

CHAPTER VIIREVIEW, OBSERVATIONS AND SUGGESTIONSA. RESUME

This research work was carried out in Ethiopia by the investigator while he was working there as an expatriate teacher from 1973 to 1976. Broadly speaking this study was inspired by many factors particular to the Ethiopian context and a few interests of the investigator. First of all as a teacher, the investigator had the opportunity to acquaint himself with the Ethiopian educational system and especially with teachers, administrators and students. The government school system of Ethiopia especially at secondary level was characterised by the presence of teachers

from various countries - chiefly India, Ceylon, The United States and Phillippines - and the Ethiopian nationals. The largest contingent of expatriates in the Ethiopian schools consisted of Indian teachers at the time of the study. An examination of the educational system of Ethiopia, by the investigator, as a research student in the field of education, made him aware of the crucial roles assigned to teachers as agents of secondary socialization to equip the young Ethiopian generation for adult roles. The incapability of the traditional agents of socialisation (parents and older relatives) to take up the above roles compelled the youngsters to rely on their teachers for the purpose. Thus, the teachers had become the principal medium through which the Ethiopian adolescents had been exposed to world culture not only by teaching academic subjects but also by imparting attitudes and values important for Ethiopia's modernization. Their accomplishment in providing the modern Ethiopian adolescents a coherent orientation to life would naturally depend upon their own value orientation and attitude towards the students. By adopting this stand, the investigator did not in any way intend to belittle importance of the various other socio-psychological factors

such as role perception, job satisfaction, social relations, and adjustments, etc. in deciding the teacher effectiveness. The importance of attitudes and values of teachers in the Ethiopian educational system, as evidenced through the above discussion on teacher roles, was beyond any shadow of reasonable doubt or dispute. As such, these two aspects of teacher characteristics or personality needed to be studied scientifically.

As attitudes and values are emergent products in a social milieu (without denying the possible relations to organismic factors) and any fruitful attempt to study these scientifically, must take into consideration the socio-cultural context of their origin also. Therefore, attitudes and values of teachers of the Ethiopian school were studied in the context of their socio-cultural background. Apart from the contextual significance, the temptation to study the attitude and values of teachers of Ethiopian schools was particularly compelling for three different reasons.

Firstly, the investigator's contact with the Ethiopian educational system provided him with an excellent opportunity to adopt a cross-cultural comparative approach

in his study - cross-cultural comparative study of values and attitude was of interest for its own sake, for the light that could be thrown on the socio-cultural aspects that influence attitudes and values. Moreover, such a study could raise questions concerning comparative differences of groups and could search for possible answers in the socio-cultural differences of the groups and sometimes other than environmental (mostly organismic) possibilities could also be unearthed. Besides these, cross-cultural comparative approach would provide new theoretical perspectives and guidelines for future research in the field.

Secondly, a rare opportunity was obtained to study the attitudes and values of native teachers of Ethiopia - a dominant section of the Ethiopian intelligentsia - especially at a time when Ethiopia had been experiencing a political revolution. A study of values of intelligentsia during such a period would be of great value from a theoretical point of view.

And lastly, the educational research in Ethiopia being still in its infancy could not adequately concentrate

its attention on teacher characteristics. A few attempts that had been reported in this field were mostly peripheral and lack thoughtful analysis (Mehari, 1969; Eshetu, 1969; Ruda, 1969; Hussain, 1970; Kassa, 1972; and Forsido, 1973). Except the work of Robert (1975) all these were mostly graduate level research reports. The dearth of studies in this field necessitated systematic scientific enquiries to gain useful insights into characteristics of teachers, the 'key persons' of the Ethiopian educational system.

