Cumulative Grade Point	No. of Administrators	No. of Class- room teachers	Total Number	Total %
A. For 1954-1966 graduates				
60-64%	—	—	—	—
65-69	32	6	38	19.79
70-74	37	10	47	24.48
75-79	7	3	10	5.21
80-84	5	—	5	2.60
85-89	—	—	—	—
90-94	1	—	1	0.52
95-99	—	—	—	—
B. For 1967-1969 graduates				
1.00-1.99	—	1	1	0.52
2.00-2.24	14	11	25	13.03
2.25-2.49	13	22	35	18.23
2.50-2.74	9	6	15 10	7.81
2.75-2.99	4	6	10	5.21
3.00-3.24	2	3	5	2.60
TOTAL	124	68	192	100.00

From Table 9 it cannot be determined conclusively whether, in general, the cumulative grade point averages of the administrators are greater than those of the teachers. However, for those who graduated prior to 1967, 50 (40.32%) of the 124 administrators graduated with marks ranging from 70% to 94% while there are only 13 (19.12%) of the 68 teachers in this range.

*Letter Grade: A=4; B=3; C=2; D=1; F=0

Percentage : A=80% and above; B+ = 75-79%; B = 70-74%; C=65-69%;

D=60-64%; F = below 60%.

Distinction = 3.25 (75-79%)

Great Distinction = 3.75 (80-89%)

Interesting enough, although more administrators graduated with 70-94% prior to 1967, after 1967 more teachers graduated with cumulative grade point averages ranging from 2.25 to 3.24. Only 28 (22.58%) of the administrators graduated with cumulative grade point averages ranging from 2.25 to 3.24. This reverse after 1967 is perhaps due to the fact that most of the graduates are still serving as teachers and have not as yet shifted to administrative posts. As stated already, the data are not sufficient to enable one to conclude that the administrators on the whole are academically more competent than the classroom teachers.

A similar investigation was made for those graduates who serve the Ministry of Education. Of the 120 respondents serving the Ministry of Education, 19 (26.76%) of the 71 administrators graduated with cumulative grade point average ranging from 70 to 89% and it can be concluded that those administrators who graduated prior to 1967 and are serving the Ministry of Education are academically more competent than the teachers (Table 10).

TABLE 10

*Distribution of administrators and teachers
Serving the Ministry of Education
by cumulative grade point average*

Cumulative Grade Point	No. of Administrators	No. of Class- room teachers	Total Number	Total %
A. For 1954-1966 graduates				
65-69%	16	4	20	16.67
70-74	14	2	16	13.34
75-79	4	—	4	3.33
80-89	1	—	1	0.83
B. For 1967-69 graduates				
1.00-1.99	—	1	1	0.83
2.00-2.24	10	10	20	16.67
2.25-2.49	14	21	35	29.17
2.50-2.74	6	4	10	8.33
2.75-2.99	4	5	9	7.50
3.00-3.24	2	2	4	3.33
TOTAL	71	49	120	100.00

Are the administrators also older than the classroom teachers? To answer this question, the number of classroom teachers and administrators in various age ranges was compared. Table 11 shows the distribution of classroom teachers and administrators by age categories. In this table, for convenience, the three graduates serving in private schools as teachers are classified as administrators. The phrase "partial response" refers to those respondents who preferred not to disclose their ages.

TABLE 11
*Distribution of classroom teachers and
administrators by age categories*

Age Range	Classroom Teachers	Administrators	Total	
			Number	%
20 - 24	18	—	18	9.37
25 - 29	26	32	58	30.21
30 - 34	16	53	69	35.94
35 - 39	4	33	37	19.27
40 - 45	3	3	6	3.13
Above 45	1	—	1	0.52
Partial Response	—	3	3	1.56
TOTAL	68	124	192	100.00

It can be determined from Table 11 that 86 (^{69.}~~60~~.35%) of the administrators are between the age of 30 and 39 while there are only 20 (29.41%) of the classroom teachers in this age range. On the whole, therefore, the administrators are older than the classroom teachers.

Closely related to age is the question of whether or not there is a relationship between type of work assignment and year of service. To answer this question, year of graduation of both the classroom teachers and the administrators was compared. Table 12 shows the current work distribution of the administrators and the classroom teachers by year of graduation.

