

Hawassa University
Vice President for Research
and Technology Transfer
Research Programs
Directorate



Proceedings of the 40th Annual Research Review
Workshop: College of Education

April 2021

Hawassa, Ethiopia

Hawassa University
Office of the Vice President for Research and
Technology Transfer
Research Programs Directorate



Proceedings of the 40th Annual Research Review Workshop:
College of Education

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Foreword

This year, Hawassa University is holding its 40th Annual Research Review Workshop since the University was founded as the Awassa College of Agriculture (ACA) in 1976. It is inspiring to see that the university, which started with a college when it was founded, now has eight colleges (i.e., College of Agriculture, College of Business and Economics; College of Education; College of Law and Governance; College of Social Sciences and Humanities; College of Natural and Computational Sciences; College of Medicine and Health Science; Wondo Genet College of Forestry and Natural Resources), 3 Institutes (i.e., the Institute of Technology; Institute of Policy and Development Research and Institute of Sidama Studies) and a campus (Daye campus).

Since the founding of Hawassa University, several types of research of national and international importance have been carried out by the university's academic staff with funds from the state budget and in collaboration with various international organizations/institutions. While research review workshops have been carried out at the university level for several years, review workshops are now being carried out at all colleges and institutes of the university due to the increased number of research projects associated with the growth and diversification of programs. The publication of Proceedings is one of the platforms that Hawassa University has long used to disseminate the research results of its staff to the scientific community inside and outside the university. I still believe that the current Proceedings consisting of the research findings of the academic staff at the respective college of the university, are public and provide scientific research material. The research papers included in the Proceedings of the 40th Annual Research Review Workshop will be an excellent resource for academic staff, postgraduate students, undergraduate students, and researchers working in government and non-governmental institutions. This year, six colleges have published proceedings, namely the College of Social Sciences and Humanities, Business and Economics, Education, Natural and Computational Sciences, Agriculture, and Medicine and Health Sciences. As I thank these colleges, I want to encourage the remaining colleges and the Institute of Technology to take a lesson from these colleges, work hard, and do the same for the next year.

As the proud Vice President for Research and Technology Transfer, thank all the academic staff at Hawassa University who presented their research results at the annual Research Review Workshop and who contributed to the publication of the proceedings and to the success of the university's research endeavors. I would also like to thank the Research Programs Directorate of Hawassa University for coordinating the Research Review Workshops conducted at six colleges and for editing, compiling, and publishing the proceedings. I would also like to thank everyone who has supported our work to improve the quality of education in Ethiopia.

Once again, I really appreciate the hard work of the Hawassa University staff this year, and I am eternally grateful for your ongoing scientific contribution. Together we are securing our vision of being one of the best research universities in Africa and moving away from teaching towards a stronger research orientation.

Tafesse Matewos (Ph.D.)

Vice President for Research and Technology Transfer

Hawassa University

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Welcoming Speech

*Welcoming Speech from Dean of College of Education by
Abraham Tulu (Ph.D.)*

Good morning to everyone, and thank you for joining us in this Annual Research review workshop

Dr. Tafesse Mathewos, VPRTT

Dr. Rahmeto Abebe, Research Program Directorate

Dr Embet Bekele, Research Programs Coordinator

All College of Education Staff, Researchers, and other invited guests, I would like to welcome you to this Annual research review workshop organized by the College of Education in collaboration with the Associate Dean of RTT.

As we all know, our country Ethiopia has many challenges with respect to educational problems and delivering quality education to its citizen at all levels of education sectors. Leadership Challenges, teacher's competence skill, instructional strategies, student's behavior, resources and facilities. It is imperative to discuss positive approaches towards inculcating best research integrity practice, it is imperative to discuss positive approaches towards inculcating best research integrity practices, including examining the role of academic publications as per standards for integrity.

Currently, College of Education currently runs 5PhD and DEd Programs with 40 students enrolled to the programs, 7 MA programs with 280 students, 13 BA and BEd programs with 1535 students enrolled certificate in HDP, PGDT, PGPSS and PGSSS. There are 76 academics and Supporting staffs. By this year, the numbers of academic staff involved in conducting research are more than 25 i.e, 15 in Thematic, a 15 in Thematic and 8 in Disciplinary, and 5 with other colleges a total of 28 staffs.

Currently, the College of Education currently runs 5PhD and DEd Programs with 40 students enrolled to the programs, 7 MA programs with 280 students, 13 BA and BEd programs with 1535 students enrolled certificate in HDP, PGDT, PGPSS and PGSSS. There are 76 academics and Supporting staffs. By this year, the numbers of academic staffs involved in conducting research are more than 25 i.e, 15 in Thematic and 8 in Disciplinary, and 5 with other colleges a total of 28 staffs.

The primary purpose of educational research is to expand the existing body of knowledge by providing remedial solutions through intervention to different educational problems in school and higher institution, in pedagogical skill gap, leadership challenges etc. in improving teaching and learning instructional practices. Educational researchers also seek to answers questions troubling

on learner- motivation development, and classroom management and instructional practice at classroom setting. A lot is expected from us as we are the Center of Excellence in Teacher Education and Educational leadership in conducting scientific research in collaboration with VPRTT office to minimize the gap in quality education at university technology villages schools and other education sectors in the region.

College of Education staff also trying to address the existing educational challenges with primarily focuses to improve quality of education and a search for knowledge and disseminate to scientific community through media, publication.

Therefore, from this review workshop, we will share experiences and improve our research report through the given constructive comment from the participant

I would like to take the opportunity to thank the organizers, Associate Dean RTT of College of Education, Dr. Markos, and other staff, all participants who will deliver their constructive comments to bring this research review report to the standard.

Thank for your attention and

Having said this, I call up on Dr Tafesse VPRTT to deliver the message on the opening of this Review workshop to the researchers and participants during our stay in the couple of days.

The Effect of Perceived Student Support Service Quality of Catering and Dormitory Service on Students' Satisfaction in Hawassa University

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ABSTRACT

This study aimed at examining the effect of perceived service quality of support system on students' satisfaction. Descriptive research design was employed for this study. Quantitative data were collected using a Modified SERVQUAL Model and satisfaction scale through questionnaires. 364 (268 male and 96 female) undergraduate students who were using dormitory and cafeteria were selected and participated in the study. Multistage sampling techniques were used to select participants. Both descriptive and inferential statistics were used to analyze quantitative data and descriptions were used for qualitative data. The study indicated that there was a statistically significant effect of student support system and on students' level of satisfaction. Besides, the result shows that there was no significant difference in the perception among males and females, campus and year of study. It was also reported that there was no statistically significant difference in level of satisfaction across gender and campus, but there was a significance difference on satisfaction among year of study. It was also found that reliability and tangibility were the most determining factors in student support system. Thus, it can be concluded that an improvement in the quality of students' support system will lead to an increase in level of students' satisfaction. Therefore, it was recommended that campuses in HU should improve students' support system to increase students' satisfaction.

INTRODUCTION

While the literature on service quality is very limited, over the last two decades, certain debatable issues have been raised in the marketing literature (Brady & Cronin, 2001). An examination of the available literature suggests that the three themes underlying the concept of 'service quality' are that, firstly, the evaluation of service quality is very difficult for consumers who compare the quality of goods. Secondly, that a perception of service quality is the result of consumers' comparison of their expectations with actual service delivery and finally, that service quality evaluation includes both outcomes and processes of service delivery (Parasuraman *et al.*, 1985).

After reviewing the researches of different authors, Brysland and Curry (2001) define service quality as providing something intangible in a way that pleases the consumer and that preferably gives some value to that customer. Parasuraman *et al.* (1988) provide a comprehensive definition of service quality: as the function of perceptions of service quality minus expectations of service quality delivered. From a service quality point of view, service quality is defined as the extent to which the service delivery level matches customers' expectations (Kitchroen, 2004; Kassim & Zain, 2010; Parasuraman *et al.*, 1985). The success and failure of an organization depends on the excellence of the service delivered (Parasuraman *et al.* 1985).

Weerasinghe and Fernando, 2017 defined students' satisfaction as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. Thus, it is very important for higher education to assess frequently the level of service quality delivered for their students and their level of satisfaction. Kitchroen (2004) contends that the dissatisfaction of students in HEIs is expressed by a reduction in student admissions. The extent of students' satisfaction is the most important criteria in quality improvement endeavor and HEI management has to evaluate the extent of their stakeholders' satisfaction periodically as suggested by different researchers (Kassim & Zain, (2010), Gallifa & Batalle, (2010). That is why the current tried to identify the perceived students' satisfaction level on student support system (mainly dormitory and catering service).

Knowledge of the effect of perceived service quality of students helps institutions and their management to try to maximize satisfaction and minimize dissatisfaction of their students (Douglas *et al.*, 2006). Similarly, Chen *et al.* (2007), identified low stakeholder satisfaction assists an institution to determine improvement priorities.

STATEMENT OF THE PROBLEM

The increasing diversity of students entering HEIs has resulted in additional support being made available to support the academic and personal development of students, including boarding and lodging, study skills to support academic skills and subject specific support to address gaps in subject knowledge and understanding. This support contributes to the quality of the students' learning experience and to their educational achievement. In their survey of students' perceptions of quality in higher education, Hill *et al.* (2003) found that the most influential factors in the provision of a quality education are the quality the student support systems the universities put in place. Thus, evidence of the importance of student support is not only increasing but also is becoming more difficult to manage as growing numbers of students need access to high quality support.

Because of a number of reasons student support systems have become increasingly important for HEIs. For example, Tinto (1993) suggests that students who do not relate emotionally, socially, financially and academically to the institutional culture may withdraw and leave without completing their programme of study. In addition, Audin & Davy, (2003) suggest that many aspects of student life, including academic, financial, social support and pastoral care have become harder to understand and manage in a growing and diverse population.

Most universities in Ethiopia have well-established student support systems that meet the personal and financial needs of their students. As there is a belief that students come to university to achieve academic aspirations as well as personal development, this need calls for expanded range of student support services, according to McInnis *et al.* (2000), that include childcare, financial aid, pastoral care, English language support services, counseling services, health services, library support service, employment service, study skills assistance, student union club, sports facilities, dormitory and catering services.

Among the support services available to students at universities, those which are pertinent to the academic, self-development and emotional needs of students are the most important. Even though most universities in the world can give a long lists of their student support services, this study focuses on assessing student service related to dormitory and food catering services. Food catering

service in this study focuses on the food preparation/cooking, and the delivery and cleaning. The researcher of this study has many years of experience in hearing the complaints of students about the quality and quantity of food services as well as the quality of their dormitory. Most of the students in HU are complaining about the problems related to the services provided to them in relation to these student support services.

As to the knowledge of the researchers, no research was conducted in Ethiopian HEIs to indicate a discrepancy between the most important quality services expected by the students and the practice/experience frequently rendered in dormitory and catering services. Due to the gap between the students' expectation and the services provided frequently, students demonstrate against the recurrently existing deficiency. As a result, the main function of the universities are affected and sometimes it results in conflicts and distraction of the universities properties. However, the gap between the expectation of the students and provision of support services can be attributed to many factors like management, finance, corruption, competency of people working in dormitory and catering service, etc. Thus, this research assessed the perception of HU students and level of their satisfaction on the quality of student support system delivery, mainly feeding/catering services and dormitory.

SIGNIFICANCE OF THE STUDY

It is very important for higher education institutions to assess frequently the quality of their service delivery in order to increase the level of students' satisfaction and to improve students' perception towards the quality of service delivery particularly on student support system. Thus, this study indicated the current status of students' perception and level of satisfaction on the university's service delivery to the university management so that they can make the necessary improvement. On top of that, different stakeholders (MoE, University managements, professionals and policy makers) may be benefited from this study when considering policy and funding decisions that impact efforts to improve the delivery of student support services. Moreover, the study will contribute to promoting positive approaches to feeding and catering services of the University.

OBJECTIVES OF THE STUDY

The objectives of this study were:

- To identify the effect of student support service quality on students' level of satisfaction
- To identify major determinants on students' satisfaction from student support systems offered in different campuses of HU
- To explore difference on the perception of students across campus, gender, and year of study on service delivery of student support system
- To find out any difference on level of satisfaction among students across campus, gender, and year of study on service delivery of student support system

MATERIALS AND METHODS

Description of the study area

The study was conducted at Hawassa University. Hawassa University was established in 2011 and has 81 undergraduate programs, 108 MA programs, and 16 PhD programs in six campuses. The student population was 48,558 (HU: 2018). Hawassa University comprises six campuses with seven colleges. The campuses are: Main campus, Agriculture, Health, wondo gennet, Awada and Benasa campuses.

Participants of the Study

The participants of the study were all Hawassa University undergraduate program students who were enrolled in the year 2012 E.C. in a regular program in different campuses and used dormitory and cafeteria service of the university.

Study design

The research design is defined by different researchers in various ways. According to Shukla (2008), research design is defined as "... a plan of the method and procedures that is used by the researchers to collect and analyze the data needed." Hence, the research design is seen as a blueprint that shows the sequence of research activities. The study was used descriptive research design. Descriptive research according to Creswell, (2009) is an appropriate design when the researcher is aim at identifying trends, characteristics and categories. It is useful when not much is known yet about the topic or problem.

Data was collected from four randomly selected campuses of Hawassa University (Hawassa main campus, Agriculture, Wondogenet and Awada campuses. The population for this study includes all students attending the regular undergraduates programs and those who use cafeteria and dormitory services of Hawassa University.

In most cases, the major purpose of conducting a research is to discover principles that have a universal application, but involving the whole population in the study to arrive at a generalization would be impractical. Even though different researchers suggest different sample size as representative of the population, Hill, et al., (2003) suggest 30% of the total population. Thus, for this study, 30% of students were enrolled in the selected campus and those who fulfilled the selection criteria comprise the sample size. In order to take the sample, multistage sampling techniques were used. First stratified random sampling technique was used to include the campuses. After the sample size of 370 was determined, the sample size was distributed to each campus proportionally. Similarly, proportional allocation method was used to include participants from each batch and sex and then systematic random sampling technique was used to get the right participants.

Data for this study were collected using modified SERVQUAL questionnaire. A structured modified SERVQUAL questionnaire was originally developed in 1985 and modified in 1988 by Parasuraman, Berry and Zeithaml. The SERVQUAL model is frequently used to evaluate the students' perceived service quality (PSQ) in the education institutions (Yener, 2013 and Osma, Saputra and Saha, 2017). The modified SERVQUAL tool consists of 22 items for measuring expectations and same 22 items for perception. Conceptually, these items are similar except that they are phrased differently. The SERVQUAL perception tool requires participants to answer questions about their perceptions and to assign a numerical weight to each of the five service quality dimensions (Parasuraman, et al., 1988). Thus, the model was adapted to the context of the Ethiopian University situation.

To elicit student level of satisfaction questions were designed by the research across the support service offered by the university. The questions were also informed by previous research studies and subdivided into various categories of the support system of the university. At the end students were asked for their overall satisfaction.

A quantitative survey was designed to elicit student satisfaction levels across the University's services. The questionnaire consisted of 60 questions informed by previous research studies and subdivided into the various categories of the service-product bundle including, lecture and tutorial facilities, ancillary facilities, the facilitating goods, the explicit service and the implicit service. At the end students were asked for their overall satisfaction rating and whether they would recommend the university to a prospective student.

DATA ANALYSIS AND DISCUSSION

Demographic data

A total of 370 questionnaires were distributed and 364 questionnaires were returned and found usable. This accounted for the response rate of 98.4%. The following table presents the profile of the respondents Table 1 Demographic characteristic of the respondents

Table 1 Demographic characteristic of participants

No	Items		Count (%)
1	Gender	Male	268(73.6)
		Female	96(26.4)
2	Campus	Main campus	146(40.1)
		Agriculture	69(19)
		Wondogenet	63(17.3)
		Awada	86(23.6)
3	Year of study	First year	126(34.6)
		Second year	118(32.4)
		Third year	120(33)

Source: Campus student dean's office

Table 1 shows the participants' gender, year of study and the campus they were studying at. The majority of respondents are male and first year students of Main campus. This implies that more male, first year and participants from Main campus were mainly uses the university catering and dormitory service.

Regression analysis

To see the effect of perceived students' support service quality on the level of satisfaction, multiple linear regression analysis was done to determine the effect of independent variables (the five SERVQUAL dimensions: reliability, assurance, tangibles, empathy and responsiveness) on dependent variable (level of satisfaction).

Table 2: Regression analysis

Model summary of regression

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.783 ^a	.61	.602	.285

a Predictors: (Constant), PSQ

b Dependent Variable: Student satisfaction

ANOVA for test of significance

		Sum of Squares	df	Mean Square	F	Sig.
Model	Regression	87.4595	1	6.3361.215		.000 ^b
1	Residual	61.758364		.213		
	Total	149.217369				

a Dependent Variable: Student satisfaction

b Predictors: (Constant), Responsiveness, Reliability, Tangibles, Empathy, assurance

Coefficients of regression analysis

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.993	.038	104.252	.000	
	Reliability	.127	.023	.277	5.957	.000
	Assurance	.157	.021	.182	7.429	.000
	Tangibles	.177	.026	.238	6.677	.000
	Empathy	.088	.023	.131	6.385	.000
	Responsiveness	.118	.019	.192	6.103	.000

Dependent Variable: Student satisfaction P<0.05

In SPSS, regression analysis produces several outputs. One of these is Model Summary. This table provides the *R*, *R*², adjusted *R*² and the standard error of the estimate, which can be used to determine how well a regression model fits the data. Thus, a value of .783 (Table 2) indicates a good level of prediction. The "**R Square**" column, the coefficient of determination represents the proportion of variance in the dependent variable that can be explained by the independent variables (the 5 service quality dimensions). It can be seen from the table that 61% of the variability of the dependent variable (student satisfaction) was explained by the independent variable (service quality dimensions).

The R^2 shows the ability of the five predictors (reliability, assurance, tangibles, empathy and responsiveness) together to predict the level of student satisfaction. As suggested by Muijs (2004), ‘ R^2 ’ as a rule of thumb used to determine how well the model fits the data: <0.1: poor fit, 0.11–0.3: modest fit, 0.31–0.5: moderate fit and > 0.5: strong fit. Thus, for this study, it can be concluded that the model indicated a strong fit with ($R^2=.61$). Therefore, one can conclude that the perception of students on service delivery of student support system has a strong and positive effect on the satisfaction of undergraduate students of Hawassa University.