As an expatriate Indian teacher, the investigator was also curious to examine the expatriate Indian teachers' social relationship with the Ethiopian teachers. This curiosity was further animated by the observations of Hussain (1970) and also by the casual observations made by the investigator as a participant in teacher groups. Inspired by these, the investigator had also taken up a few aspects (social relations, inter cultural perceptions on selected aspects of culture) for studying as subsidiary to the major aspects of the study, the values and attitudes of teachers. This investigation mainly aimed at,

(a) studying and comparing the value orientations and attitudes (towards children) of the Ethiopian teachers

and expatriate Indian teachers in general and with respect to selected variables in particular;

(b) making cross-cultural comparison of inter-correlational trend among age, values and attitudes of the Ethiopian teachers with those of the expatriate Indian teachers;

(c) making comparison of perceptions of the Ethiopians with those of Indians towards certain selected socio-cultural aspects and

(d) studying the nature of social relations existing between Ethiopian teachers and Indian teachers through inference drawn from the indicators of social relationship such as, inter-group perception, contacts, interaction and adjustment.

The data for this study was collected using a schedule that contained adapted forms of 1, study of values (Allport, Vernon, Lindzey, 1960); 2, Minnesota Teacher Attitude Inventory (Cook, Leeds and Callis, 1951) and 3, a socio-cultural questionnaire developed by the investigator.

The two kinds of population of the study were 1, the expatriate Indian teacher population that consisted of all the expatriate Indian teachers working in the secondary schools of Ethiopia and 2, the Ethiopian teacher population that consisted of the Ethiopian teachers working in the secondary schools of Ethiopia.

The respective samples (effective) for the study consisted of two hundred and ten expatriate Indian teachers and one hundred and eighty three Ethiopian teachers drawn from twenty one secondary schools in seven educational provinces of Ethiopia.

Statistical techniques used to analyse value and attitude data were, (1) 't' test of significance for means difference, (2) Pearson-Product Moment Correlation for relationships and (3) Rank Order Method for value structure. Whereas to analyse perception and social relation data techniques such as frequency counts, percentages and chi-square were used.

## B. MAJOR FINDINGS

### 1. Personal Value Aspect

- (a) Social and theoretical values ~~are~~ were found to be the dominant values among the Ethiopian and expatriate Indian teachers.
- (b) Cultural differences between the Ethiopian and Indian teachers were found reflected in their values also. The Ethiopian teachers were found to be significantly higher than the Indian counterparts in theoretical, political and social values. Whereas, the Indian teachers were found to be higher than the Ethiopians in religious value.
- (c) More compatibility in values was found between the Ethiopian and Indian lower age groups than between the two upper age groups. Difference in age was found reflected in values, more among the Indians than among the Ethiopians.
- (d) Sex difference in values seemed to be the same for both the groups. The Indian male

teachers when compared to their Ethiopian counterparts were found to possess somewhat 'feminine' value structure. Difference in values between the Ethiopian and Indian male teachers was more than between the female groups of the two national samples.

- (e) Marriage was found to have differing influence on values of the Ethiopians and Indians. Unmarried Ethiopians and Indians showed more compatibility in their values than that showed by the married teachers of these groups.
- (f) No significant difference was observed between the Ethiopian and Indian urban school teachers in their values. The Ethiopian teachers' values were found more affected by exposure to the rural setting of Ethiopia.
- (g) Science subject specialisation of teachers was found to be a positive influence on the theoretical value of both the Ethiopian and Indian teacher groups.

- (h) The influence of teaching experience on the values of teachers was found more pronounced among the Ethiopian teachers than among the Indian teachers.
- (i) The influence of education on values was found more among the Ethiopian teachers than among the Indian teachers.
- (j) Age was found positively related to religious value and negatively related to political value among the Indian teachers.

## 2. Attitude Aspect

- (a) Both the Ethiopian and expatriate Indian teachers groups possessed more or less the same attitude towards children. Compared to norm group from the manual, their attitude scores indicated certain authoritarian attitudes.
- (b) Except the marital status, no other variable studied, was found to have any influence on teacher attitudes of the Indians. The

unmarried Indian teachers were more authoritarian than their Ethiopian counterparts were in the attitude towards children. Teaching experience and academic qualifications were found to have influence on the Ethiopian teacher attitude. The effect of education and experience on teacher attitude was found positive in developing democratic attitude towards children. The influence of other variables on teacher attitude was not found very significant.