TABLE 12
Distribution of administrators and classroom teachers
by year of graduation

Year of Graduation	Number of Respondents	Ministry of Ed.		Other Ministries Institutions, etc.			
		Adm.	Teacher	H.S.I.U.		Adm.	Teacher
				Adm.	Teacher		
1954	3	—	—	1	1	1	—
1955	2	1	—	—	1	—	—
1956	2	—	—	1	1	—	—
1957	4	2	—	1	1	—	—
1958	5	1	—	1	—	3	—
1959	13	4	—	5	2	2	—
1960	14	3	—	3	2	6	—
1961	13	4	1	1	3	4	—
1962	9	7	1	—	—	1	—
1963	10	5	—	2	1	2	—
1964	10	3	—	1	3	3	—
1965	2	—	1	1	—	—	—
1966	11	4	1	1	2	2	1—
1967	10	3	—	1	4	2	—
1968	24	11	8	—	—	3	2
1969	56	20	36	—	—	—	—
Partial Response	4	3	1	—	—	—	—
TOTAL	192	71	49	19	21	29	3

From Table 12 the following assertions can be made: First, of the total 120 respondents who serve the Ministry of Education, 71 (59.17%) are administrators and 49 (40.83%) are teachers. Second, the longer the number of years of service the greater is the number of those respondents serving the Ministry of Education in administrative posts. For example, of the 41 respondents who graduated prior to 1968 and are serving the Ministry of Education, 37 (90.24%) serve the Ministry of Education in the administrative posts while only 4 (9.76) serve as teachers. Third, of those respondents who graduated in 1968 and 1969, the Ministry of Education employed 44 as teachers and 31 as administrators. If this trend is not reversed, perhaps those 44 teachers are also temporarily waiting for their chance to be promoted to administrative posts.

It seems that, other thing^s being equal, there is a tendency for academically competent, mature, and experienced teachers to be promoted to administrative posts. Could it be asked then that administration, though it subserves teaching and learning, is a higher reward and goal in itself to be offered by authorities and to be sought by teachers? It may not be a sound policy to deprive the classroom of competent, mature, and experienced teachers. But unfortunately this has been the practice and this also seems to be the trend.

How do the graduates look at their future in terms of this *de facto* policy? Do they plan to continue teaching and attain excellence in the profession or do they hope to be promoted to administration?

Of the 49 respondents who serve the Ministry of Education as classroom teachers, 27 (55.10%) plan to go abroad for further education and come back to their present jobs; 15 (30.62%) intend to join other ministries or institutions; 6 (12.24%) plan to go abroad and, after returning, join the Ministry of Education as teachers. Of the 15 (30.62%) teachers who intend to join other ministries or institutions 100% plan to do so because the present pay is relatively poor; 54.55% because the present job is not prestigious; and 27.27% because they repudiate everything that has to do with the Ministry of Education.

So far in this section it has been asserted from the available data that 61.00% of the respondents live and work in Addis Abeba and that a disproportionate number of competent, mature, and experienced graduates serve as administrators and not as classroom teachers. An inquiry will be made here into the validity of the allegation that "many" teachers abandon the teaching profession and join other ministries or institutions. To avoid confusion, the point of view from which such allegations are made needs to be defined. Thus if the allegation is made from the point of view of the Ministry of Education, an Education Faculty graduate who is not serving that Ministry may be dubbed a "renegade". From the point of view of the writer, however, a graduate who works for the Haile Sellassie I University or other institutions as an educator is also considered as serving the cause of education and therefore he has not been lost to education.

The extent of teacher turnover is not as great as is rumoured. Of the total respondents, 120 (62.50%) work for the Ministry of Education; 40 (20.83%) for the Haile Sellassie I University; 3 (1.56%) work for private schools as teachers; 3 (1.56%) serve private schools as administrators; and only 26 (13.54%) have abandoned the teaching profession¹³. Table 13 summarizes the distribution of respondents by employer, by place of work, and by the type of work they do.

The type of work graduates do is divided into two: administration¹⁴ and teaching. As has already been asserted, 71 (59.17) of the respondents serving the Ministry of Education carry out administrative responsibilities while 49 (40.83%) are engaged in classroom teaching. In the case of the respondents serving the Haile Sellassie I University, 19 (47.50%) are instructors and 21 (52.50%) are administrators. Those respondents who have been considered lost to education are classified under administration merely for convenience.

Table 13 shows the distribution of the respondents by employers, type of work, and place of employment for all the respondents. The next section deals with a similar analysis specifically for those respondents who have been abroad for further education.

D. Study abroad

Whether it is pursued formally or informally, education is a continuous process. That is why 52.08% of the respondents went abroad for further education. That is also why 16.14% of the suggestions (Table 22) made to the Ministry of Education as one of the possible solutions to teacher turnover have to do with opportunities for further educational advancement for graduates.

The purpose of this section is to answer the following questions.

- 1) How many of the respondents have been abroad and where have they been educated?
- 2) what field of study did they pursue?
- 3) How many shifted from education to other fields of study?
- 4) What type of degree did they receive?
- 5) After returning to Ethiopia, where are they and what are they doing?

Of the total of 192 respondents, 100 (52.08%) have been abroad for further education. Of these, 92 (92%) were educated in the United States (Table 14). Their fields of study vary although 92 (92%) studied education ¹⁵ and only 8 (8%) changed their field of study from education to other fields (Table 14). ~~Their fields of study vary although 92 (92%) studied education~~ ^{69 (69%)} studied educational administration; only 8 (8%) shifted from education to other fields and 23 (23%) studied fields highly related to education.

