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RESEARCH ARTICLE

AN ANALYSIS OF SATISFACTION LEVEL OF UNDERGRADUATE SUMMER STUDENTS IN SERVICES PROVIDED AT WOLAITA SODO UNIVERSITY

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ABSTRACT

The purpose of this study was to investigate the satisfaction level of the summer undergraduate students of Wolaita Sodo University. The target population used were the senior (5th year) undergraduate summer students of the 6 departments of 3 colleges and 3 schools of Wolaita Sodo university. So that to manage the study and based on the nature of the study, purposive sampling techniques were employed for the selection of 60 students from 6 departments of the university and departments and colleges of the university. In order to realize the purpose of the study, both open-ended and close ended questionnaire, and participant observation of two solid months and document analysis were employed. Descriptive survey was employed based on the nature of the study. Mixed approach was employed with the concurrent techniques of data collection. Percentage of the descriptive statistics and independent t-test of the inferential statistics were employed for the analysis of quantitative data, and narration of the quantitative data was made. The findings showed that quality of in-service training failed to get attention as part of the overall quality of education on the part of general quality of education on the part of instructors, leaders at different positions, students, the university, and the government as a whole. Furthermore, there are scarcity of materials and facilities and also, there observed the negative attitudes on the part of administrative and support providing employees regarding summer students. Hence, it could be concluded that heads of this program at different levels and wings had no awareness or little awareness about the importance and purpose of the in-service program (in this regard, the summer). Therefore, it is recommended that the institution should give ample orientation for those who are assigned at different positions and levels regarding both the policy and importance of the summer training and its impacts on the development of the society and the country as well and also it is recommended that those who are in charge of running this program directly or indirectly should make the facilities and materials available for the trainees on the right time. And also the institution should adjust the time duration and calendar of summer program so that to reduce the load from the trainees and the trainers as well.

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INTRODUCTION

Distance and continuing education as one of the objectives of higher education institutions is making higher education accessible to the society. In view of this, universities are educating those individuals who could not pursue their study on regular basis (MoE, 2010; HE, 2003, 2009). Cognizant of the problems of access for the aspiring citizens for higher education in Wolaita zone and its environs, based on the aforementioned Federal HE policies, the demands of citizens and the university legislation, for the last 12 years at its main campus it has been offering the service in a considerable way. In order to address the demand of the society to higher education, the distance and continuing education has been organized at office level having two programs. Since the establishment of the university in 2007, the continuing education has been offering education for more than 20 thousand citizens

in different disciplines at degree level through summer in-service programs in different disciplines. Learning time for the in-service students has been arranged to be during summer and weekend time. This scheduling is preferred to give chances to employees living in the nearby districts as it is difficult to them to attend classes in the working days. However, though this program is hoped to bridge the gap that the regular program failed to fill, the quality of education and the customer satisfaction were observed to be very low and unsatisfactory according to some genuine sources and as observed. The office of the continuing education program seems to have failed according to the observation made and information obtained. Instructors are heard frequently to complain for the delay of payments they deserve. Students complain for the uneven and tight academic calendar and schedule of the summer, cafeteria services, dormitory, library services, bad ethics of the librarians, clinics, shortage of recreation centers

Statement of the Problem

Continuous education program is established by proclamation to access higher education for those who are deprived of higher education because of geographical, economic and even academic problems. However, citizens have the right to get such access for higher education. Hence, it is the responsibility of the universities to make the teaching-learning environment conducive for its students and also it is their responsibility to satisfy their customers and to ensure the quality of education through different mechanisms that are likely to contribute to the growth and development of the country. However, according to different sources, though tens of thousands graduated since 2007, yet there are many complains heard, no strong follow up system is observed and even nobody is observed to be willing to admit suggestions or positive comments to improve the program however, the quality of teaching learning is highly suffering. Hence, to seek solutions for such a problem the following research questions were designed:

1. What are the causes for the low satisfaction of summer undergraduate students?
2. Which factor (s) is (are) the most serious one(s)?
3. Are there any challenges beyond the control of the institution?

Objectives

The purpose of this study was to investigate the causes for the low satisfaction of undergraduate summer students, to identify the most serious factors regarding the low satisfaction level of students, and finally to forward solutions based on the findings.

Significance of the Study

The findings of this study are believed to have the following benefits:

1. It may be used as an input for leaders of the university at different levels to improve the way they are leading and managing.
2. It may improve the teaching learning process
3. It may improve the satisfaction level of the students
4. It is hoped to improve the teaching learning environment of the university during summer.
5. It may provide adequate and timely information for those who are in need of it.