- (c) Attitude was not found significantly related to any of the values among the Indian teachers. Whereas among the Ethiopian teachers, teacher attitude as measured by MPAI was found positively related to political and negatively to religious and aesthetic values.

### 3. Social Relation and Inter-Cultural Perception Aspect:

- (a) The Ethiopian teachers and Indian teachers were found to differ with each other in their perception towards certain selected aspects of non-material culture.

- (b) The inter group perception towards each other was found positive in nature.
- (c) Both the groups were found to have positive self-concepts with regard to their professional competency.
- (d) Close inter-cultural relations between the Ethiopians and Indians were not indicated.
- (e) The relation between these groups on informal aspects seemed to be poor.
- (f) The Indian teachers did not feel any difficulty to adjust with the Ethiopian environment.
- (g) Economic factor seemed to be the major motivating factor for teachers to take up foreign assignments.
- (h) The Indian teachers in Ethiopia were seemed to function as closed groups keeping their national and cultural identity.

### C. SUGGESTIONS

#### 1. Suggestions for Further Research

The interrelation between value system of individuals and the socio-cultural system need to be studied with groups having varying socio-cultural backgrounds so as to draw universally applicable generalizations and to gain valuable insights into their interdependence. Susceptibility of value areas to socio-cultural system needs to be studied using a theoretical frame-work to obtain insights into the (static-dynamic) nature of value structure.

The effect of congruent-incongruent relationships between the selected variables and elements of socio-cultural system on value structure needs to be probed using theoretical perspectives.

The study of the effect of teacher values on teacher behaviour and teacher-pupil relationship could be taken up as an extension of this study.

To understand the effect of environmental variation on value of individuals the same study could be repeated

taking a parallel group of teachers from India. The duration of the stay of the expatriate in Ethiopia should also be considered in such studies so as to decide the period of exposure of the expatriates to the new environment.

The socio-cultural origins of teacher attitude towards pupils need to be studied by comparing the attitudes of teachers from differing socio-cultural systems.

The effect of professional socialization on teacher attitude may be studied to draw generalizations that could be useful while planning inservice programme for teachers.

The effect of variations in teacher attitude on pupil's learning in the context of their socio-cultural background may be studied using experimental designs with a view to identifying teacher attitudes most conducive to learning in a particular socio-cultural system.

A comparative study of the teacher training systems and their effect on teacher attitude would provide insights useful to design effective teacher training programmes.

As an extension of the present study, the effect of teacher attitudes on teacher pupil relationships and teacher behaviour in the Ethiopian context could be taken up with a view to understanding the Ethiopian classrooms.

Studies need to be conducted to examine the relationship between teacher effectiveness and inter-cultural interaction.

As an extension of the present study, inter-cultural interaction between the Ethiopian and expatriate Indian teachers in relation to their personal values could be studied.

The effects of different (selected) variables on inter-cultural communication need to be probed.

The expatriate teacher effectiveness in terms of teacher-pupil relationship in classroom can be profitably studied in the context of their satisfaction in foreign life, the nature and the extent of their participation in the host culture, their adjustment with it and the values shared by both the expatriates and the host.

to possess more authoritarian attitude than the teachers having the university education. The attitudes of the Indian teachers also indicate the need for increasing the effectiveness of their teacher training programme.

The selection of teachers should also take into consideration the values of teachers best suited to bring in desired value orientations among the adolescents in a rapidly changing Ethiopia. This would require the authorities concerned to pre-determine value orientation of teachers in the light of the nation's commitments to the ideologies and their tradition oriented cultural heritage.

The expatriate teacher in Ethiopia should be given some orientation about the nature and culture of the society so that he could get close enough to the culture of his pupils in order to teach them effectively. Such a programme would also help to accelerate the expatriate's meaningful participation in the social milieu of the country. The educational authorities in Ethiopia should take pain to appraise the work of the teacher so as to boost his morale. The status of both the expatriate and native teachers of Ethiopia should be improved in terms of salaries, working and living conditions etc. to make them attached to their work.