After returning ¹⁶ to Ethiopia, where are these respondents who have been abroad for further education working and what are they doing? To ask specific questions, (1) How many of them are administrators? (2) How many of them are classroom teachers? (3) how many have shifted from the teaching profession to other professions and (4) how many are serving in the provinces and how many are in Addis Abeba?

The type and level of degree obtained vary, too. Of the total who have been abroad, 38 obtained M.A.'s; 28 M.Sc.'s; 7 M.Ed.'s; 2 B.Sc.'s; 12 Ph.D.'s; 1 S.Ed.; 1 M.B.A.; 5 M.P.H.'s; 1 M.A.T.; 1 Ed.D.; 2 diplomas in English; 1 Graduate Certificate and 1 did not get a diploma.

TABLE 13

*Distribution of respondents by employer,
type of work, and place of employment*

EMPLOYER AND TYPE OF WORK	Addis Ababa	Arussi	Bale	Begemdir	Eritrea	Gemu-Goffa	Gojjam	Hararge	Illubabor	Kaffa	Shoa	Sidamo	Tigre	Wollega	Wollo	Total
Ministry of Education:																
Administ.	32	—	1	2	3	1	4	5	2	5	5	4	3	1	3	71
Teaching	18	1	—	1	2	—	3	8	—	5	7	—	—	—	4	49
Ministry of Interior:																
Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Ministry of Finance:																
Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Ministry of Public Health:																
Administ.	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5
Ministry of Information:																
Administ.	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3

TABLE 13 — Continued

EMPLOYER AND TYPE OF WORK	Addis Ababa	Arussi	Bale	Begemdir	Eritrea	Gemu-Goffa	Gojjam	Hararge	Illubabor	Kaffa	Shoa	Sidamo	Tigre	Wollega	Wollo	Total
Ministry of Community Dev. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
H.S.I. University Administ.	21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	21
Teaching	18	—	—	1	—	—	—	—	—	—	—	—	—	—	—	19
A.V.A. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Commercial Bank Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Central Stat. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
E.C.A. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Mapping & Geog. Institute Administ.	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
E.A.L. Administ.	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5

TABLE 13 — *Continued*

EMPLOYER AND TYPE OF WORK	Addis Ababa	Arussi	Bale	Begemdir	Eritrea	Genu-Goffa	Gojjam	Hararge	Illubabor	Kaffa	Shoa	Sidamo	Tigre	Wollega	Wollo	Total
I.E.A.F. Teaching	—	—	—	—	—	—	—	—	—	—	2	1	—	—	—	2
UNESCO Administ.	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
Faith Mission Administ.	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	1
Adventist Mission Administ.	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	1
Evangelical Church Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
St. Joseph Sch. Teaching	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
C.P.A. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Chamb. of Comm. Administ.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
TOTAL	117	1	1	4	6	1	7	13	2	10	15	4	3	1	7	192

TABLE 14

*Number of respondents who have been abroad by
country of training and type of degree*

Country of Training	Type of Degree												TOTAL	
	M.A.	M.Sc.	M.Ed.	B.Sc.	Ph.D.	S.Ed.	M.B.A.	M.P.H.	M.A.T.	Ed.D.	Dip. in English	Grad. Certi.		No Dip.
U.S.A.	37	27	7	2	9	1	—	4	1	1	1	1	1	92
Britain	—	—	—	—	1	—	—	—	—	—	1	—	—	2
Canada	—	—	—	—	—	—	1	—	—	—	—	—	—	1
India	1	—	—	—	—	—	—	—	—	—	—	—	—	1
Sweden	—	1	—	—	—	—	—	—	—	—	—	—	—	1
Lebanon	—	—	—	—	—	—	—	1	—	—	—	—	—	1
West Germany	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Italy	—	—	—	—	1	—	—	—	—	—	—	—	—	1
TOTAL	38	28	7	2	12	1	1	5	1	1	2	1	1	100

TABLE 15

*Number of respondents who have been abroad by
level of degree and field of study*

Field of Study	Type of Degree												TOTAL	
	M.A.	M.Sc.	M.Ed.	B.Sc.	Ph.D.	S.Ed.	M.B.A.	M.P.H.	M.A.T.	Ed.D.	Dip. in English	Grad. Cer.		No Dip.
Ed. Administ.	28	21	7	2	8	1	—	—	—	1	—	—	1	69
Social Stud.	1	—	—	—	—	—	—	—	—	—	—	—	—	1
History	1	—	—	—	1	—	—	—	—	—	—	—	—	2
Measurements	1	—	—	—	—	—	—	—	—	—	—	—	—	1
Teach. English	1	1	—	—	—	—	—	—	—	—	2	—	—	4
English	1	—	—	—	—	—	—	—	—	—	—	—	—	1
Mathematics	1	2	—	—	—	—	—	—	—	—	—	—	—	3
Busin. Adm.	—	—	—	—	—	—	1	—	—	—	—	—	—	1
Geography	3	1	—	—	2	—	—	—	—	—	—	—	—	6