Scope of the study

The study was geographically delimited to 3 colleges and 6 departments of the university, 5th year undergraduate summer students of chemistry, physics, NaRM and Range sciences, geography, and English; and conceptually to the satisfaction level of summer undergraduate students.

Literature Review

The Concept and Overview of In-service Training program

In-service training has for many years been the driving force behind a lot of changes that have occurred in the area of teaching and learning. As in any other profession, it is vital

that teachers keep up to date on the most current concepts, thinking and research in their field. This in turn supports their life-long learning as educators, as professionals and as individuals who are responsible for the education of next generation. Teachers play an active and vital role in the development of productive and dedicated citizens. Training program in any organization is a process by which individual people are taught with skills and are given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake the greater and more demanding roles for effective job performance. The knowledge, ideas, skills, and attitude of the educator must be developed through integrated and systematic way. According to Marsha and Naftaly in Omar (2014), one of the important components to improve the quality of education is through in-service training for teachers. In this regard, different government bodies like Ministry of Education, Regional Bureau of Education, and even District and school levels (MoE, 2015). In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context. According to Ong in Omer (2014), in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. It is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve directly or indirectly the quality of students' education. It comprises two main elements the fulfillment of students' learning needs and ensuring personal and career development of the academic staff (Omer, 2014) in Abdul Rashid (1996). In-service training is deliberate and continuous process that involves the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programs of staff activities designed for the harmonious satisfaction of these needs. In-service training places teachers at the center of any improvement effort and assumes that the work of the teacher and the visions that teachers have about improving their work. According to Omer (2014) in Owen, "the positive aspect concerning professional development of teachers are that the program will make sure that learning activities are planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students' performance".

Importance and Purpose of In-service Teacher Training program

The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the class room. It is vital that teachers keep up to date on the most current concepts, thinking, and research in their field and also promote their professional growth among teachers in order to promote excellent and effective teaching and learning environment for students. In-service training for teachers enables teachers to be more systematic and logical in their teaching style (Kazmi *et al.*, 2011). Teachers need to update their knowledge and skills on pedagogics, psychology, curricula, and new research on teaching and learning. Hence they need an appropriate in-service training. Organizations are facing many changes which

are related to economic needs, social needs, and technology needs. As such training program plays an important part to overcome these problems and to cater the needs of the organizations. The need for training in education sector, particularly for teachers are important to improve the quality of education in Ethiopia. Teachers are crucial in implementing educational reforms in accordance with the aspiration of the national policy of the country. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. As such, the need for in-service training or staff development program for teachers plays an important role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the professionalism status of teachers, the training programs such as in-service training should not be runaway from the reformation that exists. The need for in-service training in schools is getting more and more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to organization to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

Such training is a fundamental aspect for the enhancement of teachers professionalism related to the teachers vision to improve the quality of their work. Through such in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture (Ekpoh *et al.*, 2013). According to Jahangir *et al.*, (2012), in-service training make teachers effective in the knowledge of the subject matter, classroom management, teaching method and in the evaluation of students. In-service training provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development. In-service training for teachers have a positive effect on teachers in increasing knowledge, communication with their involvement in planning school activities and also it increases the staff motivation. After going through in-service training, there are positive change in teachers attitude, increase self-confidence, and also follow up with teachers readiness in facing any various resistance situation (Thomson, 1992). In-service training is looked in various perspectives. It promotes a very flexible environment and allow teachers to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in teaching and learning process. It also enables teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom. In-service training can also change the attitude and skills of teachers and further increase the performance of students.

Challenges of In-service program at universities

Though it is thought that in-service training is very essential to bring about change on the part of trainees, however, the professional development practices in which they participate face a number of challenges and its achievement is not as