This study is also consistent with previous studies. For instance, similar findings were reported by Mestrovic (2017), Dalati, etal (2017), and Suyanto, Usu and Moodoeto (2019) and their findings showed that perceived service quality has a positive and significant effect on student satisfaction.

In order to compare the contribution of each independent variable, we have used the beta values (Table 2). From the table, the variable with the largest beta value (ignoring any negative signs) has more effect on the students’ satisfaction. Thus, in this study variable with the largest beta values are .277 and .238 which is for Reliability and Tangibles respectively. In other words, activities related to reliability and tangibles variables make the strongest unique contribution to explaining the dependent variable, when the variance by all other variables in the model is controlled for.

Independent t-test by gender

The following tables depict the result of mean and independent sample t-test that run to check if there is any significance difference between groups of respondents in terms of their gender. In other words, independent t-test was used to check whether males and females statistically significantly differ in the mean scores on their perception and satisfaction, with respect to service dimensions (reliability, assurance, tangibles, empathy and responsiveness) (see Table 3 and 4).

Table 3: Mean and standard deviation by sex

Dimensions	Sex of Respondents	Mean Std. Deviation	Std. Error Mean	
Satisfaction	M	3.32	.611	.051
	F	3.28	.533	.023
PSQ	M	-1.247	.839	.07
	F	-1.422	.700	.047

Table 4: Independent samples test for satisfaction, PSQ and dimensions by sex

Levene's Test for Equality of Means		t-test for Equality of Variance					
		F	Sig.	t	df	Sig. (2-tailed)	MD
Satisfaction	1*	3.681	.539	3.191	360	.511	.162
	2**	3.203	.302	.635	.511	.141	
PSQ	1*	.523	.625	2.292	360	.922	.151
	2**			2.267	261.882	.724	.134

1* Equal variances assumed, 2** Equal variances not assumed

MD = Mean difference

As depicted in tables 4, independent-samples t-test was conducted to compare the satisfaction scores for males and females. The Levine's test-($F=.539$) is greater than .05, which means that the variance for the two groups (males/females) are the same. The result shows that there was no significant difference in mean scores for males ($M=3.32$, $SD=.611$) and females [$M=3.28$, $SD=.533$; $t(302.635)=3.203$, $p=.001$] in the level of satisfaction.

Similar findings were reported by Palli and Mamilla, (2012), as cited in Min and Khoon, (2013) indicating that there is no significant difference in the overall satisfaction of the respondents in terms of gender in HEIs. This may indicate that gender did not have significant relationship with student level of satisfaction on students' support system.

Independent-samples t-test was also conducted to compare the PSQ for the university support system for males and females (Table 4). The Levine's test-($F=.625$) is greater than .05. This indicates that the variance for the two groups (males/females) is the same. The result also indicated that there was no statistically significant difference in mean scores for males ($M=-1.247$, $SD=.839$) and females [$M=-1.422$, $SD=.700$; $t(261.882)=2.314$, $p=.001$]. The result showed that the score for PSQ of students was not varies by gender.

Even though different findings were reported by different researchers Joseph and Joseph, 1998, and Yavuz and Gülmez, 2016, reported that there was no significant difference were observed according to gender. This shows that this study was consistent with results of some of the previous studies.

ANOVA by campus of respondents

Table 5: Mean difference between students' satisfaction taken as a variable

Descriptive				
Campuses	N	Mean	Std. Deviation	Std. Error
Main campus	146	3.061	.454	.060
Agriculture	69	3.568	.459	.032
Wondogenet	63	3.064	.534	.067
Awada	86	3.608	.525	.066
Total	364	3.325	.493	.051

Dependent variable: Student satisfaction

Test of Homogeneity of variance

Levene statistic	df1	df2	sig.
3.416	3	359.618	

Dependent variable: Student satisfaction

ANOVA

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	168.401		373.7	4.32 .503
Within Groups	7544.201.		358	22.6
Total	7,712.602	361		

Dependent variable: Student satisfaction

A one-way between-groups analysis of variance was conducted to explore whether score of satisfaction of respondents differ in terms of campus in which they used to live. The respondents were divided into four groups according to their campus. The mean scores and standard deviations for the four campuses were: Main campus (M=3.061, SD=.545); Agri campus (M=3.568, SD=.459); Wondogent compus (M=3.064, SD=.534) and Awada compus (M=3,608, SD=.525) (Table 5). There was no statistically significant difference at the $p < .05$ level in satisfaction scores for the four campuses [$F(3, 358) = .432, p = .503$]. The effect size, calculated using eta squared, was .0007. This means that campus where they live does not have significant effect on their level of satisfaction.

ANOVA by year of study of respondents

Table 6: Mean difference by year of study of the respondent

Descriptive

Dependent variable: Student satisfaction

Year of study	N	Mean	Std. Deviation	Std. Error
1 st	126	3.244	.834	.035
2 nd	118	2.811	.453	.046
3 rd	120	3.410	.418	.054
Total	364	3.155	.439	.041

Test of Homogeneity of variance

Dependent variable: Student satisfaction

	Levene statistic	df1	df2	sig.
	1.884	2	361	.134

ANOVA

Dependent variable: Student satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.620	2	7.864	21.987	.000
Within Groups	136.487	361	.411		
Total	147.107	363			

A one-way between-groups analysis of variance was conducted to explore the effect of university support system on satisfaction. The respondents were divided into three groups according to their year of study (Group 1: First year; Group 2: Second year; Group 3: Third year). There was statistically significant difference at the $p < .05$ level in satisfaction scores for the three batches [$F(2, 361) = 21.987, p = .000$] (Table 6). The effect size, calculated using eta squared, was .0007 which is a strong impact based on the interpretation of eta square for ANOVA. In order to see where the difference lies, post hoc test was done. Post hoc tests are mainly run to confirm where the differences occurred between groups; they should only be run when you have a shown an overall statistically significant difference in group means (Pallant, 2007).

Table 7: Post hoc analysis of variance by year of study of respondents

Dependent Variable: Student satisfaction

I) campus of Respondents	(J) campus of Respondents	MD (I-J)	Std. Error
1st2nd	.171	.051	.127
3 rd	-.324*	.061	.050
2 nd 1st	-.171	.051	.251
3 rd	-.409*	.083	.000
3 rd 1st	.324*	.061	.000
2 nd	.409*	.083	.000

*P <0.05, MD= Mean difference

Post-hoc comparisons using the Scheffe test (Table 7) indicated that the mean score for 3rd year ($M=3.410$, $SD=.418$) was significantly different from First year ($M=3.244$, $SD=.834$) and from that of second year ($M=2.811$, $SD=.453$). The remaining groups did not differ significantly from each other.

CONCLUSION AND RECOMMENDATIONS

The study revealed that perceived service quality on student support service has a positive and statistically significant effect on students' level satisfaction. This shows that there is a strong relationship between the independent and dependent variables. Therefore, it is fair to conclude that improvement in the perceived quality of support service system (dormitory and catering) can improve in students' level of satisfaction. It was also found that reliability and tangibility has the strongest effect on students' level of satisfaction compared to the other three dimensions. From this, one can conclude that improvement of reliability and tangibles require urgent improvement to increase students' satisfaction in HU.

It was also reported that there were no significant differences in the mean scores for gender and campus on which the student learns on the level of satisfaction and perception, but there is a significant difference on the year of study. This indicated that the perceived quality of support system different in year of study. This may indicate that the more the students stay in the university they expect more quality on the service they received.

Thus, it is recommended that Hawassa University management and each campus leaders should conduct frequent assessment on service delivery so that they can take immediate corrective action. It is also recommended that leaders and managers at different level in respective campus are expected to institutionalize and incorporate PSQ in their vision and mission, cascade and communicate the same to their stakeholders.

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The Practice of ‘Reflective Teaching’ among Secondary School Teachers to bridge Theory-Practice Gap in their Professional Service: The case of Secondary schools in technology villages on Hawassa University

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ABSTRACT

The purpose of this research was to explore the status of secondary school teachers’ engagement in reflective practice. The types of reflection in which secondary school teachers are engaged in, and the factors hindering the teachers’ engagement in reflective practice were the two basic questions to be answered by the research. To achieve the purpose of the research and answer the questions, mixed methods research design was used. The data were collected from secondary school teachers through questionnaire and focused group discussion. The findings of the research revealed that teachers were least engaged in reflective practice. Teachers’ weak planning and evaluation of their lessons before implementation affected their reflection for-action; their weak focus on the effectiveness of their lessons during implementation affected their reflection-in-action, and their weak trend of evaluating the effectiveness of their lesson after implementation affected their reflection on-practice. From the data analysis, the factors which affected the teachers’ reflective practice were identified, and the implications of the results were indicated so as to provide sufficient practical exposure to the implementation of reflective practice. Here, the major actors in the same case are identified clearly as stakeholders.

Keywords- reflective practice, reflective thinking, reflectivity, reflective teaching

Background and Justification

Theory–practice gap is an ongoing challenge for educational improvement. Education requires teachers’ continued use of research-derived knowledge to their practice (Nuthall, 2004). Some teachers view theories as irrelevant and not related to their practice. These teachers often fail to use theory as a guide for their practice. Thus, there is no doubt that there is a gap between theory and practice. Unless teachers engage in critical reflection and ongoing discovery, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations (Larrivee, 2000).

Scholars attempted to conceptualize reflective practice in different ways or levels. Schön (1983) and Clark (2007) distinguished between reflections in action and reflection on action. Reflection-in-action is a reflection in a particular context or workplace, and it is about making on-the-spot adjustments to what one is doing, it is about improvisation.

Reflecting on practice helps teachers to develop the necessary sense of self-efficacy to create personal solutions to problems (Larrivee, 2000), search for the ways of managing the class and guiding the students (Soisangwan & Wongwanich, 2014), became aware of their students’ emotions, to recognize their individual needs, and to develop strategies to regulate thinking (Gill, 2014), develops creative skills (Kemmis, 1994). Likewise, Reflective teachers offer a variety of materials to students for learning and experience (Knights, 1994).

Reflective practice as a professional development strategy rooted in the constructivist paradigm (Osterman, 1999). It is concerned with the behavioral change of professionals. Hence

constructivism and reflective practice establish criteria to assess learning situations and suggest strategies for effective teaching. Constructivism advocates that learners construct knowledge with their active involvement. Thus, the learner is the key agent in the teaching-learning process. According to this theory of learning, teachers play an important role in facilitating and guiding students (Osterman, 1999).

According to Osterman, reflective practice is described as the process as an experiential learning cycle with four stages: experience, assessment, re-conceptualization, and experimentation. He discussed that experiences are usually drawn from practice. The new understandings and ideas will be tested in action and will provide new behavior. Thus, reflection acts between theory and practice. Theory informs practice, and when an individual reflects on the practice, he/she attempts to generate personal theory that works in his/her context (Hine, 2002). Schon identified between technical knowledge that teachers acquired from their subject area and tacit knowledge that teachers form from the synthesis of theory and practice. Schon called such a gap between these two types of knowledge as the '*theory-practice gap*'.

The prominent reason for the theory-practice gap is teachers' negligence to reflect on their practice and bridge their theoretical knowledge with their practice. Thus, this research is initiated to explore secondary school teachers' engagement in reflective practice.

Statement of the problem

The real teaching environment is where theory is applied, tested, and evaluated. The theory is never used rigidly, nor does it provide all the answers to the problems teachers encounter. However, the starting point for developing teaching and learning is the practice. Reflecting for, in, on, and with action allows teachers to continually improve their practice and even to the development of practice-based theory.

Teachers learn from experience through continuous reflection (Dewey, 1933; Schon, 1983). Through reflection on their practice, teachers explore their practice based on the expected learning outcome and come up with practices applicable in their context rather than attempting to use the pre-conceived approach of teaching. In this process, teachers or professionals develop their insight into their practice and make modifications accordingly (Schon, 1983). Supporting this idea Dewey (1933) said 'We do not learn from experience; we learn from reflecting on experience.'

As Clarke (2007) suggests, teachers should be engaged thoroughly in thinking before they teach a lesson. To achieve desired results, teachers should reflect on their teaching goals and method and how these interfaces with the demographics and abilities of their students. This process would allow them to clarify their knowledge base, the content, and their students' learning styles and to crystallize the pedagogy to be implemented (Clark, 2007). At the end of the lessons, teachers need to evaluate the lesson goals and the actions of both themselves and their students as well as define the points at which difficulties emerged. They must also consider the strategies employed and when necessary makes modifications. The self-assessment helps identify what was not addressed and the unexpected challenges of the lesson. Failure to acknowledge these challenges could impede teachers' self-improvement and their students' achievement (Harrison, 2008).

This research took an eye-opening chance and an outstanding research context from the practicum program for which the investigator was assigned. There, the researcher was observing the teaching practice of PGDT students during their practicum duties. During the practicum, the student-teachers were not reflecting on their practices and not identifying their successes and shortcomings. The researcher discussed with them as to why student-teachers were not working according to their observation of the practice of their mentors. They replied that they didn't observe their mentors' reflection on their practice. Then, the lesson plans of the mentors were observed. In the meantime, it has been found that the reflection part of their already implemented plans was not completed. The researcher contacted to the mentors to know as to why they were not writing their reflections after teaching. Here, they replied that they have no such reputation of reflecting on their teaching after the classroom.

There are numerous studies on the engagement of student teachers on reflective practice activity during their professional experience. The purpose of exposing students' teachers in reflective practice during their education is to help them be reflective in their actual practices in their schools after graduation. There should be follow-up research that evaluates the reflective practice of teachers after graduation. This enables the teacher education institutes to look into the effectiveness of their curriculum and its implementation to equip teachers in reflective practice.

Based on the stated problem, this research tried to answer the following basic research questions:

- What are the types of reflection in which secondary school teachers are engaged in?
- What are the factors hindering teachers' reflective practice in secondary schools?

Objectives of the research

Major objective

The major objective of this research was to explore the status of secondary school teachers' engagement in reflective practice.

Specific objectives

Specifically, this research intended to:

- Describe the types of reflection in which secondary school teachers are engagement in.
- Identify the factors hindering the teachers' engagement in reflective practice.

Significance of Research (Justification)

The findings of this research would be significant to:

- Hawassa University Research and Development Directorate by providing baseline information on the status of teachers' reflective practice. This will help the directorate to arrange an intervention mechanism or carry out further study on the issue.
- Teacher education institutes by providing information on how teachers are equipped with knowledge and skills in reflective practice. This enables them to revisit their curriculum, their professional relationship with practicum schools which work in collaboration with the institutes.
- Regional education Bureau, Zone, and Woreda education offices by giving them information on the factors affecting the teachers' reflective practice. This will help them to take their remedial measures and support schoolteachers.

Research Materials and Methods

Research method

The purpose of this research was to assess the engagement of secondary school teachers in reflective practice. To this end, mixed methods research was used. The method was used because it enables the researcher to collect both qualitative and quantitative data (Creswell, 2007).

Source of data and tools of data collection

Source of data

Secondary school teachers were the source of data.

Instruments of data collection

Questionnaire

To collect data from the respondents, questionnaire, and FGD were used. Thirteen questions with five rating scales (1= highly disagree, 2= disagree, 3= undecided, 4= agree, 5= highly agree) were prepared on the types of teachers' reflective practice. Five of the question were about reflection for-action, three of them were about reflection-in-action, and five of them were about reflection-on-action.

Focus group discussion

Focus Group Discussion is defined as “a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment” (Krueger and Casey, 2000 p. 5). Accordingly, focus group discussions were held with members ranging from 5-10 which are formed from a homogeneous member. The discussion is conducted by a moderator, and the discussion is no longer than 2 hours.

FGD's were held with the selected teachers on their reflective practices. The discussions focused on their planning and evaluating the plans before implementation, checking the classroom implementation based on their plan and making the necessary amendments on the spot, and evaluating the effectiveness of their lessons after implementation.

Samples and sampling techniques

Five secondary schools (Addis Ketema, Tabor, Alamura, Gemeto, and Millennium secondary schools) were selected randomly as samples. Fifty teachers (10 teachers from each school) were selected randomly for the research.

Teachers for FGD were selected based on their willingness to participate in the discussion. Accordingly, ten teachers were selected and participated in the discussion.

Data analysis

The data collected through the questionnaire were analyzed using a quantitative method. Accordingly, the mean of respondents on the liker scale and the percentage of the respondents were calculated.

The qualitative aspect of the data is analyzed through a qualitative approach.

Ethical clearance

To ensure respect and to promote healthy relationships with the respondents of this study and to keep the scientific rigor in doing this study, the researchers made an effort to adhere to basic ethical principles. Creswell (2007) recommends that researchers must be confidential, protect participants' rights and privacy. They suggest that obtaining permission from the participants is one of the safest ways to protect participants' rights.

The researcher explained the purpose of the research to the participants and obtained permission to continue the activity with them. The FGD participants were selected on a voluntary base to take part in the research. To protect the rights and privacy of the participants their names are not mentioned in the research, and they are given numbers (T1-T10) where it is necessary to mention the respondent (FGD for instance).

Pilot test

To measure the reliability or internal consistency of the questions, Crombach's alpha measure was used. The result of the pilot study showed strong internal consistency among the questions with Crombach's alpha value 0.839.

DATA ANALYSIS, DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

Data presentation analysis and Discussion

In this research, fifty secondary school teachers (30 male and 20 female) have participated. Of the participant teachers, 10 teachers have participated in FGD. The participants were selected based on their willingness to participate.