Field of Study	Type of Degree											TOTAL	
	M.A.	M.Sc.	M.Ed.	B.Sc.	Ph.D.	S.Ed.	M.B.A.	M.P.H.	M.A.T.	Ed.D.	Dip.in English Grad.Cer.		No Dip.
Social Science	—	1	—	—	—	—	—	—	—	—	—	—	1
Biostatistics	—	—	—	—	—	—	—	1	—	—	—	—	1
Pub. Health	—	—	—	—	—	—	—	4	—	—	—	—	4
Politic. Scie.	—	—	—	—	1	—	—	—	—	—	—	—	1
Guid. & Couns.	1	1	—	—	—	—	—	—	—	—	—	—	2
Demography	—	—	—	—	—	—	—	—	—	—	1	—	1
Linguistics	—	1	—	—	—	—	—	—	1	—	—	—	2
TOTAL	38	39 28	7	2	12	1	1	5	1	1	2	1	100

TABLE 16
*Number of respondents who have been abroad
for further education by country of training and field of study*

Country of Training														TOTAL			
	Ed. Adm.	History	Soc. Stud.	Meas. & Stat.	TESL	Post.Dip.in English	Bus. Adm.	Mathematics	Geography	Soc. Science	Bio Stat.	Public Heal.	Pol. Science		Guid. & Couns.	Demography	Linguistics
U.S.A.	68	1	1	1	3	1	—	3	5	—	1	3	—	2	1	2	92
Britain	—	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	2
Canada	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	1
India	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Sweden	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1
Lebanon	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	1
West Germany	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1
Italy	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1
TOTAL	69	2	1	1	3	2	1	3	6	1	1	4	1	2	1	2	100

After returning to Ethiopia, the majority of those who have been abroad for further education, have been utilized as administrators by both the Ministry of Education and Haile Sellassie I University. Thus of the 45 returnees from abroad working for the Ministry of Education, 40 (88.89%) serve

the Ministry as administrators while only 5 (10.11%) are utilized as full-time actual classroom teachers. In the case of 34 returnees from abroad employed by the Haile Sellassie I University, 20 (58.82%) serve as administrators and 14 (41.18%) are utilized as full-time actual classroom instructors.

It is not known whether or not those who shifted from the teaching profession to other professions did so before or after their going abroad. Whether the shifting took place before or after, however, of the total 100 respondents who have been abroad, 20 (20%) have abandoned the teaching profession, and one serves in Faith Mission School as an education administrator. To put it a little differently, 20 (76.92%) of the 26 respondents who have abandoned the teaching profession have been abroad for further education.

As far as the distribution of the returnees over places of work is concerned, 84 (84.00%) of the respondents who have been abroad live and work in Addis Abeba while only 16 (16.00%) serve in the provinces. In the case of the 45 returnees serving the Ministry of Education, 31 (68.89%) are placed in Addis Abeba while only 14 (31.11%) serve in the provinces. To look at it differently, 31 (62.00%) of the 50 respondents serving the Ministry of Education in Addis Abeba have been abroad for further education. Only 19 (38.00%) of the 50 respondents serving the Ministry of Education in Addis Abeba are among those who have not been abroad.

To summarize, of the total 100 respondents who returned from abroad with further education, 45 (45.00%) serve the Ministry of Education; 34 (34.00%) work for the Haile Sellassie I University; 1 (1.00%) serves as an administrator in a private school; and 20 (20.00%) have abandoned the teaching profession altogether.

The foregoing four sections in the third chapter of this paper have dealt with facts of birth place and school attended; major/minor subjects studied; where the respondents are and what they are doing; and further education pursued abroad by some of the respondents. The remaining section will deal with the opinions of the respondents pertaining to the Faculty's curriculum and the administration of the Ministry of Education.

E. Respondents' reactions to some aspects of the Faculty's curriculum and the administration of the Ministry of Education.

This section is an analysis of the respondents' reaction to five basic questions of whether their major/minor subjects are relevant to their present jobs, whether they regret having joined the Faculty instead of other faculties, what they feel are the shortcomings of the Faculty's curriculum, what should be done to improve the curriculum, and finally, what the Ministry of Education should do in order to retain the Faculty's graduates in the teaching profession.