required in most training settings. Negative attitude of leaders at different positions, instructors, and even summer trainees themselves have towards in-service trainees, low commitment on the part of leaders, instructors, and even students, tight summer calendar and the uneconomical use of summer time, bad weather conditions of summer, lack of well-equipped libraries and laboratories with qualified and specialized workers are some of the problems that are observed in many higher education institutions of different third world countries including Ethiopia. Furthermore, large class size, application of teacher-centered teaching approach, provision of teaching by part-time teachers who are not experienced, committed, interested and even not exposed to teaching before is another serious challenge for the summer program training. The mismatch between the number of trainees and the accommodation capacity is also the other problem. Sometimes teachers are not aware about the program because they are not involved from the beginning to the end, and also not aware about their self-improvement and development. Sometimes it fails because of lack of strong leadership. Leaders fail to establish an atmosphere of support and trust, to offer incentives and rewards for participants, and to provide sustained moral and material support, and also leaders fail to be role models for their trainees by participating fully in the training activities. Again failure to know the strong and weak sides the teachers have on the part of some principals in some schools is another challenge in sending their teachers for in-service training, and his/or her failure to identify the training needs for teachers and prepare a suitable training based on their needs. The effectiveness of in-service training is also related to the attitudes of leaders, instructors, and even the students themselves. However, in many educational settings of today, the leaders, the society, the instructors, and students too have negative attitude towards in-service training. This results in lack of motivation on the part of all the stakeholders (Blanchard *et al.*, 1999). And also the failure to design the proper strategy to implement the in-service training program, lack of well-designed plan, failure to design and set goals, objectives, activities, materials and facilities, etc. are some of the challenges. Failure to use the right methods and approaches to run the programs is also another challenge.

MATERIALS AND METHODS

Research Method

Descriptive survey research design and mixed method of research (concurrently) were employed based on their importance and nature of the problem.

Population of the study

Summer students of year 5 from college of social sciences and humanities (department of Geography and English); college of natural and computational sciences (chemistry and physics); college of agriculture (NaRM and Range sciences) were the target population.

Source of Data

Both primary and secondary data were employed. Primary source of data were fifth year students from the 3 colleges Agriculture, Natural and computational sciences, and social and humanity colleges, and documents related with continuous

assessments, minutes on the number of assessments, course outlines, day-one-class one, university calendar, minutes of the continuing education offices etc. were employed.

Sample size and Sampling Technique

Sixty fifth year students were selected using purposive sampling techniques from 6 departments of 3 colleges. Purposive sampling techniques were used based on the assumption that senior students might have had adequate information about their colleges, departments, and universities as well.

Data Administration

Based on the comments by expert colleagues on the preliminary data collection tools and tested thereby for their reliability and validity. Later on the actual tools of data collection were prepared, discussions were held and time was arranged after consensus was reached, and questionnaire was distributed among 60 senior students from six departments. Then after, data were collected and finally returned. The rate of return was 100%.

Data Collection Instruments

Both close-ended questionnaire with 5 and 3likert scale and open-ended questionnaire, participant and non-participant observations of two months and document analysis were employed.

Data Analysis Tools

Descriptive statistics like the percentage and frequency counts were employed to analyze the quantitative data obtained through close-ended questionnaire, and narrative methods were employed to analyze qualitative data through open-ended questionnaire, document analysis and observations.

Variables

Independent Variables

The approaches of the leaders, the attitudes the heads have and show towards the summer students, the timely provision of the teaching-learning materials, the type of reference materials at the library, other logistics at the library, cafeteria, dormitories, the quality of health services, sanitations, class time schedule and summer calendar of the university, instructors commitment and preparation, and type of exam, quality of exams, feedback of exam results, the approaches and ethics of instructors towards the trainees, the follow-up systems of the teaching-learning process by the respective heads, content knowledge of the instructors etc were some of the independent variables of the study.

Dependent Variables

Satisfaction of the customers(particularly summer students) through getting quality education and supportive services both in the classroom and in the campus at the library, laboratory, clinic, dormitory, recreation center, department, colleges, continuous education offices, institutional quality directorate, academic affairs vice president, and even by the president is the dependent variable on those aforementioned independent variables.

RESULTS AND DISCUSSION

Table 1. Respondents Background

S.No.	Variable	Number	%	
1	Sex	Male	45	75
		Female	15	25
2	Year level	5 th	60	100
		4 th	--	--
		3 rd	--	--
3	Field of specialization	Education	40	67
		Applied	20	33

With regard to the sex of the respondents, 45(75%) of them were male and the rest 15 (25%) were females. All of them were 5th year summer students with high experiences. With regard to their field of specialization, 40(67%) of them were specializing in education and the rest 20(33%) were specializing in non-education fields. According to item 1 above, 50(83.3%) of the respondents responded that there was problem on the part of summer instructors regarding the mastery of subject matter. Item 2 showed that teachers also had problems on the teaching methodology. This was witnessed by that only 10(16.7%) of respondents responded that instructors have high knowledge in imparting their knowledge and skills to their students. According to item 3, majority 44(73.3%) of the respondents responded that summer instructors have high problem in the assessment process. Again according to item 4, majority of the respondents – 45(75%) responded that summer instructors were not punctual to the class room. Moreover, 45(75%) of the respondents said that summer instructors came to class room with low preparation, according to item 5. Instructors of summer class also were found to use teaching aids not as required according to 50(83.3%) respondents low. According to item 7, as to 35(58.3%) respondents instructors had low positive behavior towards summer students. According to item 8, as to 45(75%) of the respondents, exams instructors prepared were not of content validity. Instructors did not provide learning materials to students according to 43(71.7%) of the respondents item 9. And also according to item 11, 28(43.3%) of respondents responded that portion coverage of the instructors was medium and also low according to 21(35%) of the respondents. 44(73.3%) of the respondents witnessed that extent of showing and giving feedback to students was low according to item 12. Again the usage of instructional medium is medium and low according to item 13. 30(50%) of the respondents responded that they observed love of the teaching profession on the part of summer instructors was medium, according to item 14.