Teachers who participate in FGD were given codes because their expressions were used in the data presentation and discussion. The following are the codes given to the participants:

Table 1. Profile and their code

Respondents' code	Sex	Subject	Level of education	work experience
T1	M	Civics	BA	8
T2	M	English	BA	10
T3	F	Biology	BA	10
T4	M	Chemistry	BA	7
T5	M	Physics	BA	12
T6	F	Biology	BA	6
T7	M	Mathematics	BA	14
T8	M	Civics	BA	11
T9	M	English	BA	11
T10	F	Mathematics	BA	12

Teachers' reflective practices

Table 2. Teachers' reflection for - action

No.	Types of reflection		Rating scales					Total
			5	4	3	2	1	
1	Before classroom presentation, I evaluate the suitability of my lesson to the classroom students	No.	-	6	4	28	12	50
		%	-	12	8	56	24	100
2	I write instructional objectives taking the variation of students in the classroom	No.	1	3	7	25	14	50
		%	2	6	14	50	28	100
3	I evaluate the suitability of the activities in my lesson to the background of my students	No.	4	4	5	25	12	50
		%	8	8	10	50	24	100
4	After preparing my lesson plan, I take time to think about how I will implement the lesson in the classroom	No.	8	8	2	24	8	50
		%	16	16	4	48	16	100
5	After preparing classroom activities, I take time to think about how I will help the student to engage them in the activities	No.	-	7	3	30	10	50
		%	-	14	6	60	20	100

The data in the above table shows the teachers' reflection for-action. Reflecting -for -action is thinking about the lesson to be implemented in the future. In this reflection teachers evaluate the suitability of their lesson to their students. The majority of the respondents reported that they were not evaluating the suitability of their lesson before presentation. 28 (56%) of the respondents disagreed, and 12 (24%) of them strongly disagreed on the practice of evaluating the suitability of their lessons before they teach in the classroom. Only 6 (12%) of the respondents agreed that they are engaged in the practice of evaluating their lesson, and 4 (8%) of them were unable to decide on the mentioned practice of reflection.

For the success of the instructional objectives, teachers should design appropriate activities that are suitable for the background of the students. The data in Table 2 shows that teachers were not considering the backgrounds of their students. 25 (50%) of the respondents disagreed, and 14 (28%) strongly disagreed on the consideration of students' backgrounds when writing instructional objectives. Concerning designing activities, 25 (50%) and 12 (24%) disagreed and strongly disagreed respectively for considering students' background during designing instructional activities.

The participants of the FGD discussed how they were reflecting on their practices. These participants stated that they were not 'reflecting for action'. During the discussion, for instance, one of the participants (T5) explained:

I have been teaching the subject for the past ten years. Because of my rich experience in teaching the subject, I am not emphasizing on planning and evaluating it before a presentation. Through my experience, I know the characteristics of the students and how they behave in the classroom. I am not

expecting the different things to happen in my classroom. There is no trend in preparing a lesson plan, and I am preparing the weekly plan. But the plan is not detained to be used as a guide for classroom teaching and is used for office consumption only. Even the format of the lesson plan prepared by the school has no sufficient space to write even the activities in detail. The plan has no contribution to my teaching.

T2 supported the idea of T5, and argued that even though they were planning lessons, they were not evaluating their lesson. Teachers did not have anticipations about their future lessons.

Explaining the embedded problem of planning, T5 pronounced:

Some teachers ask their students where they have stopped in their previous lesson. This shows that they are not sure where they have stopped their lesson. These teachers are teaching the contents following the contents in the textbook, and they are not reading the textbook before coming to the classroom, let alone evaluating the planned lesson. To be frank, sometimes I am going to class without thinking about the content to teach, let alone thinking about what I will face in the classroom’.

Contrary to the above explanations, some teachers said that they were planning their lesson strictly and teaching according to their plan. But they remarked that reflecting on their practice beforehand is not a tradition among teachers. They stressed that they never exercised it in their long-time experience.

From the above discussions, it is possible to conclude that reflection for action is missed in the teaching-learning process of the secondary school. When something new is happening, teachers will not raise the question ‘why’ because they have no anticipation for what will happen.

Table- 3. Teachers Reflection in-action

1	While teaching, I check whether I am implementing the lesson according to my lesson plan	No.	4	6	4	22	14	50
		%	8	12	8	44	28	100
2	I make amendments to the lesson if I can't proceed as I planned it	No.	6	8	-	26	10	50
		%	12	16	-	52	20	100
3	I check students' engagement and learning while teaching	No.	-	5	4	26	15	50
		%	-	10	8	52	30	100

Unanticipated situations encountered lead teachers to reflect while implementing their planned lesson to welcome some amendments to the activities or modes of presentation. But the data in table 3 show that the majority of the respondents 22 (44%) disagreed that they were checking whether the lesson was being implemented according to their plan. 14 (28%) of the respondents strongly disagreed that they never checked their lesson implementation while teaching. The majority of the respondents (26, 52%) disagreed that they were amending their lesson based on their evaluation during the lesson. Teachers amend their lessons if they have a preconceived approach or activity. The discussion under table 1 revealed that teachers' reflection for-action was

too weak, and thus they didn't have a preconceived idea about their upcoming teaching. If they don't have any intended approach, they have nothing to check and amend on their presentation. This is confirmed by the disagreement of 26 (52%) respondents on the practice of checking student learning during their teaching. This shows teachers have no intended engagement of students; they have a benchmark to measure the level of students' learning and engagement.

During FGD teachers discussed that they lacked awareness about what reflection-in-action, and they never had thought about planning and implementing it in their lessons. Teachers were using continuous assessment to check how the students were learning, rather than evaluating the overall activity based on what they have planned. For instance, T5 described that *'I am not abiding by the plan. I am not putting some expectations beforehand. Thus, I have nothing to reflect on'*. T4 added :

'The subject I am teaching is full of contents. I am supposed to cover all the contents. Most of the time I am running out of time to cover the contents in the textbook. My focus is on covering the contents. I am evaluated by the amount of the content I covered. Moreover, the students need more explanation on the topics of lessons. So, I have not time to evaluate the lesson while I am teaching'.

From the explanations, it is clear that 'reflection in action' is not practiced by teachers. This is possibly caused by their poor reflection for action. They had no anticipation and thus, they were not working for the realization of their anticipation. And they were not raising the question 'why' for what is happening in the classroom. From this, it is possible to conclude that the secondary school teachers were not taking advantage of reflecting in action to identify problems for their action research.

Table 4. Teachers' Reflection on-action

1	At the end of the lesson, I evaluate how I implemented my lesson plan as it is planed	No.	3	5	2	27	13	50
		%	6	10	4	54	26	100
2	At the end of the lesson, I try to identify the weakness and strengths of my lesson	No.	2	5	1	28	14	50
		%	4	10	2	56	28	100
3	If I succeed in my lesson, I describe why it was successful	No.	-	8	3	20	19	50
		%	-	16	6	40	38	100
4	If I don't succeed in my lesson, I describe why it was not successful	No.	-	7	3	21	19	50
		%	-	14	6	38	42	100
5	I use the result of lesson evaluation as a base to plan the next lesson	No.	1	5	4	27	13	50
		%	2	10	8	54	26	100

The third type of reflection under investigation is a reflection on action. The data in table three depict the teachers' weak implementation of reflection-on-action. 27 (54%) and 13 (26%) of the respondents disagreed and strongly disagreed respectively on the practice of planning their lesson implementation as it was planned. These responses of the teachers are in alignment with the responses they have given for practices of reflection for- action. Teachers couldn't check whether their implementation is right or not where there is no plan before its implementation.

One important aspect of reflection-on-action is teachers' identification of their weaknesses and strengths in their lessons. This aspect of reflection-on-action could be used as a base to plan their next lesson, and improve their practice. But the data in table three indicates the teacher's denial of the use of the practice. 28 (56%) of the respondents disagreed that they were not evaluating their lesson to identify their weaknesses and strengths after lesson implementation. Similarly, 14 (28%) of the respondents strongly disagreed on the implementation of the practice.

In addition to identifying their weaknesses, evaluating lessons after implementation helps teachers to describe their success stories, and maintain them throughout their practices. Identifying what contributed to success helps to use the same strategy in future lessons. But the data in table three show that teachers were not thinking about how successful their lessons were and what contributed to the success. 20 (40%) and 19 (38%) of the teachers disagreed and strongly disagreed on the practice respectively. Only 8 (16%) reported their agreement that they were describing their success.

Teachers in the FGD forwarded their different practices related to reflection on their actions. Some of the discussants reported that when they were getting prepared for the next lesson, they were evaluating their past lessons. They said that during that evaluation they were thinking about the weakness and strengths of the lessons, and they were using the reflections on the lessons as input for their next lesson. In relation to this, T2 said that:

I am not formally evaluating my lesson after classroom. But, when I am thinking about the next lesson, I think about how well I delivered my previous lesson. Otherwise, I am not considering the lesson evaluation as my obligatory activity.

The participants unanimously agreed on the idea of T2 that there were almost no formal lesson evaluations that they made after their lesson delivery.

The participants explained that they were not evaluating their lesson delivery deliberately. They were not trying to identify their weaknesses and strengths, successes, and failures, what has happened unexpected, and what happened that is expected. Thus, secondary school teachers were not taking advantage of 'reflection on action'.

To conclude on the process of reflection on practice as a means of identifying problems for action research, all three types of reflections were not being practiced by secondary school teachers. This indicates that teachers were not using the right way of problem identification for action research.

1. Factors hindering teachers' reflective practices

Teachers may face different challenges to implement the reflective practice in their classrooms. During the focus group discussion, teachers identified factors that hinder their engagement in reflective practice. Teachers mentioned their lack of knowledge and skill as a basic problem for

their engagement in reflective practice. They discussed that they were not trained well and didn't be equip with sufficient knowledge and skill on how to reflect on their lessons. Furthermore, they mentioned a lack of professional support as one of the bottlenecks to implement the reflective practice.

Conclusion

This research was designed to explore the status of secondary school teachers' engagement in reflective practice. The research raised basic questions focusing on the types of reflection in which secondary school teachers are engaged in, and the factors hindering teachers' reflective practice in secondary schools. To get reliable data for the research and answer the basic questions, mixed methods research was used, and data were collected from teachers on the practice of reflective practice through questionnaire and the FGD's.

The result of data analysis revealed that teachers' practice on reflective practice is weak. Teachers were not engaged in the three types of reflection. They were not evaluating the suitability of their lessons to the students before implementation, they were considering the students' variation when writing instructional objectives, and they were no addressing the differences among their students. The data analysis further depicted that the teachers were not evaluating the suitability of classroom activities for the background of the students. They were not taking the time and thinking forward how to implement the planned lessons, and thus, they were not thinking about how to help students to engage them in the designed activities.

The teachers' engagement in reflection-in-action was low. They were not checking how their lessons were going well as they were planned. Because of the lack of checkups on the lesson, they were not making amendments to their lessons based on the evaluation on their feet. Similarly, the teachers were not taking time to evaluate how their lessons were implements based on their plan, they were not to identify their weaknesses and strengths on their implemented lessons, and they were not trying to describe their success and failures. Due to their weak evaluation of the implemented lesson, they were not learning from their success or failure, and not using the evaluation result to plan their next lesson.

From the data analysis, insufficient initial training, lack of knowledge and skill on the implementation of reflective practice, lack of training, and lack of professional support were identified as factors hindering the teachers' use of the reflective practice in secondary schools.

Implications

Based on the findings of the research, the following implications are forwarded,

Teacher education programs should give ample time for students on the theory and practice of reflective practice. The teacher education institutes should work in collaboration with schools to provide sufficient practical exposure to the implementation of reflective practice.

The governmental structures at different levels and non-governmental organizations should consider reflective practice as a very important issue which governs the equity of students learning in the classroom and arrange training for teachers on the topic.

Teachers need a follow-up professional support in their teaching. Thus, experts in offices of various levels should arrange professional supports and make themselves available for inquiry of teachers.

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Factors Affecting the Education of Students with Hearing Impairment in Some Selected Secondary Schools at Hawassa University Technology Village AREA

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ABSTRACT

This study explored the academic practices and challenges of students with hearing impairment in inclusive setting. The study was conducted at secondary schools in Hawassa university technology village catchment area, Sidama Zone, SNNPR. In order to achieve the purpose of the study, three research questions were raised. Qualitative and quantitative approach was employed so as to understand the situation in the setting. Purposive sampling technique and availability sampling method was used to determine the target group. Accordingly, four SWHI ; four hearing peers from the same grades; eighty regular teachers, four special needs education professional; four parents and four school principals, 100 participants were selected as a sample to conduct this study. The major tools used to collect data were interview, questionnaires and observation. The data obtained were analyzed through descriptive method. The most pertinent finding shows that there was a gap, what the regular teachers teach, the hearing students acquire and the students with hearing impairment understand. As the study result indicated, the students with hearing impairment had lack of self -confidence and were found weak in their academic performance. Results of the analysis also indicated students with hearing impairment are not advantageous for being included in regular school setting because of language and communication barrier, limitation of sign language skill among the school community and unfavorable school environment. Therefore, based on the findings of the study, to avoid language and communication barrier, sign language skill training should be provided for regular teachers and for the school community in general. The school should get sufficient compound with the basic educational materials like textbooks accompanied by sign language and with the standard class setups. It is better if the school administrator, SNE teacher and regular teachers work cooperatively on their common issues to benefit SWHI in education and to find out the appropriate placement for SWHI according to their interest.

Key words; *Academic Practice, Students with Hearing Impairment, Inclusive Setting*

INTRODUCTION

Background and Justification

Hearing impairment (HI) is considered a hidden disability because it is not visible unlike other types of disabilities. According to IDEA (2004), Hearing impairment is a condition where an individual is impaired in processing linguistic information. The severity of a hearing impairment is measured by using decibels (dB).

However, though there are different international and national inspiring legal instruments which advocate the educational right of students with disabilities in Ethiopia in general and SWHI in the study area in particular, are not receiving appropriate, relevant and quality education. When compared with hearing peer groups, the low retention rate, high dropout and repetition rate is statistically significant on the part of these target groups. Consequently, this severe condition

reminds us that the awareness and practice have been widely ignored. Considering such reality, this research is, therefore, geared towards assessing the academic practices and challenges of SWHI in regular primary schools.

Statement of the Problem

Education is a right of every child whether he/she is disabled or non-disabled as education equips children to meet the challenges of the life. It is a human right with immense power to transform the environment in which we live, as it is a powerful instrument of social change and often initiates upward movement in the social structure. In order to make education a reality for all, every child must have access to quality education. In Ethiopia, the government has formulated programs and policies over the years for children with disabilities, including for children with hearing impairment in order to help them to enter mainstream society. However, despite these policies, children with hearing impairment are amongst the most disadvantaged in terms of access to schooling and completion of elementary and secondary education, as their needs are not met effectively.

From the foregoing, experiences of students with hearing impairment at secondary education level have not been documented. Hence, this study is interested to explore the major barriers faced by children with hearing impairment in inclusive learning environment at secondary schools in Hawassa university technology village catchment area.

During the data gathering session, the investigator was understood that the classroom teachers and hearing students faced difficulties while interacting with SWHI because of the absence of effective means of communication. Thus, this study is intended to reveal the problems that are limiting the academic success of SWHI in at secondary schools in Hawassa university technology village catchment area. In order to sort-out the existing problems, the following research questions were raised.

What are the personal barriers to learning faced by hearing impaired students at secondary schools?

What are the institutional barriers to learning faced by hearing impaired students at secondary schools?

What are the social barriers to learning faced by hearing impaired students at the selected secondary schools?

Objectives of the Study

Major objective

The general objective of this study is to assess the academic practices and challenges of students with hearing impairment in Hawassa university technology village catchment area.

Specific Objectives

Specifically, this study wants to achieve the following objectives:

- To identify the personal barriers faced by students with hearing impaired at the selected secondary school.
- To find out the institutional barriers faced by students with hearing impaired at the secondary schools.
- To find out the social barriers faced by students with hearing impaired at the secondary schools.
- To suggest alternative solutions based on the findings of the study.

Significance of the Study

This study can be used as an input for improving the process of educating students with hearing impairment in the schools. Moreover, the schools can get the advantage of improving their performance level with respect to students' academic achievement.

And also the study serves as a stepping-stone to someone who has interested to study further research in the field in a wider scope and in depth.

RESEARCH MATERIALS AND METHODS

Research Method

The main objective of this study was to assess the academic practices and challenges of students with hearing impairment in inclusive setting. In order to meet this purpose, qualitative and quantitative approaches were employed to investigate detailed, in depth and contemporary phenomenon within its real life setting of students with hearing impairment (Stake, 1995 cited in Creswell, 2009).

The Sources of Data

Data were gathered from two sources (primary and secondary sources). Primary data were collected from SWHI, regular teachers, special needs education professionals and the schools' principals through interview, questioners and observation. The secondary data were obtained from the documentations or from the roster.

Sample Size and Sampling Techniques

Sample Size

The target population of this study were four students with hearing problem who are attending their education in the regular classrooms, 80 (eighty) regular teachers, four parents of the SWHI, four hearing peers, four regular school principals and four special needs education professionals of the schools were involved in the study. In aggregate, 100 participants were involved in this study.

Sampling Techniques

The researcher selected these particular schools purposively because children with special education needs are admitted. In selecting the regular teachers, the school principals, hearing students and parents of SWHI purposive sampling method was used. On the other hand, students with hearing impairment and special needs education professional were selected by availability sampling technique.

The selection criteria for regular teachers was based on engaging in teaching students with hearing impairment in an inclusive classroom. The criteria for selecting the school principals was based on the position he holds.

Data Collection Instruments

Interview

The semi-structured interview guide was used to collect data from all the participants. On the other hand, the interview with four parents was carried out at their homes. The questioners were distributed for regular teachers.

Observation

The researcher prepared an observation checklist to investigate the practices and existing problems of SWHI in the schools.

The researcher used event recording observation and checklist for the activities performed in the classroom.

DATA PRESENTATION, ANALYSIS, DISCUSSION, CONCLUSION AND IMPLICATIONS

After gathering the necessary data, data were organized, categorized and analyzed thematically. The data collected through semi structured interview and observations were analyzed qualitatively. While the data collected from teachers were analyzed quantitatively.

Data Presentation

The main objective of this study was to explore the barriers faced by students with hearing impairment in inclusive learning environment in secondary schools located at Hawassa university technology village catchment area.

The following are the findings obtained from different participants about the factors affecting the learning of students with hearing problem especially the academic practices and challenges of students with hearing impairment in regular school setting.

Table 1: Distribution of Research Participants by Sex

Sex	Frequency	Percentage
Male	85	85
Female	15	15
Total	100	100

The above table (Table 1) reveals that 85 percent of the participants were male and another 15 percent were female.