Rumour is rampant that most educated Ethiopians are not assigned to do the job for which they have been trained. In the case of the Education Faculty graduates, the writer wanted to hear from the graduates themselves as to whether their major/minor subjects are relevant to their present jobs or not. To the question, "Are the major/minor subjects you studied in the Education Faculty relevant to your present job?", 118 (61.46%) reacted positively; 29 (15.10%) negatively; 17 (8.85%) did not make comments; 5 (2.60%) said major subjects are partially relevant; and 23 (11.97%) could not make comments because the last page of some of the questionnaires which bore this question was missing. Of those who responded positively, 44 are educational administrators, 55 are classroom teachers, and 19 are among those who have abandoned the teaching profession. Of those who responded negatively however, 20 are educational administrators, 4 are classroom teachers, and 5 are among those who left the profession. Table 17 shows the number of respondents by employer, type of work, and type of responses to the question of whether or not the major/minor subjects are relevant to present jobs.

TABLE 17

*Responses to the question,
"Are the major/minor subjects you studied in the
Education Faculty relevant to your present jobs?"*

Employer and Type of Work	No. Comment			Partially Relevant	Last Page Missing	Total	%
	Yes	No.	Comment				
Ministry of...							
EDUCATION							
Administrator	37	19	9	3	3	71	36.98
Teacher	43	2	1	1	2	49	25.52
Information	1	1	1	—	—	3	1.56
Public Health	4	1	—	—	—	5	2.60
Interior	1	—	—	—	—	1	0.52
Community Development	1	—	—	—	—	1	0.52
Finance	1	—	—	—	—	1	0.52
H.S.I. UNIVERSITY							
Administrators	7	1	1	—	12	21	10.94
Instructors	10	2	2	1	4	19	9.90

Commercial Bank	1	—	—	—	—	1	0.52
Mapping & Geography Inst.	1	1	—	—	—	2	1.04
Ethiopian Air Lines	3	—	—	—	2	5	2.60
Central Personel Agency	—	1	—	—	—	1	0.52
Imperial Eth. Air Force	2	—	—	—	—	2	1.04
Mekane Yesus							
Youth Centre	—	1	—	—	—	1	0.52
St. Joseph School	1	—	—	—	—	1	0.52
Adventist Mission School	1	—	—	—	—	1	0.52
HVA (Ind. & Pub. Rel. Dept.)	1	—	—	—	—	1	0.52
Central Statistical Off.	—	—	1	—	—	1	0.52
Economic Commission for Africa	1	—	—	—	—	1	0.52
UNESCO	—	—	2	—	—	2	1.04
Faith Mission	1	—	—	—	—	1	0.52
Chamber of Commerce	1	—	—	—	—	1	0.52
TOTAL	118	29	17	5	23	192	

For the sake of those who may be interested in knowing just how many of the graduates deplore having joined the Education Faculty initially, answers were sought to the question, "Do you regret that you joined the Education Faculty instead of joining other faculties?" To this question, 25 (13.02%) reacted positively (regretted); 131 (68.23%) negatively (did not regret); 23 could not make comments because of the missing last pages; and 11 did not make comments. Of those who regretted joining, 17 are classroom teachers and 8 are administrators. Among those who did not regret joining however, 46 are classroom teachers, 85 are administrators and 25 have abandoned the teaching profession. Table 18 shows the number of respondents by employer, type of work, and type of responses to the question "Do you regret that you joined the Education Faculty instead of joining other faculties?"

TABLE 18

*Responses to the question,
"Do you regret that you joined the Education
Faculty instead of other faculties?"*

Employer & Type of Work	Yes		No.	Last Page	Partial	Total
	Yes	No.	comments	Missing	response	
MINISTRY OF EDUCATION						
Administrators	7	52	8	3	1	71

Teachers	10	36	—	2	1	49
<i>H.S.I. UNIVERSITY</i>						
Administrators	1	8	—	12	—	21
Instructors	7	7	1	4	—	19
<i>OTHERS</i>						
Administrators	—	25	2	2	—	29*
Teachers	—	3	—	—	—	3

To the question, "In your opinion what are the most outstanding shortcoming of the Education Faculty curriculum?", various answers were given. Because this question implies that shortcomings already exist, the respondents had no choice but point them out. Since the responses are various and numerous, it is not possible to list all of them here. Therefore, the following major categories were employed to tally the various responses. Table 19 indicates the list of those categories and the frequency with which shortcomings are mentioned.

TABLE 19

*The most frequently mentioned shortcomings
of the curriculum of the Education Faculty*

Shortcomings Frequently Mentioned	Frequency Mentioned	% of Total Frequency
The curriculum is not related to the needs and problems of Ethiopia. It is not based on Ethiopian "realities" and "actualities".	53	45.30
There is too much emphasis on the theoretical aspects of education and too little practical education.	18	15.38
There are too many professional subjects.	14	11.97
(Curriculum is satisfactory as it is.)	8	6.84
Courses are changed too frequently.	7	5.98
Education for development must have priority, but the present curriculum does not meet this crucial need.	7	5.98
The major/minor courses are not taught in depth.	5	4.27

* Three of the 29 administrators are not lost to education because they are still educational administrators.