According to 36(60%) of respondents instructors did not motivate their students or were not interested in motivating their students, according to item 15. The level of emotional maturity of summer instructors, according to 31(51.7%) of respondents was medium. According to 38(63.3%) of the respondents, the teaching tone or voice of instructors was low. According to 38(63.3%) of respondents item 18, power point using skill of instructors was low. According to 44(73.3%) of the respondents, summer students themselves had no positive attitudes towards their summer program they joined this program because, they had no option to study in regular programs. According to item 1 above, 40(66.7%) responded that discussions were held with summer students only rarely. The teaching-learning process was also monitored and evaluated rarely according to 41(68.3%) of the respondents.

Table 2. Instructors- Related Factors

S.N.	Items	N=60				Rating scale	
		3	2	1	3	2	1
1	Content knowledge	7	11.7%	3	5%	50	83.3%
2	Teaching method knowledge	10	16.7%	35	58.3%	15	25%
3	Assessment techniques	10	16.7%	6	10%	44	73.3%
4	Punctuality to classroom	8	13.3%	7	11.7%	45	75%
5	Preparation	12	20%	3	5%	45	75%
6	Teaching aids	8	13.3%	2	3.3%	50	83.3%
7	Ethical issues	20	33.3%	5	8.3%	35	58.3%
8	Exam content validity	10	16.7%	5	8.3%	45	75%
9	Provision of learning materials	14	23.3%	3	5%	43	71.7%
10	Provision of course outline	41	68.3%	9	15%	10	16.7%
11	Portion coverage	11	18.3%	28	46.7%	21	35%
12	Showing feed back	13	21.7%	3	5%	44	73.3%
13	Medium of instruction usage	16	26.7%	30	50%	14	23.3%
14	Love of profession	16	26.7%	30	50%	14	23.3%
15	Motivation of students	13	21.7%	11	18.3%	36	60%
16	Emotional maturity of teachers	13	21.7%	31	51.7%	16	26.7%
17	Teaching tone/speed while teaching	16	26.7%	6	10%	38	63.3%
18	Use of power point	16	26.7%	6	10%	38	63.3%
19	Attitudes instructors have towards in-service programs and/or students	10	16.7%	6	10%	44	73.3%

Key: 3=High; 2=Medium; 1=Low

Table 3. Leaders –related Factors

S.N.	Items	N=60 Rating Scale					
		3	2	1	3	2	1
1	Holding discussion with summer students	10	16.7%	10	16.7%	40	66.7%
2	Monitoring and evaluating the teaching-learning process	10	16.7%	9	15%	41	68.3%
3	Quick response for questions	3	5%	6	10%	51	85%
4	Leaders' showing respect	9	15%	11	18.3%	40	66.7%
5	Attempt made to avail materials	10	16.7%	15	25%	35	58.3%
6	Attempt made to make class rooms safe for learning	5	8.3%	3	5%	52	86.7%
7	Attempts made to day one class one	11	18.3%	14	23.3%	35	58.3%