Table 2: Background Information of SWHI

Name of the Student	Age	Sex	Grade Level	Hearing dB	Age of onset
1. Alemu	20	M	Five	HH	At three Year
2. Bogale	22	M	Six	Profound	At Six Year
3. Yared	20	M	Seven	Profound	At Six Year
4. Kebede	23	M	Eight	Profound	At Birth

Note: All the Names are Pseudonyms.

It is common that regular teachers impart their lesson through oral presentation, which excludes the participation SWHI in regular classroom. Thus, SWHI are in a big difficulty of communication problems.

Regarding the placement of SWHI in regular classroom, most cases are positive towards the inclusion of SWHI in regular school setting. Even though they are positive about the current placement option they forwarded as many things left. Moreover, they suggested that curriculum modifications and adaptations should be made to make the inclusion of SWHI in regular classrooms effective.

Concerning their social interaction, all cases supported that SWHI are capable of developing positive relationship with hearing students in regular school setting.

All cases suggested the following points to improve academic practice and social interaction of SWHI in regular school setting. There should be awareness about hearing impairment and the features and effects of hearing impairment, teachers, students with and without hearing impairment and parents should have the skill of sign language, the school community should know the academic potential of SWHI and measures should be taken to make the school environment conducive for the learning of SWDs in general and SWHI in particular.

Table 3: Background Information of Hearing Classmates of SWHI

Name of the Students	Age	Sex	Grade Level
1. Wintana	15	F	5
2. Abel	18	M	7
3. Girma	18	M	8
4. Bezawit	15	F	6

Note: All the Names are Pseudonyms.

The following data were obtained from hearing classmates of SWHI. It is the data collected from four hearing students who are intimate friends, group leaders and who have an attachment with SWHI.

When the students were asked about whether they know SWHI in the school or not, all participants confirmed that they know these students and learn together with them in regular classrooms. As the report of the participants SWOHI give support for SWHI when they face academic and social challenges.

When the participants were inquired about whether the academic achievement of SWHI is similar with SWOHI or not, except one participant, all participants reported that their academic achievement is not the same as SWOHI. As to the report of the participants, the main problem that brings the academic failure of SWHI is their hearing problem. Because of their hearing problem they lack attention, hesitate to ask questions and participate in different activities. According to the speech of Wintana "one SWHI in my classroom is active. He participates in classroom activities. When he is not clear with teacher's presentation, he asks questions by raising his hands. In this case his academic performance is alike to SWOHI. Wintana said "On the contrary one SWHI is not active.

When the participants were asked about their social interaction in and out of the classroom, all participants reported that they are good in social interaction if there is effective means of communication. They confirmed that SWHI do not have social problems, unless hearing peers exclude them from different group activities. According to the report of the participants, they can do activities together. They can play together. But the participants forwarded that during interaction with SWHI they face communication problems. And they suggested that the only means to break communication problem is bringing certain common means of communication, which is sign language.

When these students were inquired about their feeling towards the inclusion of SWHI in regular school, all participants reported that they are positive regarding the inclusion of SWHI in the regular classroom. As the report of one student that is student Bezawit she didn't like the inclusion of SWHI in the regular classroom. This is because, they are not hearing students. So, they are disadvantaged in the classroom and they are simply sitting.

Except one student, the rest students are happy about the inclusion of SWHI in the regular classes because they are benefiting much by the name of SWHI. For instance some teachers repeat the contents for the sake of SWHI. But, this repetition helps hearing students more. Besides, some teachers elaborate some concepts and some steps repeatedly. From this, hearing students also benefited. Besides, teachers are forced to write notes on the blackboard. So both SWOHI and SWHI copy notes without any difficulty. This is another advantage for hearing students. All participants reported that they didn't know sign language except the home sign.

When they were asked about the problems that hinder the education of SWHI, all of them replied that limitation of skilled person in sign language is the main problem. The other point they mentioned is the absence of special means of communication except oral utterance. Because of this, SWHI are disadvantaged in inclusive setting. Teachers speak and ask orally and hearing students try to answer orally but when SWHI fail to understand, they write what they intended to transmit.

Presentation of the Findings Obtained from Regular Teachers

According to the result obtained from the interview, 85% of the participant teachers have above 15 years of experience. The report of the teachers implied that they have no adequate training that enables them to teach students with hearing impairment in an inclusive setting. Almost all the participant teachers have no the skill of sign language.

One participant said that she doesn't have training and experience on how to manage students with hearing impairment like the other regular teachers. She also doesn't have the skill of sign language.

The following data were obtained from regular teachers who are engaged in teaching more than one subjects for SWHI in an inclusive setting and also they are teachers who have additional responsibilities like as being homeroom teacher.

When the teachers were asked whether SWHI are better in academic achievements compared with SWOHI, 95% of the participants answered that their academic achievement is not good because of the communication problem. Moreover, this they added that their inability to listen and interact negatively affected their academic success.

The data obtained from the participants about the active participation of SWHI in the teaching learning process, 100% of participants pointed out that they are not active participants rather they sitting idle. As the report of the participants indicated that coming without doing homework and lagging behind in class work is the usual behavior of SWHI.

When the teachers were inquired whether they are using teaching aids or not, 75% of the respondents reported as they rarely use teaching aids though they use teaching aids not for the benefit of SWHI. It is unquestionable that all the lessons are supported by teaching aids, SWHI benefit very much. The participants were asked whether they use sign language or not; all of them replied that they don't have the skill of sign language. They communicate with SWHI by using home sign. Some teachers said that they have the interest to have the skill of sign language. Sometimes, we ask special needs education teacher for help.

When asked about the social interaction of SWHI with hearing students and teachers in the regular school, except 25% of the teachers all participants confirmed that SWHI have no any social interaction problems in regular school with hearing peers and teachers. Hearing people like them and want to celebrate different activities together. As the report of teachers it is unquestionable that social interaction problems bring academic failure.

When the teachers were asked about their feeling regarding the inclusion of SWHI in a regular classroom, except one participant, 99% of the teachers are not positive about the learning situation of SWHI in an inclusive setting. All teachers consider this as time consuming and boring activity. As to the report of the participants, though they are not positive towards the inclusion of SWHI in a regular classroom, they are helping these students as much as possible to make their learning successful. According to the participants' beliefs, though these supports are rendered SWHI are not benefited from the program as intended.

When the informants were asked about the positive attitude of teachers in playing crucial role concerning the inclusion of SWHI in a regular classroom, 90% of the informants replied that

teacher's positive attitude is influential and very significant. One participant said, "nothing is better than positive thinking. Thus, teacher's positive attitude is vital."

When the teachers were asked about the responsible person to create positive relationship among SWHI and SWOHI, almost 90% of the participants confirmed that the main responsible person is the teacher. However, they commented that the cooperation of other stakeholders like hearing peers, parents, administrators and the community is important.

The informants were asked about factors contributing for the academic failure of SWHI in inclusive setting, almost 90 % of the participants replied that the main contributing factor is their inability to hear and communicate with teachers.

In addition, the teachers were asked about the kinds of adaptations they are making on the curricular materials and teaching strategies, almost all informants replied that they are making minor corrections like spelling error, page error and repetition of words. As to their report, they have nothing that they adapted for the sake of SWHI.

Presentation of the Findings Obtained from Special Needs Education Professionals

All participants have more than 19 years of experience of teaching. All are graduated from Dilla University. They are coordinating the education of SWDs (including SWHI) in their respective schools where regular students and SWDs (including students with hearing impairment) are learning in integrated form.

When they were asked about the kind of support they are providing for SWHI, they reported that their first task is identifying whether the students have some sort of disabilities or not. After identification, they made a plan of action on what support services are needed for SWDs in general and for SWHI in particular. In addition, they make close contact with GOs and NGOs to support SWDs (including SWHI). As they reported, in 2011 academic year, SWDs (including SWHI) were provided with educational materials from some NGOs. On the other hand, they convinced the school administration to allow tuition free admission and the provision of schools uniform for SWDs (including SWHI). Furthermore, by bringing SWHI in the resource room, they are teaching signed language letters weekly.

When asked whether they have the skill of sign language or not, all replied "yes"; they do have a little skill. But they are not perfect. Because the skill they have gained from the university was not enough.

As to the report of the participants, regular teachers didn't use teaching aids to accommodate SWHI. As they said, most teachers never used teaching aids even for the sake of SWOHI. As I the researcher observed, very few teachers were using teaching aids. As the participants' beliefs, regular teachers lack motivation and interest to use teaching aids.

When they were asked about the social interaction of SWHI with teachers and hearing peers, they replied that the social interaction of SWHI in the regular school is challenging. In fact, it is believed that inclusion promotes the social interaction of SWHI. Although, SWHI placed in the regular school are facing academic and social problems because of communication barrier.

As the speech of the teachers, they are happy about the inclusion of SWHI in the regular classroom. Yet SWDs (including SWHI) are not enjoying their rights as fully as intended. As their reported, though there are some challenging conditions in the regular school setting for the education of SWHI, getting access is an opportunity because they didn't feel as lonely, isolated and inferior. They added that their main duty is supporting these students to have better life in the future.

When the SNE teachers inquired about the necessary adaptations to improve the academic achievement of SWHI in a regular classroom, they mentioned as providing trained teacher in the area, using teaching aids, making the school environment conducive for the learning of SWHI-like play- ground, toilet, and potable water are needed.

Analysis of the Findings Obtained from the Schools Principals

When the schools' principals were asked whether the academic achievement of SWHI is similar with SWOHI, they reported as regular teachers may not give special attention for SWHI. Besides, some teachers may not exert their maximum effort to help SWHI. SWHI may be in difficulty to understand orally transmitted presentation.

As a result, competing with hearing peers becomes very difficult. Thus, the academic achievement of SWHI is not similar with SWOHI. As the report of the principals, the academic performance of SWHI is lower than their hearing peers. When asked about the social interaction of SWHI with teachers and hearing peers, they replied that SWHI in the school are experiencing socialization problems because of communication barrier.

They explained that SWHI in oral dominated class are not beneficial. They are attending because they don't have another option. In addition, as their report there are many things left to make the education SWHI successful in an inclusive setting.

When asked about the right of SWHI to attend their education in regular schools setting, they reported as it is their right to share all social services like education equally, since they are citizens of the country. The principals added that children with disabilities in general and children with hearing impairment in particular have the right to learn in a regular school system.

When the principals were asked about the importance of teachers' positive attitude towards the inclusion of SWHI in regular school, they said, "teachers' readiness and positive thinking is the central point. The core point of our discussion is determined by teachers feeling. If they are ready and welcoming, every trial can be fruitful, unless it is useless."

The principals mentioned that because of different problems, SWHI are obligated to quit their education. In order to solve these problems, communication barrier should be solved. In addition, providing sign language training opportunities for regular teachers and hearing classmates are important. Besides, there should be special class service with a trained specialist. When the principals were asked about who is responsible to create conducive environment in the school, they replied teachers as central persons for creating classroom environment conducive. But, making the whole school environment conducive requires different stakeholder's participation.

Presentation of the Findings Obtained from Parents/Guardians of SWHI

Table 5: Background Information of the Parents

Parent's Name	Sex	Age	Educational Level
Ketema	M	70	Primary Education
Tamiru	M	42	Primary Education
Haile	M	72	Secondary Education
Alemitu	F	70	Uneducated

Note: All the Names are Pseudonyms.

The following data were obtained from parents of SWHI. From four parents of SWHI, one parent of the SWHI was not volunteer to be audio recorded but provided all the necessary information about his child with hearing impairment. Anyway, the researcher obtained the following valuable information from parents who participated in the interview process.

When the parents were asked about the onset of their children's hearing impairment, one father reported that his son's hearing problem is at the age of three. As to the report of Ketema (the father of SWHI, Alemu), no one has hearing problem in the family except Alemu. The second participant (Tmiru) reported that the time of his son's hearing loss is at six year. Similarly, the third participant (Alemitu), reported that her child with hearing impairment suffered at the age of six, too. The fourth participant (Haile) reported that his child's hearing problem is at birth. As to the report of the participants, SWHI are positive towards social interaction. They have hearing friends whom they can play together, but they feel discomfort and frustrated when hearing students ignore them from different group and play activities.

According to the information from the participant, teachers are doing their best in classroom. Some teachers are very much positive, sympathetic and helpful. However, in order to make these students effective in their learning, it requires all stakeholders to work together.

When they were asked about the placement of SWHI in the regular school, all participants reported that instead of being at home it is better to be at school. The parents confirmed that they are not happy about the inclusion of SWHI in the regular school. This is because deaf students are in severe problem in inclusive setting. They prefer if their children attend education in special schools.

Discussion of the Findings

Academic Practices of SWHI in an Inclusive Setting

The information obtained from all participants in the interview process depicted that the academic achievement of SWHI is lower than the hearing students. On the other hand, the data obtained from document analysis showed that, all the SWHI scored below their hearing classmate's achievement. This indicates that the hearing difficulty and communication problem in inclusive regular classroom hurt the academic achievement of SWHI. So as to the researcher's observation and finding, their inability to hear and communicate, inability of regular teachers to address the

needs of SWHI, limitation of sign language skill among regular teachers, lack of educational facilities can be the factors contributed to their academic disadvantage in inclusive setting.

This finding is highly related with the finding of (Mpofu and Chimhenga, 2013), children who have mild to moderate hearing losses, on average, achieve one to four grade levels lower than their hearing peers, unless appropriate support offers. Students who have severe to profound hearing loss usually achieve skill no higher than the third or fourth grade level, unless appropriate educational intervention given early. The gap in academic achievement between students without hearing difficulties and those with hearing loss usually is widen as they progress through school.

Social Interaction of SWHI in an Inclusive Setting

Communication is very much important for the social and personality development of the general population. Social interaction is the exchange or communication of ideas between two or more individuals. In the community that is dependent on hearing, language is the most common channel through which message is imparted between persons.

According to Tirussew (2005), students with hearing impairment can learn socialization from their parents, siblings, peers and teachers, but the value of socialization depends on the feelings of persons interacting towards the person with a disability.

The finding of this study revealed that the social interaction of SWHI with hearing peers is good. SWHI were positive about their social interaction in regular school setting. All the participants believed that SWHI haven't got any social problem in regular school with teachers and hearing students.

On the contrary, some SWHI reported that in order to make the social interaction of SWHI effective they have to be courageous to speak as they wish and people's attitude towards the utterance of SWHI should be positive. Indeed, SWHI agreed that people with HI are capable to develop positive relationship with hearing peers when effective means of communication is utilized. Despite, they suggested that communication is very crucial for socialization. Thus, in current situation, communication problem and unfavorable school environment are the major obstacles for social interaction in regular school settings.

This finding is also consistent with the finding of Heward & Orlansky, (1988) cited in Nitsuh, (2008), which reported that when a satisfactory method of communication can be used, most students with hearing impairment are fully capable of developing positive relationship with their hearing counterparts.

From the interview of SWHI, teachers, parents, administrators and hearing students, it is understood that to avoid language and communication problem hearing people should have a common means of communication that is sign language.

As suggested of Kyle and Woll (1989) teachers and students must share a means of communication which is equally accessible to both groups and also it is a fundamental principle of teaching learning process. When there is effective communication between students and teachers it is possible to say that learning is occurring smoothly.

The information obtained from observation of this study indicated that SWHI interact more frequently with hearing classmates and a bit less frequently with teachers. For the benefit of their identity SWHI liked to interact with non-hearing peers.

There can be different factors that are directly or indirectly related to communication problem which seems to be the major difficulty for the social inclusion of SWHI in regular school setting. Thus, the social benefits of SWHI are not satisfied because they communicate rarely with teachers and hearing peers due to the communication problem.

Perception of the School Community towards the Inclusion of SWHI in an Inclusive Setting

As the data obtained from the interview, questionnaires and observation indicated that most regular teachers are positive towards the inclusion of SWHI in regular school. They mentioned that inclusive setting is important to social relations like friendship, to respect each other and to reduce social stigma that others may have about SWHI. However, at this time, SWHI is not that much beneficial in regular classroom settings. This is because of the problem of medium of instruction and unfavorable school environment.

In this study, it is investigated that all SWHI are frustrated for their failure to secure adequate educational achievement. Besides, they are frustrated due to their inability to understand and participate in classroom discussions.

As suggested by the schools administrators, well facilitated support systems to meet the social and educational needs of SWHI should be developed in an inclusive setting. This is because it is the quality of support system that will determine progress in implementing inclusive education in regular school setting. The principals also added that teachers' positive feeling towards inclusion and understanding of inclusive education is very much important. Moreover, there should be trainings to create an understanding to teach students with diverse needs in general and SWHI in classroom in particular.

According to the information from parents' interview, all participants were not positive about the placement of SWHI in regular classroom. However, effective inclusion depends on the family's feeling that the program is welcomed and on their being comfortable in the inclusive settings. The participation and support of parents are crucial to the success of the integration program.

As to the finding of this study, though parents believed as inclusion could develop social interaction of SWHI. However, the parents negate the inclusion of their children with hearing impairment in the regular school. This is because of low academic performance of SWHI in the regular school setting. The parents suggested that, to make inclusion successful, there should be skilled person who can help the learning of SWHI in regular school. This finding coincides with the finding of Gilmore et al. (2003), the primary factors that parent's negative attitude towards inclusion is a lack of response to the needs of their children.

Appropriate Provision and Adaptation Mechanism to make Successful Inclusion

Inclusion may be assumed in the extent to which students with disability in general and SWHI in particular are accepted, interacted, liked by peers and chosen as a friend by other students.

The finding of this study revealed that the social interaction experience between hearing students, teachers, administrators and SWHI is very much limited. Sufficient social skills like ability to

initiate, interchange ideas, participate in conversation or discussion in classroom, in playground during break time and after school with friends and parents are limited because of communication barrier. Making facilitated interaction in order to remove communication difficulty among hearing students, teachers, parents and the school community in general is the most important aspect that should be considered.