Course offerings are of a limited variety.	3	2.56
Some courses are too elementary to be offered at college level.	2	1.71
Total Frequency Mentioned	117	99.99(?)

Not only were the respondents asked to point out the shortcomings of the Faculty's curriculum but also they were given the opportunity to suggest improvements. Here again, to the question, "In your opinion what should the authorities of the Education Faculty do in order to improve the curriculum?", varieties of responses were given. The categories of these suggestions and the frequency with which they were mentioned are shown by Table 20.

TABLE 20

The most frequently mentioned suggestions for improving the Faculty's curriculum

Categories of Suggestions	Frequency Mentioned	% of Total Frequency
The curriculum should be Ethiopianized in terms of staff and teaching materials.	79	43.41
The authorities concerned should make a thorough research on Ethiopia's educational, economic, and social problems and build a curriculum based on such research findings.	47	25.82
Would-be teachers should be given adequate practical experience through more hours of practical teaching, relevant seminar courses, and be acquainted with up-to-date teaching materials.	26	14.29
The Faculty should be staffed by quality Ethiopian instructors.	12	6.59
An independent and self-sufficient college of education should be established	10	5.49
There should be a well defined philosophy of education.	6	3.30
Courses should not change frequently.	2	1.10
Total Frequency Mentioned	182	100.00

TABLE 21

*The most frequently mentioned categories
of responses of the question,
"What should the Ministry of Education do in order to
keep the Faculty's graduates in the teaching profession?"*

Categories of Suggestions	Frequency Mentioned	% of Total Frequency
I. Suggestions pertaining to the needs for improving the administrative practices of the Ministry of Education at all levels, i.e., the Head Office, Provincial Ed. Office, District Ed. Office, and at School level	178	46.35
BREAKDOWN OF I		
a) That the Ministry of Education accord deserving graduates (teachers) due recognition and respect through promotions, certificates of merit, etc.	56	14.58
b) That the Administrative positions be occupied by efficient, understanding, and impartial administrators so that the graduates' (teachers') frustrations may be minimized	47	12.24
c) That the Ministry of Education provide graduates (teachers) and schools with up-to-date educational facilities	28	7.29
d) That the Ministry of Education revise its existing policy on the basis of which it assigns graduates to places of work; it should also have a clearcut policy as regards to transferring graduates from one place of work to another	16	4.17
e) That it do something constructive about student discipline	8	2.09
f) That it assign graduates to work on the basis of their major and/or minor subjects	7	1.82

g) That the Ministry of Education make its administrative policies known to all concerned; it should also have a clear-cut and a standing policy that it can follow for the purpose of making fair decisions	6	1.56
h) That it reduce teaching load and number of students in a class	6	1.56
i) That it make all efforts to change the attitudes of the public towards educators; at present educators have no prestige, nor do they have social status in a community	4	1.04
II. Suggestions that have to do with remuneration	137	35.68

BREAKDOWN OF II

a) That the Ministry of Education give salary increment to graduates (teachers) regularly	80	20.83
b) That the Ministry of Education pay the Faculty's graduates (teachers) as much as the graduates from other faculties with equal qualifications are paid	25	6.51
c) That the Ministry of Education raise the present base salary so that the graduates (teachers) can cope with the rising cost of living	13	3.39
d) That graduates (teachers) be paid at least on time	10	2.60
e) That the graduates be entitled to fringe benefits such as housing allowances medical aid, etc.	9	2.34
III. Suggestions which have to do with lack of opportunities for educational advancement for the graduates	62	16.14

BREAKDOWN OF III

a) That the Ministry of Education constantly up-grade the graduates' educational level through scholarships abroad	39	10.16
b) That the Ministry of Education up-grade the graduate's educational and		

professional levels through in-service training, seminars, conferences, workshops, etc.	18	4.69
c) That the Ministry of Education give priorities to those graduates who serve in remote places that entail hardships	5	1.30
IV. That the graduates dedicate and devote themselves to the cause of education whether there are social, educational, and economic rewards or not	7	1.82
Total frequency mentioned	384	

There was one general question which was indirectly aimed at eliciting the reactions of the respondents as regards the administration of the Ministry of Education. Many respondents took an interest in the question, "In your opinion what are some of the improvements the Ministry of Education should make in order to keep the Education Faculty graduates in the teaching profession" The responses to this question are too various and numerous to be included here in their entirety. Therefore, only responses mentioned by four or more respondents are categorized in Table 21. The table shows that almost all the respondents have some complaints of one kind or another against the Ministry. These complaints center around present administrative practices (46.35%); remuneration (35.68%) and lack of opportunities for educational advancement (16.14%). Only 7 (1.78%) respondents encouraged devotion and dedication to the cause of education no matter what the conditions may be.

