ASSESSMENT ON SOME FACTORS THAT AFFECT THE PROPER IMPLEMENTATION OF SCHOOL-BASED PRE-SERVICE TEACHERS TRAINING: THE CASE OF BIOLOGY PRE-SERVICE TEACHERS TRAINING AT HARAMAYA UNIVERSITY, ETHIOPIA

GARKEBO BASHA ABO
Ph.D CANDIDATE
DEPARTMENT OF EDUCATION
COLLEGE OF ARTS AND COMMERCE
ANDHRA UNIVERSITY,
VISAKHAPATNAM-530 003, INDIA

ABSTRACT

This study was meant to assess some factors that affect the proper implementation of the school-based pre-service Biology teachers training at Haramaya University (HU) in Ethiopia. Seven partner secondary and preparatory schools were randomly selected from three purposively chosen regional states. A total of 97 respondents (68 pre-service Biology teachers, 22 cooperating teachers (i.e. partner schools’ Biology teachers), and 7 supervisors (University lecturers) were the subjects of study. Questionnaires, FGDs, interviews and observations were used to gather data. Simple descriptive statistics and narratives were used to analyze the collected data. The results of the study suggested that school-based pre-service Biology teachers training program was not properly implemented at Haramaya University (HU). Thus, it is strongly recommended that for the proper implementation of the school-based pre-service Biology teachers’ training; commitment, awareness creation, participatory and thorough planning and organization on the training program is needed. Furthermore, it is strongly suggested that College of education at HU in particular and teachers’ training institutions in Ethiopia in general should have conceptual framework that help them in guiding teachers training process.

KEYWORDS: Factors, proper implementation, School-based, Pre-service Biology teachers Training