In this study, all participants (SWHI, regular teachers, parents, hearing students and administrators agreed that in order to get effective inclusion, there should be a special means of communication between non -hearing and hearing school community that is the skill of sign language. This enhances socialization between hearing and non-hearing students. Regular schoolteachers are expected to develop and encourage steps to foster such interactions. Concerning this, Espeso (2006), asserts that students with hearing impairment needs communication rich environment. In this case, regular teachers must have a clear understanding of unique learning needs of students with hearing impairment in order to create a healthy classroom environment. Some adaptations are such as preferred, seating and structured activities to enhance communication and participation of all students. Moreover, a class teacher must have enough information about the nature, type, classification, degree and characteristics of the hearing loss of a particular student in the classroom.

SUMMARY, CONCLUSION AND IMPLICATIONS

Summary of the Study Findings/Results

The data tools were used to collect data in the following manner; primarily all participants (the target, SWHI, hearing peers, regular teachers, parents of SWHI, special needs education professionals and the schools principals) were made to answer interview and questioners. Besides, in and out of classroom observations were interpreted and the document review was analyzed, too.

To begin with, the responses of the participants in the interview process indicated that the overall current implication on the opportunity to get good result at regular class is not appropriate for students with hearing impairment.

The finding of this study implies that the main factors contributing the failure of academic achievement of SWHI are absence of skilled person in sign language in school, absence of common means of communication among SWHI, hearing peers, regular teachers and administrators, and unfavorable school environment.

The teachers of the schools engaged in teaching in inclusive classroom do not know sign language. Similarly, the status of SWHI concerning sign language is the same. Therefore, SWHI do not have role models at school for their academic success. Thus, they are not lucky to get quality education. Equal access for SWHI and hearing would be attained only when SWHI get their education using sign language as medium of instruction.

The other evidence from the response is that training of sign language must be given for all teachers, students, school administrators and personnel, or it should be compulsory capacity in the teaching and learning process. This can hold the regular teacher's awareness or they can think about student with hearing impairment.

The findings of this study showed that there are different factors working towards the failure of inclusion of SWHI in the regular classroom. These can be communication problem, limitation of

the skill of sign language among hearing and non-hearing school community, the knowledge level of teachers, students and administrators about students with special needs, absence of trained personnel at school, and absence of multidisciplinary cooperation.

As it is understood from the finding, some participants were not supporting the inclusion of SWHI in regular school in current circumstances. Rather, they preferred special school or special class/unit in ordinary schools because of weak medium of instruction.

Conclusions

The main objective of this study was to explore the barriers faced by students with hearing impairment in inclusive learning environment in secondary schools located at Hawassa university technology village catchment area. Thus, the concern of all intellectuals should be to realize the successful interaction between the student with hearing impairment and the school community. Now, the significant questions directly or indirectly have ultimately got the answers. Apart from some interpretation, explanation and summary made earlier inclusively, the following set of conclusions were pooled together for final understanding.

As it is understood from the finding of this study, SWHI have good social interaction experience with hearing school community. Though, there is communication difficulty to facilitate appropriate friendship in regular school.

Absence of the skill of sign language among SWHI, hearing peers, regular teachers and other hearing people may lead to weak social interaction experience between hearing people and those who have difficulty of hearing.

The data obtained from interview and classroom and out of classroom observations consistently showed that SWHI interact frequently with hearing peers and a bit less frequently with regular teachers. There was more interaction with hearing peers, because they benefit more from hearing peers. Indeed, they have a desire to interact with HI peers, for the sake of their identity and need for common language.

It is clear that there is a general agreement that inclusion is favored for its academic and social benefits for students with special educational needs in general and SWHI in particular. But the finding of this study was not completely similar with this idea. This is because; as it was understood from the finding, students with severe hearing loss, parents of SWHI and some regular teachers do not favored inclusion positively. However, hearing classmates, special needs education professional, some regular teachers and the school principal have positive attitudes towards the inclusion of SWHI in a regular classroom.

The finding of this study indicated that communication and language problems are the most dominant for the absence of positive social interaction experience. On the contrary, language is an important means to establish and strengthen social and personal linkage between the SWHI and the classmates, teachers, parents and the general social environment.

This study indicated that difficulty of communication and language resulted in SWHI delaying back in social, educational and communication experiences. Indeed, it may be difficult to generalize the findings of the study to the population of SWHI at country level from such qualitative case study consisting of very small number of informants. Despite, from lived experiences, observations and similarities on certain issues like, absence of sign language skill in

schools among hearing and non-hearing school community, communication problem and absence of any intervention strategies, lack of educational facilities and equipment, unfavorable educational environment and similar problems may be possible to generalize as the findings of this study to SWHI at national level in similar situations.

Finally, the study concluded that possible adaptations and provisions to enhance the academic achievement and to improve the social interaction of SWHI in an inclusive setting are the primary measures to be taken.

Implications

From the narrations, interpretations, summary and conclusions drawn so far, the researcher forwarded the following recommendations.

- To have successful inclusion of SWHI in regular classroom, there could be resource room with well trained personnel in sign language, financial and material considerable assistance by the school should be practiced.
- To avoid the communication and language barrier among teachers and SWHI, the schools should make close contact with nearby higher education institutions
- To give the proper recognition for SWHI the school should be made responsible to create awareness among the school community about the causes and features of HI.
- It is better if the schools administrators, SNE teachers and regular teachers work cooperatively on their common issues to benefit SWHI in education and to find out the appropriate placement for SWHI according to their interest.

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An Assessment on Teachers' Practice of Differentiated Instruction in Technology Villages of Hawassa University

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ABSTRACT

This research was designed to assess primary school teachers' use of differentiated instruction in their classrooms. The research raised based question focused on how the primary school teachers implement instructional strategies to differentiate instruction in their classrooms to address the needs of various students, and the factors obstructing primary school teachers' use of differentiated instruction. To answer the basic questions of the research, mixed methods research design was used. A questionnaire, focus group discussion, and classroom observation were used to collect data from respondent teachers. The result of the data analysis revealed that teachers' implementation of the strategies of differentiated instruction was weak. Teachers identified lack of awareness on the concept and use of differentiated instruction, lack of knowledge and skill in the implementation of strategies of differentiated instruction, lack of training on the concept, lack of professional support on the use of differentiated instruction, lack of time to use differentiated instruction, bulky contents in the textbooks, large class size as factors hindering the implementation of differentiated instruction in their classrooms. Based on the findings, implications were forwarded.

Key terms- differentiation, differentiated instruction, learning styles

INTRODUCTION

Background of the study

Students are coming to classrooms with different abilities, learning styles, and personal traits. This makes classrooms composed of mixed ability groups. A classroom teacher is expected to address the educational needs of these mixed groups through differentiated instruction. Differentiated instruction is an approach and philosophy of education that aims at addressing and meeting the students' diversity (Tomlinson, 2000). Tomlinson discussed that whenever a teacher reaches to an individual or small group to vary his or her teaching to create the best learning experience possible, that teacher is differentiating instruction. Supporting these ideas, different theories and recent research findings suggested that teachers should consciously adjust curriculum and instruction in response to student readiness, interest, and learning profile (Joseph, Thomas, Simonette, & Ramscook, 2013).

There are misconceptions that differentiating instruction burdened students. But Willis & Mann, 2000 discussed that differentiated instruction is *not* adding extra assignments to keep students busy. Differentiated instruction is *not* all students do the same thing, in the same way, at the same time; it is not a traditional approach where the content is selected; an instructional process is employed; an assessment is given; and students who struggle in this approach are specialized and referred for testing and often more restrictive services. In contrast, differentiated instruction is a

frame of mind and is described as a teaching philosophy based on the premise that teachers should adapt instruction to student differences because “one size does not fit all”

According to Stradling & Saunders (1993), differentiation is a pedagogical rather than an organizational approach. Differentiation shapes an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom (Bearne, 1996; Tomlinson, 1999). From the same considerations, we sustain the findings of Beijaard and de Vries (1997) and Chapman (2002): teachers’ needs and expectations towards differentiating instruction arise from their beliefs about differentiated classroom practices, beyond regulations, procedures, and methodologies.

Dewey (1916) discussed that schooling in the past has been lamented for having all students treated as the same and being taught an inflexible curriculum. Such a scenario provides limited opportunities to adapt teaching to meet the specific needs of the learners being taught. Witkin (1977, cited in Louise Starkey (2017) noted that each person has a unique set of cognitive tools and stressed the importance of acknowledging individual and group differences in the teaching process. This notion has extended over time to include identifying individual learner's interests, enthusiasms and aspirations to inform teaching. Thus a humanist perspective of student-centered education can include designing learning experiences aligned with individual students’ cognitive, aspiration, or interest preferences.

Thus, this research was initiated to assess how primary school teachers are differentiating curriculum based on the needs and interests of their students.

Statement of the problem

Every student is a unique individual with innate predispositions and unique ways of perceiving and interacting with the world. Addressing learner diversity in learning climate has a positive effect on learning outcomes (Joseph, Thomas, Simonette, & Ramscook, 2013). Moreover, Reid (1995) stated that developing an understanding of learning styles would enable students to take control of their learning and to maximize their learning potential. Diversity within our classrooms, at all levels of education, makes differentiation an imperative practice. But responding to all needs of students has been one of the biggest challenges in a mixed-ability classroom. Teachers’ inability to deal with students with different levels of readiness in a different way leads to school failure. It is not possible to look at a group of students in a classroom and pretend they are essentially alike. We share different things as human, and we have differences as an individual. So, if our classrooms are not differentiated we address only the similarities of students, not their differences. In a differentiated classroom, differences are common and accepted as opportunities for learning. Tomlinson (2001) acknowledged that students learn at different speeds and they differ widely in their ability to think abstractly or understand complex ideas. Students can choose from a variety of clothing to fit their differing sizes, styles, and preferences. If there are alternatives, if not they are forced to wear the size, style, and preferences that don’t go with them. This is a good metaphor to explain differentiating instruction to address the backgrounds of the students.

Tomlinson's pioneering research on differentiation found that educators should not expect good academic outcomes from students in the absence of differentiation (Tomlinson 1999). In her work, she paints the picture of a typical classroom in which students who sit side-by-side have diverse experiences and abilities. In this idealistic classroom, some students are gifted and could work above their grade levels, Multiple Language Learners (MLL), students with disabilities, students with diverse interests, and economic background. The challenge teachers face is the need to adjust materials and curriculum to ensure that all these students have equal access to high-quality education.

Without differentiation we may teach only one- third of our students, one- third already know it and the remaining third won't know it. So two-third of the students are wasting their time. Valiande (2010) found that traditional and undifferentiated instructive approaches that do not facilitate the construction of knowledge for all students in mixed ability classrooms are seen as one of the basic factors causing the problem of quality and equity. Differentiation guides the planning and instruction in mixed ability classrooms based on students and their needs, facilitating the construction of knowledge for each student based on its prior knowledge and dexterities. Differentiated instruction (DI) is based on the premise that no two students are alike, and therefore should be provided with many opportunities for conceptualizing information and making sense of ideas (Tomlinson, 1999). Much focus is placed on the student as an individual, not only what he/she needs to be successful but what the student brings to the learning opportunity.

Even though the problem is real in our context, there are no local research in differentiated instruction especially in primary schools concerning the strategies to differentiate instruction. Tadesse (2015) researched Primary school teachers' practice of differentiated instruction. The findings of Tadesse revealed that primary school teachers aren't familiar with DI. He further identified lack of knowledge and experience, commitment and motivation, availability of materials/resources, availability of time, class size, range of diversity in the classroom, leadership and parental support, and staff collaboration as discouraging factors for the implementation of differentiated instruction in primary schools.

Sherif (2017) studied the relationship between teachers learning style and students learning preferences and influence on the academic achievement of students in English common course classes. Sherif concluded that there is a mismatch between students' learning styles preferences and their instructors' preferred teaching styles. A similar disparity is found between students' perceptual learning style preferences and their academic achievements. This could imply that the students learning styles preferences were not properly addressed by their instructors' teaching approaches.

Rahel (2010) investigated the relationship between teachers learning style and students learning preferences and influence on the academic achievement of students in English common course classes. Rahel showed the need to consider the learning style of students during designing content.

The researches conducted on the area of differentiated instruction didn't address the issue of what instructional strategies primary school teachers implement to address the backgrounds of the students. This research attempted to bridge this gap in the literature and answer the following basic questions:

- How do the primary school teachers implement instructional strategies to differentiate instruction in their classrooms to address the needs of various students?
- What are the factors obstructing primary school teachers' use of differentiated instruction?

Objectives of the study

The major objective of the study was to assess the primary school teachers' use of differentiated instruction in their classrooms.

Specific objectives

Specifically, this research tried to achieve the following specific objectives

- Evaluate teachers' use of instructional strategies to differentiated instruction.
- Point out the factors affecting/facilitating the primary school teachers from the use of differentiated instruction

Significance of the study

The result of this research would be significant to;

- Teacher education institutes by providing information on how primary school teachers are equipped with the knowledge and skills of differentiating instruction through the use of various instructional strategies. This enables them to enrich their curriculum
- Classroom teachers by giving them awareness on the existing variation among their students and how to address them
- Teacher educators by indicating the need for educating teachers on how to differentiate instruction through differentiating instruction
- Different offices and experts who are supporting teachers by showing the gap in teachers' use of differentiated instruction and addressing their instruction to all students

Delimitation of the study

Geographically the study was delimited to technology villages of Hawassa University, and conceptually on the investigation of the teachers use differentiated instruction in their classrooms.

Research methodology

To explore the implementation of differentiated instruction in primary schools, both qualitative and quantitative data were required, and thus, mixed-method research was employed. At a general level, mixed-method was chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches.

Source of data

Data for the research were collected from primary school teachers. Differentiating instruction is a tacit knowledge which teachers use based on the context. Thus, teachers are the best source of data for the topic.

Sample and sampling techniques

Four schools (Tabor, Gebeya Dar, Adare, and Alamura primary schools) were selected randomly as a sample. Five teachers were selected from each primary school using random sampling, and a total of 20 teachers were selected for the research.

Instruments of Data collection

To collect data from the respondents, questionnaire and FGD were used.

Questionnaire

The questionnaire was prepared on the teachers' use of differentiated instruction in their classrooms. The questionnaire was prepared based on the strategies of DI developed by Tomlinson (2005). In the questionnaire, there are a total of 9 Likert scale items with five scales (1= highly disagree, 2= disagree, 3= undecided, 4= agree, 5= highly agree)

Focus group discussion

Focus group discussion was used to collect data to identify teachers' knowledge and understanding about DI, major challenges that hinder the implementation of DI in the classroom, and opportunities needed to improve those challenges using open-ended guiding questions. Six teachers have participated in the FGD from each sample school.

Data analysis

The purpose of the research was to assess the implementation of differentiated instruction in primary classrooms. The questionnaires were analyzed using frequency count and percent based on the Likert scale. The FGD and interview were analyzed using narration and description through themes and observation data were used to triangulate data obtained from the questionnaire and FGD.

Pilot test

To test the internal consistency of the items in the questionnaire, the questionnaire was pilot tested in primary schools which are not participating in the research. The result of the pilot test revealed that there is high internal consistency among the items with Cronbach's alpha value of 0.835.

Data presentation and discussion

Table 1. Implementation of differentiated instruction strategies

No.	DI strategies		Rating scales					Total
			5	4	3	2	1	
1	I use pre-assessment questions to identify students' interest, background and learning style	No	3	6	1	7	23	40
		%	7.5	15	2.5	17.5	57.5	100
2	I use students' learning profile to adjust my instruction	No	3	5	-	8	24	40
		%	7.5	12.5	-	20	60	100
3	I use different levels of questions based on the background of the students	No	-	7	1	10	22	40
		%	-	17.5	2.5	25	55	100
4	I use different instructional materials/resources for students of different background	No	-	5	3	8	24	40
		%	-	12.5	7.5	20	60	100
5	I use a flexible grouping of students based on the students' assessment data	No	-	5	2	3	30	40
		%	-	12.5	5	7.5	75	100
6	I give varied time to students of different background to complete their activities	No	8	10	-	14	8	40
		%	20	25	-	35	20	100
7	I use different modes of presentation to address students of different background	No	2	5	-	7	26	40
		%	5	12.5	-	17.5	65	100
8	I try to address different senses within a lesson based on the learning styles of students	No	5	6	3	5	21	40
		%	12.5	15	7.5	15	52.5	100
9	I use different assessment techniques to assess the learning of students	No	-	2	7	7	24	40
		%	-	5	17.5	17.5	60	100

Implementation of instructional strategies to differentiate instruction in classrooms to address the needs of various students

A. Using pre-assessment questions to identify students' interest, background and learning style, and adjusting instruction accordingly

As it is shown in the above table only 3 (7.5%) teachers strongly agreed and 6 (15%) teachers agreed that they assess students' interests, needs, and learning styles to identify their background

and plan and execute their instruction accordingly. 7 (17.5%) students disagreed and the majority of the respondents (23 (57.5%)) expressed their strong disagreement for the practice of pre-assessment task.

Regarding using the pre-assessment data to adjust instruction to the learning needs, interest, and background of students (question no. 2), the majority of the respondents (24, 60%) strongly disagreed and 8 (20%) expressed their disagreement by indicating that they are not using the pre-assessment data on students' background to adjust their instruction.

The questions were raised during FGD with teachers, and they agreed that they started their lessons by raising questions on the topic of the lesson but they are not taking any measure based on the responses of the students. This shows that their questioning is not related to differentiation. They are raising the questions as a customary step in their lesson.

The researches confirmed the customary steps of questioning during observation. All the observed teachers have raised some questions before starting the lesson but they were not modifying their lesson based on the data they get from students' responses. Instead, they follow their lesson plan as it is planned.

Therefore, from the above data, it is possible to conclude that teachers were not using the strategy of assessing student background to identify students' interest, background, and learning style to differentiate instruction.

B. Using different level of questions

The other strategy used to differentiate instruction was differentiating questions to the levels of students. The responses of teachers on how they use different levels of questions for different students (Q. 3) revealed the majority of the teachers were not practicing differentiating questions. Of the respondents, 22 (55%) and 10 (25%) reported their strong disagreement and agreement respectively. Only 73 (17.5) of the respondent teachers reported their agreement on the use of differentiated questioning

During focus group discussions held with teachers, they discussed that students were not in a position to answer difficult questions. As a result, they were raising simple recall questions so as all students participate in answering the question. During the discussion, one of the participants said: "*Students can't answer difficult questions. So, to make them active in the class we raise simple questions. Even for examination, we prepare simple questions*".