Conclusions and Recommendations

A. Conclusions

Some of the conclusions that can be haphazardly drawn from the various data presented in the paper are as follows:

1. From this survey the popular assumption that many graduates leave the teaching profession and join other governmental and private institutions has been proved to be groundless. Of the 192 respondents, 120 (62.50%) work for the Ministry of Education; 40 (20.83%) serve the Haile Selassie I University and 6 (3.13%) serve other ministries or institutions as educators. In point of fact, only 26 (13.54%) of the respondents or 37 (14.80%) of the graduates have been lost to education.
2. Concerning the place of work of the graduates, it has been found out that approximately 61% of the respondents or 54.80% of the

graduates live and work in Addis Abeba while 39.00 of the respondents or 37.20% of the graduates serve in the major cities of all the fourteen provinces mainly as educators. (20 (8%) of the graduates are abroad.)

3. The majority of the graduates serving the Ministry of Education are utilized as administrators and not as classroom teachers. Approximately 60.00% of the total 120 respondents that serve the Ministry of Education are utilized as administrators although only 24 (20.00%) were so trained. In other words, despite the fact that the Faculty has placed heaviest emphasis on training teachers for senior secondary schools, the Ministry of Education has utilized the majority of the graduates as administrators thus depriving the classroom of qualified and experienced teachers.
4. Almost all the respondents have some complaints of one kind or another against the Ministry of Education. These complaints center around, present administrative practice (46.35); remuneration (35.68%); and lack of opportunities for educational advancement (16.14%). Only 7 (1.82%) respondents expressed no complaints but rather advocated the need for dedication and devotion to the cause of education whether the circumstances are favourable or not.
5. The Faculty's curriculum (course of study) in general has been mainly criticized for not being suited to the needs of the country (Table 19). However, the majority of the respondents stated that the major/minor subjects studied are specifically relevant to their present jobs (Table 17).
6. To make the Faculty's curriculum more relevant to the needs of the country, the most frequently mentioned suggestion was that the curriculum be Ethiopianized in terms of staff and teaching materials (Table 20).
7. There is perhaps an indirect influence of the American Educational system on that of Ethiopia as can be surmised from the fact that 92.00% of all the respondents who have been abroad for higher education and who are in the main the educational leaders of this country were educated in the United States.
8. While expressing dissatisfaction with the unfavourable conditions accompanying the teaching profession at present, the majority of the respondents (64.54%), in principle, do not regret having joined the Education Faculty.

B. *Recommendations*

This paper has exposed some shortcomings in the practices of preparing and utilizing the graduates (See conclusions number 2,3, 4, and 5). The writer hopes that the Ministry of Education and the Haile Selassie I University authorities concerned will make some use of the following recommendations intended to serve as possible corrective measures.

1. The paper has shown that 61% of the respondents serving mainly as educators live and work in Addis Abeba although the Ministry of Education figures for E.C. 1960 indicate that 62.00% of the total students in Senior Secondary, Technical and Vocational Schools were in the provinces as compared to only 38.00% in Addis Abeba. As a consequence of such concentration of graduates in Addis, the schools and the communities located in the provinces are deprived of the experience of qualified educators whose very presence could contribute to the improvement of the quality of education and the fostering of desirable attitudes of the people. One of the reasons why the majority of the graduates prefer to live and work in Addis Abeba is perhaps to share the benefits of development and growth that are concentrated there.
2. The paper has also indicated that, although not lost to education in general, the majority of the graduates are lost to actual classroom teaching since they are mostly utilized as administrators and not as teachers. In the opinion of the writer, this practice of depriving the classroom of qualified teachers by "promoting" them to administrative posts is not educationally expedient. Therefore, it is recommended that incentives be provided so that teachers may be encouraged to make teaching a life time career.
3. Most of the respondents have aired the view that some of the courses offered in the Faculty are so full of generalities, theories, and principles taken intact from foreign cultures that they hardly have any bearing upon the needs and the problems of the country. The respondents seem to hold the view that education should serve as a catalyst that hastens the tempo of educational, social, economic, and political development. They say that in order for education to enhance development, it has to be truly "Ethiopianized". Hence it is recommended that the University encourage research in Ethiopia's educational, social, political, health, and economic problems by making time and facilities available to those who are interested in research activities.

4. From the various and numerous criticisms levelled at the Ministry of Education, it seems that the majority of the respondents are dissatisfied with the administrative practices and the pay of that Ministry. Concerning dissatisfaction with the latter, the writer is not in a position to recommend salary adjustments commensurate with the rising cost and standard of living because such adjustments depend upon the Ministry's decision and financial strength. As regards the former, however, it is recommended that the Ministry revise and reassess its existing administrative practices to see why they are so vehemently criticized. In addition to revising and re-evaluating existing rules, regulations and policies, it is also recommended that the Ministry formulate new policies that can deal effectively with the present situations.
5. Although touched upon in the paper incidentally, attrition among the University is one of the major problems that the University will have to tackle. To solve the attrition problem, the University should first of all conduct a study to find what the exact causes of dropouts and withdrawals are and then seek ways and means by which the number of withdrawals and dropouts can be minimized.