The researchers observed the classrooms of some teachers, and they confirmed the teachers' uses of simple questions. In the observed classrooms, teachers were using questions such as 'what', 'list down', and 'how many'.

Thus, the data revealed that teachers' use uniform questions and fording the questions to the whole class so as volunteer students will answer them. They were not inviting students of different background by modifying the questions to the background of the students.

C. Using different instructional materials/ resources

The fourth strategy used to differentiate instruction is using different instructional materials/resources which are used for the different learning style of students (those students who are visual, auditory, and kinesthetic). The data in the above table showed that the large majority of

the respondents were not implementing the strategy in their classrooms, 24 (60.5%) of the respondents strongly disagreed on the use of the strategy in their classrooms. Only 5 (12.5%) of the respondents expressed their agreement on the use of different instructional materials and resources based on the background of the students.

During focus group discussion help with the teachers, they discussed that they couldn't find instructional materials related to all contents of their subjects. One of the respondents said, "*There are no instructional materials related to contents in the pedagogy center of the school, and I have no time to prepare the materials by myself*". The teachers reported that most of the time they use pictures from the textbooks.

During classroom observation, the researchers observed teachers using pictures from the textbook. The lesson was on the flags of different regions in Ethiopia. The colors of the flags in the pictures of the flags were not clear. To show the colors of the flags, the teachers could easily prepare the flags from a piece of cloth or paper by using ink of different color or draw the flags on a paper using different markers.

Hence, the above data revealed that because of different reasons teachers in the selected schools didn't use instructional materials/ resources to address different learning styles of students.

D. Flexible grouping of students based on the students' assessment data

The result of this study revealed that none of the participant teachers have used a flexible grouping of students based on the students' assessment data. 30 (75%) of the respondents strongly disagree on the use of flexible grouping students using the students' assessment data. 3 (7.5 %) expressed their disagreement while 5 (12.5%) of them were unable to decide on the uses of flexible grouping.

The teachers' responses during FGD strengthened the result of quantitative data. They said,

At the beginning of the year, we select students who ranked 1- 12 and use those students as a group leader having four students for each group leader. So, each group has a total of 5 students. We call it 1-5 groups. And this group will use up to the end of the year for all the subjects for every group activity in and out of the class.

All the way through the observation teachers use groups that they already assign for all the activities and they give names for the groups as groups one, two, etc. And when teachers give group activities in the class students go to their group as usual.

The above data revealed that teachers in the selected schools use fixed grouping styles all the year. They don't vary groups based on the needs, interests and other data of students.

E. Give varied time to complete activities

Relating to grouping is the provision of time for activities. As all students do activities based on their own pace, the provision of time should be based on the performance of the groups of students. The data in the table showed that the teachers are practicing the strategy of varying time for groups better than other strategies of differentiating instruction.

As it is displayed in the table above, 8 (20%) of teachers strongly agreed and 10 (25%) of teachers agreed that they give varied time to complete activities for their students. But, good proportion of

the respondents reported that they are not providing varied time for the students. 14 (35%) of teachers disagreed and 8 (20%) of the respondent teachers strongly disagreed that they were varying the time provided for students to complete their activities.

Focused grouped discussion data on the strategy revealed that teachers were implementing the strategy better than other strategies. During the discussion, they said,

We know there are students in a classroom with different levels of understanding and performance. Some students may complete activities within a few minutes; on the contrary, some students need much time to complete activities. So, we give varied time to complete activities and support some students to complete activities.

Similarly, they said,

Some of the students do activities at home before we order them to do. Some students wait for our instruction and take much time to understand and complete activities. So, we give time and support some of the students to complete activities.

During the observation, some students completed activities early. Even some of the students did activities at home. And some students needed extra time to complete activities. Many teachers gave extra time and support to complete activities. But some of the observed teachers gave fixed time to complete group and individual activities for all the students. And they forced the students to stop doing even before the time they gave to complete the activities. They checked exercise books of those students who complete activities early. And did together and gave correction for the whole class. The other thing from the observation concerning this was students who did activities early were bored and disturbing the class. As an alternative, it was good to give other activities to make them busy.

So, the above data confirm that many of the teachers gave varied time to complete activities and support students to complete activities. Even though there are students with different levels of understanding and needed varied time to complete activities, some teachers gave fixed time for all the students to complete activities. But those students who completed activities early were bored.

F. Using different modes of presentation

Differentiation means giving students multiple options for taking information (Tomlinson 1999). Even though it needs to use different modes of presentation to give information to the students, the data in the above table showed that the respondent teachers were not using different modes of presentation. Only 2 (5%) of teachers strongly agreed and 5 (12.5%) agreed that they were using different modes of presentation in their classrooms. But the large majority of the respondents denied the use of the strategy in their classrooms. 26 (65%) of teachers strongly disagree and 7 (17.5%) disagreed on the use of the strategy in their classrooms.

The FGD data also confirmed that “*we are running against time. The attempt to use various presentation approaches that address the learning styles of the students consumes our time and we will not able to cover our content. Furthermore, the number of students in the classroom is not manageable to implement the strategy*”.

During the observation sessions, teachers were using lectures, oral questions and few teachers use pair and group work. When teaching, they were not attending the understanding of the students and they were busy covering their contents.

So, from the above data, one can conclude that teachers worried about content coverage rather than how to give information using different methods to teach all the students.

G. Addressing different senses within a lesson based on the learning styles of students

Students in the classroom have different learning styles. Some are visual, some auditory, and kinesthetic. So, teachers should be aware and try to address different senses within a lesson. But the data from the questionnaire, FGD, and observation show that teachers in the selected schools didn't consider these points. This is the result of teachers' failure to use various instructional strategies as indicated above under entry F.

The data from the above table revealed that 21 (52.5%) respondent teachers strongly disagreed that they are using the strategy in their classrooms. Similarly, teachers' problems in using varied instructional material (discussed under entry C above) forced teachers to neglect attending the various senses of students.

The FGD also confirmed that teachers address only one sense within a lesson. They have different reasons for this. They said, *"We have 45 minutes and we run to cover the contents of the book. So, to address different senses needs time and there are no resources."*

The other group told:

We don't have the knowledge and skill on how to address different senses, and as a result, we focus on covering the contents of the textbook. Moreover, we are evaluated based on our content coverage and not on how we addressed the senses of students.

The observation data also show that teachers were using lecture and some sort of question and answer instructional approaches which favor only students with auditory learning style. For example, one lesson in grade 6 was about a countable and uncountable noun. And the teacher explained about countable and uncountable nouns through lecturing. To address the various senses of the students, the teachers could bring examples of countable and uncountable materials and give chance for students to identify which is countable and which is not or they could ask students to give examples of countable and uncountable materials and explain why it is countable and uncountable. To address the various senses, it would be better to give a chance to students to see and touch the materials. But the teachers failed to do any of the alternative activities.

The other lesson was about flags of different regions in Ethiopia. For this lesson instead of the lecture, there are different songs about flags in Ethiopia plus the teacher can prepare flags of different regions using different colors. Also, it is possible to give an activity on preparing flags of different regions in Ethiopia. Giving chance to students to see and touch the flags also adds to the various senses of the students.

The other lesson in grade 3 English subject was about reading passage entitled "A busy Saturday" The passage is about time and activities. There are comprehension questions based on the passage. "Match time with activities" but the teacher asked students to answer questions orally, and such an approach didn't help students of various learning styles to benefit from the lesson.

From the data collected through various tools, it is clear that teachers were not planning and presenting their lessons in a way of addressing various senses of students. As is indicated in the previous discussion, teachers were not preparing varied instructional media, and they were not

using varied instructional strategies to present their lesson. The aggregate of these practices resulted in teaching only students of a specific learning style.

H. Using different assessment techniques

Teaching is making the contents of the lesson accessible to the learners (Shulman, 1986, 1987). To ensure the access of students to the teachers' presentation, teachers should assess students learning continuously. This helps them to be reflective in their practice and focus on the learning of students rather than covering the contents in the textbook. As the learning styles of students are different, one format of assessment wouldn't give rich information on the learning of all students. Thus, teachers need to use various assessment techniques to dig out the learning of how the students are learning and what problems they are facing. Furthermore, the result of the assessment indicates the learning difficulties which are related to the background of the students. Based on the assessment result, teachers plan their lessons, present to their students according to their learning preferences.

The data in the above table indicated that teachers were not implementing the DI strategy of assessment. Usually, teachers are using a continuous assessment format prepared by the school. So, teachers should follow and implement that format for the sake of evaluation. 24 (60%) of the respondents strongly disagreed on their implementation of the strategy of using various assessment techniques. Similarly, 7 (17.5%) of them disagreed while only 2 (5%) of teachers expressed their agreement on the use of the strategy.

The FGD data as well show that teachers raise oral questions before they introduce the lesson and usually give classwork as an assessment and in the end teachers give individual or group works. These assessments were given uniformly for all students in the classroom. Moreover, the teachers were focusing on how the students were getting the right answer to the questions. The researchers assured the uniform assessment format of the teachers. During the observation sessions, many of the observed teachers start a lesson by raising oral questions and finally give homework. But there was no evaluation in the middle of the lesson. They follow the same assessments with no modification based on students' interests, readiness, the difficulty level of the contents, and so on.

Furthermore, teachers reported that they are analyzing tests and/or final exam results and differentiating students into three categories based on their achievement. If the teachers are analyzing tests out of 10 marks, for example, the analysis will be 0-4 (low achievers), 5-7 (medium), and 8-10 (high achievers). If the teachers are analyzing achievement out of 100%, the analysis will be 0-49, (low achievers), 50-74 (medium), and 75-100 (high achievers). The objective of the analysis is to scaffold the students based on their achievement. The process of scaffolding the students in these three categories entails differentiating instruction to serve the interests and abilities of the students and demands the teachers to identify contents and way of presentation based on the need of the students. But the result of this research revealed that teachers were not using the data of differentiating students by their achievement for further adjustment of their teaching and assessment modes.

The challenges that hinder teachers to implement differentiated instruction

Different studies suggested that there are different challenges that teachers face to implement differentiated instruction. And teachers hesitate to integrate differentiation due to different

obstacles. Teachers also lack motivation because of different reasons even to implement what the teachers' guide and textbooks ordered.

During FGD, teachers mentioned the challenges which hindered their use of DI. The teachers complained about a lack of awareness of the concept of DI. They said that they know there are students with various backgrounds in their classrooms, but they don't have awareness of the concept and use of DI. Furthermore, they discussed that they lack knowledge and skill in the implementation of strategies of DI.

Teachers raise their awareness, develop knowledge and skills on the concept, knowledge, and skills through training. But the respondent teachers discussed that there was no training for teachers to enhance their use of DI. Where there is no training given for teachers, and even following the training, teachers need professional support in their professional practice in general and in DI implementation in particular. The respondent teachers reported that there is no professional support from any source given to them.

Teachers need time to implement various innovations in their classrooms. The respondent teachers reported that they are teaching 30 hrs per week, 6 periods per day. This shows they are busy throughout the day for the whole week. This impedes their implementation of various strategies, approaches, and discussion with their colleagues. Furthermore, teachers are urged to cover the bulky contents of the textbook, and as a result, they can't look for alternative strategies that could help students to learn better.

The large class size is one of the problems mentioned by teachers as hindering the implementation of DI. They reported that it is not possible to assess and identify the background of students where there are more than 80 students in a classroom.

Findings and Conclusions

The purpose of this study was to investigate teachers' use of instructional strategies to differentiated instruction according to the background of students and to point out the factors affecting the primary school teachers in using differentiated instruction. The research tried to answer two basic questions:

- How do the primary school teachers implement instructional strategies to differentiate instruction in their classrooms to address the needs of various students?
- What are the factors obstructing primary school teachers' use of differentiated instruction?

To collect data to answer the basic questions and serve the purpose of the research, a mixed research design was used. Questions with a rating scale, FGD, and classroom observation were used to collect data from teachers.

The data collected from teachers through various tools revealed that the teachers were not implementing strategies for differentiating instruction. Teachers were not practicing the strategies that were used to differentiate instruction. They were not collecting the pre-assessment data to identify the backgrounds of students. Thus, they lack sufficient information about the profile of their students; their interest, and learning style to differentiate instruction. This compelled teachers not to prepare different levels of questions using the background information of the students. Due to this absence of information about their students, the teachers were not using flexible grouping.

Similarly, they were not using various instructional materials that could address the different senses of the learners. As a result, the teachers' presentations were not comprehensive enough to address all the learning styles of their students. Students have different learning pace, and teachers should vary the time they give to groups and individual students to complete activities in the classroom. But the teachers found that they were giving them uniform time for all the groups and students. Teachers were using uniform assessment techniques despite their learning styles and pace of learning, and this wouldn't provide reliable information about the students.

From the data analysis, factors which hinder teachers from the use of differentiated instruction were identified. Accordingly, the following are the impeding factors for the implementation of DI:

- Lack of awareness on the concept and use of DI
- Lack of knowledge and skill in the implementation of strategies of DI
- Lack of training on the concept
- Lack of professional support on the use of DI.
- Lack of time to use DI
- Bulky contents in the textbooks
- Large class size

Implications

The findings of this research imply that teachers were not making their teaching accessible to their students evenly. Teachers gave their justifications for not using each of the strategies to differentiate instruction. To mitigate the problem, the following implications are forwarded.

Teacher education institutes

Teachers are the result of their initial education. Thus, to prepare teachers to implement differentiated instruction the concept of differentiated instruction should be integrated into teacher education curriculum, and teachers should learn and practice it during their initial training

Education offices

The effective implementation of differentiated instruction needs interventions and support from respective education offices. Thus, the woreda education office, cluster coordination units, as well as the school should arrange training for teachers on how to implement differentiated instruction. Professional support should be arranged for teachers to scaffold their practice of differentiated instruction.

Teachers need time to prepare themselves to implement differentiated instruction. Thus, the working load of teachers should be reduced to a reasonable level to give them time to plan and adjust their instruction to the background of their students.

Different responsible bodies of education should work hard to minimize the number of student in a classroom.

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An Investigation of Organizational Culture of Hawassa University

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ABSTRACT

Organizational culture has been described as analogous to the air we inhale. Every organization including higher education institutions has its own distinct organizational culture that is fundamental for the organizational identity of employees and the perceptions of organizational image. In this study, an attempt is made to investigate the organizational culture at Hawassa University in current and preferred situations. For this study, explanatory research technique and survey approach were used. The participants included 65 academic staff, 153 administrative staff and 218 students. Quantitative data were gathered via questionnaire adapted from standardized organizational culture assessment instruments (OCAI) which was developed by Cameron and Quinn in 1999. The data were analyzed by using frequency distribution, mean, standard deviation and one way ANOVA. The findings of the study indicated that hierarchy culture is the dominant organizational culture in Hawassa University even if the employees and students of the university prefer a clan culture for their institution. As regards the strength of the overall dominant culture type, adhocracy in the current and clan in the preferred situations are found to be slightly stronger than the remaining culture types. Concerning culture profile of the university from the six cultural dimensions dominant characteristics, organizational leadership, strategic emphasis and criteria of success are based on the clan culture type whereas management of employees and organizational glue are perceived to be adhocracy and market culture respectively in preferred situation. Thus, it is concluded that there exists a need for change of the present organizational culture to improve the overall performance of higher education institutions.

Keywords: organizational culture, organizational strength, performance

INTRODUCTION

Background and Justification of the study

The concept of culture is familiar to us; however, that of organizational culture is less so. When we talk about culture, we typically refer to the pattern of development reflected in societies system of knowledge, ideology, values, laws, social norms, and day to day rituals (Chandan, 1994:12). As stated by Agwu (2014:1) organizational culture is ‘ ‘ the set of shared values, beliefs and norms that influence the way employees think, feel and behave in the workplace’’. Organizational culture is a system of shared meaning held by members that distinguish one organization from the other and as O’ Donnel and Boyle (2008; 19) illustrated, it is an informal shared way of looking at an organization and membership in the organization that binds members together and influences what they think about themselves and their work.

Different authors define the concepts of culture in different but related ways. Although there is no agreement in the literature concerning organizational culture, one authority argued that the single consensus that exists is the fact that organizational culture has both tangible and non-tangible aspects (Sokro, 2012:4). Thus, as O, Donnel and Bayle (2008:6) stated, organizational culture is

made up of more ‘‘superficial’’ aspects such as patterns of behavior and, observable symbols and ceremonies, and deeper seated and underlying values, assumptions and beliefs’’. According to Bush (2009), culture is the deep structure within organizations which are rooted in the values, beliefs, and assumptions held by organizational members. He added that culture is manifested by symbols and rituals rather than through the formal structure of the organization; beliefs, values and ideology are at the heart of organizations. Schein (1999: 68) on the other hand, indicated that organizational culture is socially constructed attribute of an organization which serves as a ‘‘social glue’’ which binds an organization together.

Organizational culture is one of the most important factors that have impact on organization performance (Ahmed and Shafiq,2014). Moreover, as Divyarajarm (2014) showed organizational culture is important in promoting code of conduct in employees, facilitates motivation through recognition, promotes self-satisfaction, and acts as a guide to employee thinking and action. Likewise, Fakhar (2005:981) noted that organizations have social glues that bond employees together, makes them feel as part of organization thereby bringing out the best in them in terms of efficiency and effectiveness in achieving organizational goals. Therefore, organizational leaders and managers should have a clear understanding on organizational culture to cope up any challenge the organization faced.

There are various approaches to cultural studies which are conducted using different types of analysis. For example, culture has been studied in association with leadership as stated by Schein (1999:97) or value-based (Bush 2009). However, this study was conducted based on Cameron and Quinine’s (1999) competing value framework. The framework is based on six organizational culture dimensions. These are: dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis and criteria of success and four dominant culture types: Clan, Adhocracy, Market and Hierarchy.

Much has been said about competing value framework which is extremely useful in helping to organize and interpret a wide variety of organizational phenomena (Cameron and Quinine’s 1999). Competing value framework has been found to have a high degree of congruence with well-known and accepted categorical schemes that organize the way people think, their value and assumption and the way they process information. The competing value framework has proven to be helpful framework for assessing and profiling the dominant culture of an organization because it helps individuals to identify the underlying cultural dynamics that exist in their organizations.

As Waller (2004) pointed out, organizational culture of higher educational institutions has a relatively common attribute which is dynamic and rapidly changing aspect that is grounded on both internal and external factors. Thus, to handle the problems today’s universities face and encounter, studies based on this framework are helpful. There are various factors that influence university environment. Concerning this issue, different scholars stated that the university environment is rapidly changing and demanding operation both internally and externally. Some major external or environmental conditions facing today’s universities include mass education, state funding reduction, distance learning and capital equipment coast. These components influence the effectiveness of academic programs, delivery system and the internal relationship. Because of the vast complexity of external factors, many university stakeholders (administrators,

professors etc.) are ineffective organizational operators (Bartell, 2003, in Fralinger and Olson 2007).

Different academic literature indicate that organizational culture differs from one organization to another. There may even be more than one culture within an organization. The way people and groups interact with each other, with clients, and with stakeholders is affected by the existing culture in the organization. Therefore, managers and leaders need to be very aware of the nature of their organizational culture and its potential effect on change efforts that may be put in place in their organization. Moreover, in order to have a good understanding of the level of congruence between observed and espoused values, organizations ought to focus not only on the current but also the preferred culture within the organization (Igo and Skitmore , 2006).

Higher Education Institutions have commonalities with business organizations in that both have structure and process, missions, goals and strategies. However, their cultures differ in terms of stating mission, strategies they designed to achieve their goals, the image the organizations have, their manpower, the types and amount of resources they need, the types of goods/ services they produce, management processes and interpersonal relationships and the like. As a result, leaders at higher education institutions, according to (Robbins, 1996; Ahmed, 1998) need to be conscious of the importance of looking the organizational culture and its impact on the way individuals perceive identity and openness to change in their organization. This is because, as Aluesson (2004) stated in HEIs, there are highly qualified employees performing knowledge- related activities, using symbolic and intellectual abilities in their work, with a high degree of autonomy and flat organizational hierarchies.

Many researchers in different countries have studied organizational culture at higher educational institution. Likewise, in this study, organizational culture at Hawassa University is assessed using Cammeron and Qunnin's (1999) standardized organizational culture assessment instrument (OCAI). Thus, in line with the aforementioned topic the study was aimed at investigating the dominant cultures of Hawassa University which may influence the different dimensions of University's functioning and identifying issues related to dominant characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis and criteria of success at Hawassa University.

Statement of the problem

Organizational culture has been described as being similar to the air we breathe. No one notices it unless it becomes foul (Freiberg, 1998:90). Without a culture that supports and recognizes the importance of certain kinds of learning goals, changes and improvements just will not happen. Culture affects motivation and what people focus on. Thus, culture affects the willingness of staff members, students, parents, and administrators, to put time into continuous improvement and refining their ability. Koter and Heskett (2007: 132) emphasize that "it[culture] is key for productivity". (Cameron and Qunnin's 1999: 122). Organizations develop a brilliant strategy and then fail to execute; they embark on a major change that does not get successfully implemented or takes too long. Leaders are at executive table where good decisions were made, agreements achieved, commitments made and then only to watch, perplexed as little or nothing happened. Creative ideas and innovative plans become aborted by bureaucratic process and energy dynamic efforts. In most cases the cause of all these is the absence of a performance culture (Robbinson, 2005).

Several empirical studies have also supported the positive link between organizational culture and its performance (Kotter and Heskett, 2007). Culture can have a great influence on decision making. The literature suggests that to be effective, leaders must possess complete understanding of the customs and tradition, historical and philosophical evolution, formal and informal political structures, language and myths that mold a particular organization (Frangler, 2007:97). However, as it can be observed from the experience of many organizations, even if managers feel about culture of the organizations, they do not discuss and measure organizational culture.

Much has been written about the unique culture of higher educational institutions. Although in past decades, significant effort has gone into treating higher education as a corporation, many of these attempts have been unsuccessful because of several traits that distinguish organizations of higher education from those of business (Waller, 2004). The areas or problems of organization that create the unique culture of higher education include the system of dual control where both administration and faculty govern the university, the multiple mission of the university (teaching, research and community services), constraints of resources and the confusion over types of leadership and power sources that are effective in such an environment (Birnbaum, 1988 in Waller, 2004).

In Ethiopia, various changes and development efforts, such as capacity building, civil service reform, Business process Reengineering (BPR) and recently Business Score Card (BSC), and other sub programs are usually made in different organizations and universities at a country or individual level, but as it is seen from experiences, they remain without going further. This might be because most of these efforts are made without deep analysis of their organizational culture.

The expansion of higher education in Ethiopia is admirable and impressive. However, different studies disclosed that higher education in Ethiopia is not well developed, and faces problems associated with the quality and relevance of programs of studies and research, equity, resource constraints, and inefficient resource utilization. Teshome Yizengaw (2003) stated that although its contribution in the last fifty years was creditable in many aspects, higher education in Ethiopia was and is not earnestly and fully participating in the development efforts of the country. With their out-of-date orientation and worn-out traditions, higher education institutions in Ethiopia have deprived our country of the opportunity of getting out of poverty and underdevelopment. This mainly refers to their less than ideal and expected involvement and lack of concerted efforts towards changing the underdevelopment, poverty, and undemocratic situations of our countries, particularly in the last three decades.

Even though some researchers, for example, Deribe (2010) studied on organizational culture at higher educational institution in Ethiopia, most other studies however, mainly focused on other aspects of higher education institutions such as job satisfaction, motivation, remuneration etc. In this study, however, organizational culture got central attention as other aspects of organizational problems in higher education institutions were addressed through it. Having understood the effect of culture on an organization, it is wise to assess culture of organizations with respect to current and preferred situations. This enables an organization to know where it stands at the present and where it wants to go in the future. Accordingly, this study was aimed at assessing organizational culture at Hawassa University.

To this end, the study was guided by the following basic questions.

- How does academic staff, students and administrative staff perceive the organizational culture at Hawassa University in the current and the preferred situations?
- What is the dominant culture of Hawassa University in the current and the preferred situations?
- What is the cultural profile and strength of the dominant culture at Hawassa University in the current and the preferred situations?

Objectives of the study

The study has both general and specific objectives.

General objective

The overall objective of this study was to investigate the organizational cultures at Hawassa University in current and preferred situations.

Specific objectives

The specific objectives of the study were:

- To describe the current and the preferred organizational culture at Hawassa University as perceived by academic staff, students and administrative staff.
- To determine the dominant culture of Hawassa University in the current and the preferred situations?
- To explain the cultural profile and strength of the dominant culture at Hawassa University in the current and the preferred situations.

Significance of the study

This study is very valuable since it seeks to provide vital information about organizational cultures of the university. This in turn could help the university management regardless of its level to determine ways in dealing with various elements of organizational cultures. It is also hoped that, the study will contribute to.

- University management at different levels and departments and staff of Hawassa University to have widened concepts of organizational culture.
- The study might also shade light on the concept and significance of organizational culture.
- It is hoped that it might supply the basic data for further in-depth study.

Scope of the study

Culture in Educational organizations includes the obvious elements of schedules, curriculum, demographics, and policies, as well as the social interactions that occur within those structures that give a school its look (Deal 1988). Educational organizations are shaped by cultural practices and values and reflect the norms of the society for which they have been developed. The

aforementioned notion clearly confirms that the subject matter of organizational culture is too broad to be managed within a single study. Therefore, it is unpractical to examine all Universities' organizational culture in the country. For this reason, the study was delimited to the assessment of organizational culture at Hawassa University which may influence the different dimensions of University's functioning and identifying issues related to dominant characteristics, organizational leadership and management of employees, organizational glue, strategic emphasis, and criteria of success of Hawassa University.

MATERIALS AND METHODS

Description of the study area

The history of Hawassa University can be traced back to the year 1976 G.C with its former name Debut University. The University changed its name to Hawassa University in 2007 and now it has seven campuses which comprises of nine colleges and two institutes and more than 94 undergraduate and 117 graduates (97 MA/MSc/ MEd and 20 PhD) programs. Currently the university in its 35 schools/ departments has more than 42,120 students who are studying in regular and continuing education. In order to achieve its mission, the university has 1958 academic and 6152 administrative staff.

Study Subject

The total population for this study was 1625 academic staff, 5450 students (2020 G.C graduating class) and 3825 administrative staff who are found in the selected four campuses of Hawassa University.

Study Design

This study was aimed to investigate the organizational culture at Hawassa University in current and preferred situations. So, exploratory research technique was adopted for this purpose. In social sciences, exploratory research is connected to the notion of exploration and the researchers are explorers. Thus, exploratory research is initial research that can be used to define and clarify the nature of the problem (Zikmund,2003; Davies,2006). It also helps to efficiently assess relatively wider study population and issues within a short period of time. Accordingly, the current study seeks to explore the current and preferred situations of the organizational culture of Hawassa University.

Population, Sample Size and Sampling Techniques

In conducting this research, data were collected from primary sources of data. Data collected from human subjects such as academic staff, administrative staff and students constitute the primary sources. Books, research papers and various documents were used as additional secondary sources to give adequate context for the study.

It is unmanageable for the researchers to conduct a survey within the given time frame for the entire population. Thus, the researchers selected samples using stratified random sampling techniques. Stratified random sampling is a probability sampling technique which divides the target population into a number of strata and samples were drawn from each stratum (Creswell,

2013). In this study, the strata were academic staff, students and administrative staff which were categorized based on area of activity. To conduct the whole research work in manageable manner, the researchers selected four campuses (Main, CMHS, Awada and Wondo Gent) out of seven campuses of Hawassa University and restricted the sample size to be 436 respondents (65 academic staff, 153 administrative staff and 218 students) who were selected proportionally from their respective stratum using simple random sampling technique.

$$\alpha = n / N \quad n = \text{sample size required} \quad N = \text{Total population}$$

$$\text{Hence, } \alpha = \frac{436}{10,900} = 0.04$$

Table 1. Sample frame and sample size

No	Type of respondents	Sample population / frame/	Sample size	Sample technique
1	academic staff	1625 x 0.04	65	Stratified random sampling
2	administrative staff	3825 x 0.04	153	stratified random sampling
3	Student (3 rd year)	5450 x 0.04	218	Simple random
	Total	10,900	436	Stratified (campuses) random sampling

Study Methodology

The quantitative approach was used to determine how the academic staff, students and administrative staff of Hawassa University perceive the dominant culture and its strength in the current and preferred situations. A survey approach is appropriate to collect quantitative data on situations that exist, opinion that are prevailed, trend that are developed and preferences that are sought (Creswell & Clark, 2011; Creswell, 2013). Thus, although there is no single best approach to conduct quantitative inquiry, the researchers found a descriptive approach as relatively appropriate for the problem under investigation. Therefore, data for current study was gathered through the questionnaire that was adopted from standardized organizational culture assessment instruments (OCAI) developed by Cameron & Quinn in 1999. The instrument (OCAI) was used to identify the organizational culture profile based on the core values, assumptions, interpretations, and approaches that characterize organizations. OCAI is preferred in this study because of the fact that it has been used in more than thousands of organizations (including educational institutions), and has been found to predict organizational performance (Cameron and Quinn, 1999).

According to Cameron and Quinn's (1999), the OCAI (questionnaire) consists of six dimensions of organizational culture (dominant culture, organizational Leadership, management of employees, organizational glue, strategic emphases, and criteria of success). Each question has

four alternatives- A, B, C and D which represents clan, adhocracy, market and hierarchy culture types respectively.

Data Management and analysis

Data obtained through questionnaires was analyzed quantitatively.

Data obtained from each questionnaire (standardized organizational culture assessment instrument) was coded, tabulated and organized according to the organizational culture assessment instrument (OCAI) scoring method. Results of the OCAI survey was obtained by computing the average response scores for each alternative (A, B, C and D). Each of the average A,B,C and D score is related to clan, Adhocracy, Market and Hierarchy cultures respectively. In addition to Cameron and Quinine procedure, descriptive statistical measures such as percentage, frequency distribution, mean and standard deviations as well as inferential statistics one way ANOVA were used.

RESULT AND DISCUSSION

Background Characteristics of respondents

The purpose of this section is to provide some basic background information about the characteristics of the sample respondents included in the study.

Table2. Respondents sex, age, area of study, education level and work experience HEIs

Characteristics		Respondents		
		Acad. staff	Students	Adm. staff
1 Sex	M	36	132	66
	F	24	84	54
2 Age	18-22	-	21	-
	23-27	5	176	28
	28-32	9	15	31
	33-37	21	2	47
	38 & above	25	-	36
3 Area of study	N. Sciences	13	41	8
	S. Sciences	11	32	38
	Engineering & Technology	8	63	16
	Agriculture	7	14	3
	Health related	8	17	2
	FBE& Law	7	34	71
	Education	6	15	4
4 Education level	Diploma	-	-	7
	First degree	-	-	99
	Second degree	34	-	14
	PhD and above	26	-	-
	Last year Undergraduate	-	180	-

		Student			
		Graduate student	-	36	-
5 Work experience in HEIs	Less than 5 years	6	-	11	
	5-10 years	15	-	39	
	11-15	19	-	36	
	16-20	12	-	18	
	21 & above	8	-	16	

In the study, 436 questionnaires were distributed for academic staff, students and administrative staff of Hawassa University out of which 396 (90.8%) were properly filled and returned to the researchers. Interviews were also conducted with 9 participants (three college deans and vice deans, three student council members and three administrative directors/ office heads).

Among participants, 234 (59.1%) were males and 162 (40.9%) were females. In terms of age category, 21(5.3%) of the respondents were under 23 years old while the majority 334 (84.3%) were between 23-37 years old. The respondents were selected from different areas of study and most administrative staff 99 (82.5%) were first degree holders while all the academic staff had second degree and above. Concerning the service years of academic and administrative staff, majority ($\geq 90\%$) of the respondents had greater than five years of teaching and working experience in higher education institutions. Thus, the respondents had enough experience to provide very useful information regarding organizational culture of their university.

Perceptions of respondents on different dimensions of organizational culture

In the review literature it was explained that organizational culture has six dimensions (dominant characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis, and criteria of success) and these were assessed separately as follows.

Table3. Dominant Characteristics of Hawassa University in current and preferred situation.

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The organization is a very personal place. It is an extended family. People seem to share a lot of themselves	19.43	18.12	23.06	20.20	35.09	33.22	36.89	35.07
B The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	34.35	29.00	18.01	27.12	30.12	24.11	9.59	21.27
C The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented	23.38	23.28	23.13	23.26	26.10	35.30	32.19	31.19
D The organization is a very controlled and structured place. Formal procedures generally govern what people do	22.84	29.60	35.80	29.41	8.70	7.37	21.33	12.47
Total	100	100	100	100	100	100	100	100

As it is portrayed in table 3 above, unlike the academic staff who rated high mean score (M=34.35) for adhocracy type of dominant characteristics, the student and administrative staff respondents rated high (with mean scores 29.60 and 35.80 respectively) for hierarchy culture as predominantly observed characteristics in their organization. Thus, according to students and administrative staff in terms of dominant characteristics Hawassa University is a very controlled and structured place in which formal procedures generally govern what employees do. On the other hand the three groups of respondents (academic staff, students and administrative staff) provided the highest mean scores for the first alternative which is stated clan type of culture in OCAI (Cameron and Quinn, 1999) with mean value 35.09, 33.72 and 36.89 respectively. This shows that in terms of dominant characteristics all respondents of Hawassa University dominantly preferred their organization to be a very personal place and like extended family where people share a lot of themselves.

Table4. Organizational Leadership of Hawassa University in current and preferred situation.

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. Staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The leadership in the organization is generally considered to exemplify mentoring facilitating or nurturing	21.83	20.15	20.62	20.90	36.23	26.70	35.74	32.89
B The leadership in the organization is generally considered to exemplify entrepreneurship innovating or risk taking.	37.49	27.35	19.42	28.10	30.85	31.14	16.18	26.17
C The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	22.63	22.34	22.26	22.40	19.49	33.42	29.23	27.38
D The leadership in the organization is generally considered to exemplify coordinating organizing, or smooth-running efficiently.	18.05	30.16	37.61	28.60	13.43	8.74	18.85	13.67
Total	100	100	100	100	100	100	100	100

The researchers also sought the respondents perception related to organizational leadership dimension of organizational culture of Hawassa University in the current and preferred situations. Regarding the current situation at the university, as indicated in table 4 above, the student and administrative staff rated high mean score (M= 30.16 and M=37.61 respectively) for alternative D which belongs to the hierarchy organizational culture in which the leadership in Hawassa

university is generally considered to exemplify coordinating and organizing or smooth running efficiently. Unlike the student and administrative staff, the academic staff of the university rated high with mean value 37.49 for alternative B. Thus, the academic staff perceives the current dominant leadership at the university is generally considered to exemplify entrepreneurship, innovating or risk taking and these are some of the characteristics of adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999). On the other hand, the academic and administrative staff provided the highest mean score for the first alternative (A), which is stated clan culture type of organizational culture with mean values 36.23 and 35.74 respectively. This shows that, in terms of organizational leadership of Hawassa University, the two groups of respondents (academic staff and administrative staff) mainly preferred leadership with clan culture in which leadership in the organization to be generally considered to exemplify, mentoring, facilitating or nurturing. Whereas, the students preferred for their organization leadership with market culture (M=33.42) in which the leadership in the organization will be generally considered to exemplify a no-nonsense, aggressive, result oriented and focused.

Table 5. Management of employees of Hawassa University in the current and preferred situation

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. Staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The management style in the organization is characterized by team work, consensus and participation.	22.40	25.82	23.09	23.77	30.49	23.42	30.09	28.00
B The management style in the organization is characterized by individual, risk-taking innovation, freedom, and uniqueness.	30.68	24.38	21.52	25.53	35.49	28.03	34.25	32.59
C The management style in the organization is characterized by hard-driving competitiveness, high demands and achievement.	22.67	20.63	25.18	22.83	21.42	32.13	17.51	23.69
D The management style in the organization is characterized by security of employment conformity, predictability and stability in relationships.	24.25	29.17	30.21	27.87	12.60	16.42	18.15	15.72
Total	100	100	100	100	100	100	100	100

In table 5 above, respondents of the study were asked about their perception related to the management style of employees of Hawassa University in the current and preferred situations.