APPENDIX

List of diploma programs and number of graduates from each program

Type of Diploma	Department	Year of Phasing In of Diploma	Year of Phasing Out of Diploma	Number of Graduates From 1962 to 1971	Duration of Diploma Program
Advanced Elementary					
School Teaching	Elementary	1962	Extant	568	4 summers
Directors/Supervisors (Regular)	Elementary	1964	1970	675	1 Year
Physical Education	Elementary	1963	1968	21	2 Years
Junior Secondary					
School Teaching	Secondary	1963	1970	95	2 Years
Library Science	Secondary	1967	1970	47	1 Year
Business Education	Technical				
	Teacher Ed.	1967	Extant	15	2 Years
Industrial Ed.	"	1967	Extant	30	2 Years
Home Economics	"	1967	Extant	17	2 Years
Directors/Supervisors (summer)	Elementary	1968	Extant	337	3 Summers
TOTAL				1805	

Footnotes

1. An addition of 116 and 118 baccalaureates of 1970 and 1971 respectively will raise the total to 496 (i.e. 140 from the Secondary Education Department and 94 from the Elementary Education Department).
2. An addition of 908 diploma graduates of 1970 and 1971 will raise the total to 1805.
3. The writer could not find out the amount spent on the Education Faculty from 1951 to 1968. However, from 1969 to 1971 alone, the Haile Selassie I University has spent Eth. \$ 1,757,680 of its budget on the Faculty alone. This total does not include students' stipends, lodging, cafeteria, and health fees. The sum has been spent on salaries, supplies, communication, travel equipment, and general expenses. (N.B. Eth. \$ 834,310 was spent in 1969-70 and \$ 923,370 is being spent in 1970-71).

4. September 1965 was the year when the EUS requirement was imposed. Two students (one non-Ethiopian and one Ethiopian student) were exempted from EUS and graduated in July 1965.
5. Normally it takes 4 years to complete the academic requirements for a bachelor's degree. But because of the one-year Ethiopian University Service requirement, it now takes a student five years to graduate.
6. Of the 173 who joined the second year of the Education Faculty via the Freshman Program in 1970-71, at the end of the first semester 1970-71 alone, 21 (12.10%) were dismissed, 10 (5.79%) dropped out, 12 (6.87%) withdrew, and 21 (12.10%) were put on academic probation.
7. Aklilu Habte, *A Forward Look*, 1969, pp. 11-2; 11-3
8. This figure for those who completed their secondary education in Addis Ababa does not include graduates who had studied for one year in the Bede Mariam Laboratory School, Addis Ababa prior to their joining the Faculty. Such graduates are classified by their former secondary schools.
9. The writer was able to find out certain relevant information on the 58 graduates who did not return the questionnaires. On the basis of their addresses, 20 work in Addis Ababa, 18 in the provinces ;and 20 are abroad.
10. It is possible that since the return of the questionnaire some graduates may have been transferred from place to place.
11. This last reason is weak. The Ministry of Education E.C. '60 figures show that there were 14 senior secondary and 15 Technical-Vocational Schools in Addis Ababa with a student population of 20,735.
12. Some of the school directors are also part-time teachers.
13. With the exception of the 6 of the respondents who serve private schools as educators, all the rest are considered lost to education. The writer was able to find out certain relevant information on the 58 graduates who did not return the questionnaires. On the basis of available information, 26 work for the Ministry of Education; 2 for the Haile Selassie I University; 10 have abandoned the teaching profession; 19 are abroad; 1 has defected to another country. So assuming that all the 19 who are abroad will return to the profession, the total number of graduates retained is 213 (85.20%) and the total number lost to education is 37 (14.80%).
14. All activities other than teaching are classified as administration. Administrators in the HSIU and the Ministry of Education are: 1 President; 1 V. Academic President; 4 Deans; 4 Asst. Deans; 1 Assistant Registrar; 2 Department Heads; 8 University employees in various sections, 2 Asst. Ministers; 7 Experts; 3 P.E.O.; 3 Asst. P.E.O.; 1 D.E.O.; 39 Directors; 3 Act. Directors; 1 Asst. Director; 4 Supervisors; and 8 Ministry of Education employees in various sections.
15. See Table 15. Social Studies (1), History (2), Measurements (1), Teaching English (4), English (1), Mathematics (3), Geography (6), Social Science (1), Guidance and Counselling (2), and Linguistics (2) are treated as being highly related to the field of Education.
16. A few of them had not returned from abroad at the time the questionnaire was returned.