Regarding the current situation at the university, as indicated in the above table, the student and administrative staff rated high mean score (M= 29.17 and M=30.21 respectively) for alternative D which belongs to the hierarchy organizational culture in which the management style in the organization is characterized by security of employment conformity, predictability and stability in relationships. Unlike the student and administrative staff, the academic staff of the university rated high with mean value 30.68 for alternative B. Thus, the academic staff perceives the current management style in the organization is characterized by individual, risk-taking innovation, freedom, and uniqueness and these are some of the characteristics of adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999). On the other hand, the academic and administrative staff provided the highest mean score for the second alternative (B), which is stated adhocracy organizational culture type with mean values 35.49 and 34.25 respectively. This shows that in terms of organizational management style of Hawassa University, the two groups of respondents (academic staff and administrative staff) mainly preferred management style with adhocracy culture in which the management in the university to be generally considered risk-taking innovations, uniqueness of individuals, and give freedom for employees whereas, the students preferred for their organizational management style with market culture (M=32.13) in which the management style in the university will be generally characterized by hard-driving competitiveness, high demands and achievement.

Table 6. Organizational Glue of Hawassa University in the current and preferred situation

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. Staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The glue that holds the organization together is loyalty and mutual trust commitment to this organization runs high.	24.84	22.70	22.91	23.48	30.95	25.33	30.59	28.96
B The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	29.29	26.33	22.46	26.03	20.22	29.27	19.21	22.93
C The glue that holds organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	26.02	19.26	26.48	23.92	34.92	30.14	30.14	31.70
D The Glue that holds the organization together is formal rules and policies Maintaining a Smooth-running organization is important	19.85	31.71	28.15	26.57	13.91	15.26	20.06	16.41
Total	100	100	100	100	100	100	100	100

For the achievement of organizational objectives, members of an organization should work for it as one. For this to happen, there should be glue that holds the members together. Concerning the

current glue that holds members of Hawassa University together the participants of the study (respondents) have their own views.

As it is depicted in table 6 above, like administrative staff, students placed alternative D in the first position but with different mean score of 28.15 and 31.71 respectively. Thus data implies that both administrative staff and students perceive the dominant glue that holds Hawassa University together are formal rules and policies that exist in the organization to maintain its smooth-running and these are some of the characteristics of Hierarchy culture as assessed in OCAI (Cameron and Quinn 1999). However, unlike the student and administrative staff the academic staff of Hawassa University believes that in the current situation commitment to innovation and development are the glue that holds the organization together. Moreover, the academic staff perceives the availability of an emphasis on being cutting edge which is characteristics Adhocracy culture type.

Concerning the preferred organizational glue, the administrative staff is in different position from the remaining two categories of respondents (academic staff and Students). As it can be observed from the above table, the academic staff and students (mean values 34.92, and 30.14 respectively) preferred the dominant organizational glue to be commitment to innovation and development which are characteristics of Adhocracy culture as assessed in OCAI. On the other hand, administrative staff preferred the dominant organizational glue to be loyalty and mutual trust, which are characteristics of clan culture.

Table 7. Strategic Emphasis of Hawassa University in the current and preferred situation

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. Staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The organization emphasizes human development. High trust, openness, and participation persist.	22.10	22.52	24.59	23.07	29.12	25.29	31.21	28.54
B The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	35.82	22.62	19.24	25.90	34.43	25.51	19.37	26.44
C The organization emphasizes competitive action and achievement. Hitting stretch targets and winning in the market place are dominant.	22.53	22.42	28.03	24.32	17.33	28.45	28.12	24.63
D The organization emphasizes permanence and stability Efficiency, control and smooth operations are important.	19.55	32.44	28.14	26.71	19.12	20.75	21.30	20.39
Total	100	100	100	100	100	100	100	100

An organization doesn't give equal importance to all of its activities. Every organization has specific organizational issues to focus on than others.

Regarding the current strategic emphasis of Hawassa University (see table 7 above) both students and administrative staff rated the highest mean score (32.44 and 28.14 respectively) for alternative D. This indicates that majority of Hawassa University members believe that in the current situation

their organization dominantly emphasizes on permanence and stability efficiency, control and smooth operations. In contrast to the student and administrative staff, the academic staff of the university rated high with mean value 35.82 for alternative B. Thus, the academic staff believe that in the current situation their organization dominantly emphasizes on acquiring new resources and creating new challenges. The organization also values trying new things and prospecting for opportunities which are characteristics of organizations that have Adhocracy culture as assessed in OCAI (Cameron and Quinn 1999.)

With reference to the preferred strategic emphasis in the university, academic staff, administrative staff and student respondents are in agreement perception on preferred strategic emphasis that will be given by their organization. Thus, the academic staff, students and administrative staff respondents rated the highest mean value for B (adhocracy culture type), C (Market culture type), and A (clan culture type) with mean score 34.43 , 28.45, and 31.21 respectively.

However, the overall group has rated the highest mean score 28.54 for alterative A. The highest mean value provided by all groups of respondents for alterative A implies that members of the university-academic staff, students and administrative staff prefer Hawassa University to emphasize on human development, high trust, openness and participation dominantly. These, as assessed in OCAI, are some of characteristics of organizations which have dominant organizational culture of clan type.

Table 8. Criteria of Success of Hawassa University in the current and preferred situation

Indicators	Mean score for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
	Acad. Staff	Student	Adm. staff	Overall	Acad. Staff	Student	Adm. Staff	Overall
A The organization defines success on the basis of the development of human resources, team work employee commitment, and concern for people.	23.50	25.12	21.03	23.22	29.28	23.22	30.31	27.60
B The organization defines success on the basis of having the most unique or newest products. It is product leader and innovator.	32.53	23.12	18.74	24.79	33.25	24.10	20.39	25.91
C The organization defines success on the basis of winning in the market place and out pacing the competition ,Competitive market leadership is key	21.13	20.53	23.59	21.75	18.24	30.55	26.36	25.05
D The organization defines success on the basis of efficiency Dependable delivery, smooth scheduling and low-cost production are critical.	22.84	31.23	36.64	30.24	19.23	22.13	22.94	21.43
Total	100	100	100	100	100	100	100	100

In table 8 above, it is clearly depicted that academic staff rated the highest mean value of 32.53 for alternative B. Thus, according to the academic staff, the current dominant criterion of success in Hawassa University is based on having the most unique or newest products/services, i.e., being product/service leader and/or innovator. As assessed in OCAI these are characteristics of organizations dominated by Adhocracy culture. However, both the students and administrative

staff rated the highest mean scores 31.23 and 36.64 respectively for alternative D. The overall highest group mean (30.24) was also in line with the highest mean score of the student and the administrative staff. Thus, in the current situation according to the students and the administrative staff of Hawassa University, their organization defines success on the basis of efficiency dependable delivery, smooth scheduling and low-cost production which are characteristics of organization with dominant organizational culture of Hierarchy type.

Regarding the preferred criteria of success, all categories of respondents are in agreement. Thus, the academic staff, students and administrative staff rated the highest mean score for alternative B, C and A respectively. However, the overall group have put alternative A (with mean score of 27.60) in the first position. The highest mean score that provided for alternative A by the entire respondents category indicates that members of Hawassa University prefer their organization mainly to define success on the basis of the development of human resources, team work, employee commitment, and concern for people. These are some of the characteristics of an organization that exhibit dominant organizational culture of Clan type.

Overall Organizational Culture at Hawassa University

Table 9. In Current Situation

Item	Culture Type	Respondents Category	N	Mean	Std.dev	F	Sig
A	Clan	Academic Staff	48	22.35	8.706	0.644	0.530
		Student	196	22.41	4.97		
		Administrative staff	106	22.55	8.42		
		Overall	350	22.44	7.36		
B	Adhocracy	Academic Staff	48	33.36	7.945	11.810*	0.000
		Student	196	25.47	5.605		
		Administrative staff	106	19.90	8.545		
		Overall	350	26.24	7.63		
C	Market	Academic Staff	48	23.06	9.07	1.391	0.259
		Student	196	21.41	5.34		
		Administrative staff	106	24.78	9.73		
		Overall	350	23.08	8.26		
D	Hierarchy	Academic Staff	48	21.23	9.35	11.622*	0.000
		Student	196	30.32	4.66		
		Administrative staff	106	32.76	9.56		
		Overall	350	28.23	7.85		

Table 9 above portrayed the overall organizational culture at Hawassa University in the current situation. The result obtained from the analysis indicated that, unlike the clan, adhocracy and market organizational culture types, the hierarchy culture type has been rated with the highest mean scores (M=30.32 and M=32.76) by the student and administrative staff respondents respectively. The one-way ANOVA test of difference among means of the three groups (F=11.622, P<0.05) which is greater than the table value shows that there is statistically significant difference in perception among the group of respondents. Particularly, the academic staff has no similar preference concerning the extent to which hierarchy culture has been the dominant culture at

Hawassa University in the existing situation. Thus, disparate to the student and administrative staff in the current situation the adhocracy culture was believed and rated with the highest mean score (M=33.36) by the academic staff. However, two respondents who participated in an interview from the student council and administrative staff elucidated that *the management bodies who were assigned in different echelons to manage and lead the organization follow formalized and structured place to work. Hence, formal rules, procedures and policies hold the organization together.*

However, as Swart and Kinnie (2003) specified, a key feature of knowledge-intensive organizations like HEIs where knowledge is more important than any other inputs and human capital is dominant as opposed to the financial or physical one. Besides this in these organizations the minimum control needed for the development of common activities that should be founded on professionalism and through the development of strong cultural values which has been reached by consensus. In line with this, Alvesson (2002) noted that, such organizations required responsible autonomy and an environment characterized by low level of formality so that employees would have confidence in the organization and work in its best interest.

Table 10. In Preferred Situation

Alter	Culture Type	Respondents Category	N	Mean	Std.Dev	F	Sig.
A	Clan	Academic Staff	48	31.86	6.894	0.207	0.813
		Student	196	26.20	4.053		
		Administrative staff	106	32.47	4.641		
		Overall	350	30.18	5.196		
B	Adhocracy	Academic Staff	48	30.73	9.389	0.881	0.586
		Student	196	27.03	4.061		
		Administrative staff	108	19.83	4.225		
		Overall	350	25.87	5.891		
C	Market	Academic Staff	48	22.91	4.361	2.236	0.018
		Student	196	31.66	6.444		
		Administrative staff	106	27.28	3.545		
		Overall	350	27.27	4.78		
D	Hierarchy	Academic Staff	48	14.50	5.140	3.324*	0.44
		Student	196	15.12	7.935		
		Administrative staff	106	20.36	3.871		
		Overall	350	16.68	5.648		

As it is depicted in table 10 above, the overall group of respondents of Hawassa University rated 30.18 mean values for clan culture for the preferred situation, which is the highest point than any other culture types. Besides, they rated the least mean score (M=16.68) for hierarchy culture. In support to this Cameron and Quinn (1999) indicated that, shared values and goals, cohesion, participative and sense of ownership permeated clan type of firms. Thus, instead of the rules and procedures of hierarchies or a competitive profit center of markets, teamwork, employee involvement and corporate commitment to employees make the organization more effective and improve the performance of the organization. Moreover, in this organizational culture (clan culture), customers are best thought that the managers and/ or leaders of the organization task of

management / leading is to empower employees, facilitate participation, and to improve the commitment and loyalty of employees to their organization.

An interview made with one of college deans revealed that most academic staff members of the university are bored with the current ad-hoc and trial state of the university and most academic staff wanted smoothly running and family type of organization, in which they will confirm their commitment and loyalty.

Table11. Summary of respondent perception on dominant organizational culture of Hawassa University

No	Alternatives	Culture type/Quadrant	Mean score for organizational culture in the current and preferred situation	
			Now	Preferred
1	A	Clan	22.44	30.18
2	B	Adhocracy	26.24	25.87
3	C	Market	23.08	27.27
4	D	Hierarchy	28.23	16.68
Total			100	100

In accordance to the respondent responding scale and findings from the OCAI, as indicated in table 11 above, the dominant organizational culture in Hawassa University was identified to be a hierarchy culture. According to OCAI, the hierarchy organizational culture is defined as: clear lines of decision-making authority, formal rules and policies which hold the organization together, and control and accountability mechanisms were valued as the key to success and it is a very formalized and structured place to work. Moreover, the leaders pride themselves on being good coordinators and organizers who are efficiency and low cost minded. The management of employees is concerned with secure employment and predictability.

Although the existing dominant culture in Hawassa University is hierarchy culture, the respondents prefer to their higher education institute to have a clan culture at most.

3.4 Cultural profile of Hawassa University

As indicated in fig.1 below, the respondents' perception for four of the organizational culture dimensions indicated in OCAI (dominant characteristics, organizational leadership, strategic emphasis and criteria for success) are all based on clan culture whereas organizational culture perceptions of the respondents for only two dimensions (management of employees and organizational glue) differ from the clan organizational culture and they perceived to be Adhocracy and Market culture respectively for the two stated dimensions in the preferred situation.

Fig1. cultural profile strength in the current and preferred situation in Hawassa University.

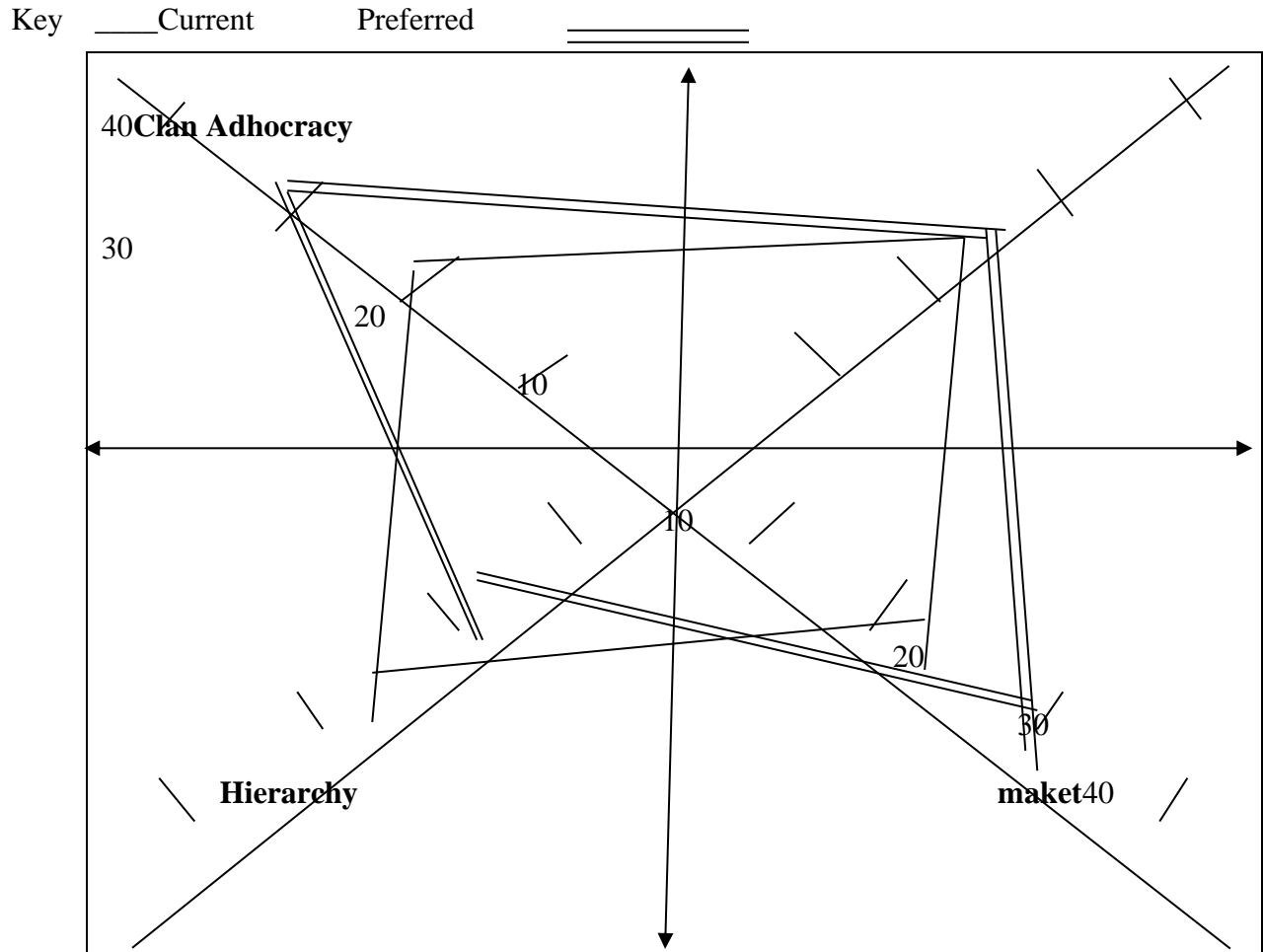


Fig.1 Cultural profile of Hawassa University

CONCLUSTIONS AND RECOMMENDATIONS

Based on the result and discussion made above, the researchers have come up with the following conclusions.

Even though organizational culture can never be constant and it changes with time now the hierarchy (in which formal rules and policies are holding the organization and employees together, and accountability and control valued for organizational success) organizational culture is the dominant organizational culture at Hawassa University, while, the clan organizational culture to be preferred by the respondents. Thus, members of Hawassa University dominantly preferred their organization to be a very personal place and it is like an extended family where people share a lot of themselves.

Regarding findings related to the strength of the overall dominant culture type at the study institution, hierarchy in the current and clan in the preferred situation are found to be slightly stronger than the remaining culture types. Therefore, leaders/ management of the institute should work to create strong organizational culture that is essential for achieving institutional goals. This

is because as different scholars indicated strong organizational culture can encourage employees to give out their best for their organization and it creates more unity between the management and employees (Ahmed, 2012; Masek, 2017 and Onyango, 2014).

Related to culture profile of Hawassa University, the respondents perceived that four of the organizational culture dimensions (dominant characteristics, organizational leadership, strategic emphasis and criteria of success) were all based on clan culture while the other two dimensions (management of employees and organizational glue) were perceived to be adhocracy and market culture type respectively in the preferred situation.

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