Key: 3=Always; 2=Sometimes; 1=Rarely

Table 4. Institution-related Factors

S.N.	Items	N=60 Rating Scale					
		3	2	1	3	2	1
1	Training duration	58	96.7%	2	3.3%	--	--
2	Management /leadership of summer program	40	66.7%	15	25%	5	8.3%
3	Quality chairs	30	50%	20	33.3%	10	16.7%
4	Quality tables	40	66.7%	10	16.7%	10	16.7%
5	White boards	25	41.7%	20	33.3%	15	25%
6	Black boards	31	51.7%	10	16.7%	19	31.9%
7	Class size	45	75%	15	25%	--	%
8	Calmness	40	66.7%	6	10%	14	23.3%
9	Light of the classroom	30	50%	10	16.7%	20	33.3%
10	Fans and ventilators	45	75%	5	8.3%	10	16.7%
11	Class warming machine	50	83.3%	5	8.3%	5	8.3%
12	Socket of walls	30	50%	16	26.7%	14	23.3%
13	Well- equipped libraries	40	66.7%	7	11.7%	13	21.7%
14	Professional librarians	50	83.3%	4	6.7%	6	10%
15	Library seats	50	83.3%	5	8.3%	5	8.3%
16	Sanitation of libraries	41	68.3%	8	13.3%	11	18.3%
17	Functional rules and regulations	40	66.7%	6	10%	14	23.3%
18	Internet service	50	83.3%	6	10%	4	6.7%
19	Student lounge	46	76.7%	11	18.3%	3	5%
20	Cafeteria	55	91.7%	2	3.3%	3	5%
21	Dormitory	48	80%	6	10%	6	10%
22	Recreation center	50	83.3%	2	3.3%	8	13.3%
23	Laboratory well equipped	50	83.3%	6	10%	4	6.7%
24	Lab technicians skilled	41	68.3%	9	15%	10	16.7%
25	DSTV	33	55%	12	20%	15	25%
26	Sport fields	52	86.7%	8	13.3%	--	--
27	Learning environment for disabled	60	100%	--	--	--	--
28	Toilets	55	91.7%	5	8.3%	--	--
29	Schedule aspect	60	100%	--	--	--	--
30	Timeliness of the certificate awarded for graduated	35	58.3%	5	8.3%	20	33.3%
31	Security/safety of the university for learners	34	56.7%	6	10%	20	33.3%
32	Day one class one issue	60	100%	--	--	--	--
33	Class clash	44	73.3%	5	8.3%	11	18.3%
34	Continuous assessment	48	80%	3	5%	9	15%
35	Instructors conflict because of class clash	40	66.7%	8	13.3%	12	20%

Key: 3= poor; 2= not decided; 1= good

Table 5. Students-related factors

S.N.	Items	N=60 Rating Scale									
		5		4		3		2		1	
1	Punctuality to class	26	43.3%	10	16.7%	20	33.3%	3	5%	1	1.7%
2	Commitment to learn	23	38.3%	26	43.3%	5	8.3%	3	5%	3	5%
3	Active participation in learning	30	50%	16	26.7%	5	8.3%	4	6.7%	5	8.3%
4	Vision of learners	25	41.7%	26	43.3%	3	5%	3	5%	3	5%
5	Using their rights	15	25%	15	25%	10	16.7%	8	13.3%	12	20%
6	Attitudes they have to summer training	26	43.3%	19	31.7%	5	8.3%	6	10%	4	6.7%

Key: 5=very rarely; 4=rarely; 3=undecided; 2=sometimes 1=always

Table 6. Government –Related factor

S.N.	Items	N=60 Rating Scale									
		5		4		3		2		1	
1	Existing 2 months' time	40	66.7%	10	16.7%	3	5%	4	6.7%	1	1.7%
2	Selection and recruitment policy for the trainees	38	63.3%	10	16.7%	4	6.7%	4	6.7%	4	6.7%
3	Motivation through incentives made to learners	10	16.7%	15	25%	20	33.4%	8	13.3%	7	11.7%
4	System of monitoring and evaluating the process	39	65%	10	16.7%	3	5%	5	8.3%	3	5%
5	The way summer instructors are assigned (particularly part-timers)	29	48.3%	15	25%	10	16.7%	2	3.3%	4	6.7%

Key: 5= no attention; 4=very low attention; 3=low attention; 2=high attention; 1=very high attention

Quick responses for questions raised by summer students were rarely got responses according to 51(85%) of the respondents. According to 40(66.7%) of respondents, leaders rarely showed response for summer students. Materials were rarely availed for summer students according to 35(58.3%) of respondents. Attempts were rarely made to make the classroom safe for summer students according to 52(86.7%) of the respondents. And also attempts were made rarely to implement day-one-class one of summer students, According to 58(96.3%) of the respondents, the calendar of less than 2 months' time is allocation is poor. And also according to 55(91.7%) of the respondents, the management and or leadership condition of the university of summer program was poor. The provision of chairs, tables, both black and white boards items 3,4,5, and 6 was poor according to the majority of respondents. Large class size and calmness of the class room area also made the summer training program poor according to the majority of respondents. Light, fans, class room warming machines and in most classes the wall sockets were found to be absent according to the majority of respondents items 9-12. According to items 13-18, the libraries were not well-equipped, there were no professional librarians, the sanitation was poor, no functional guidelines for libraries, and periodicals and journal were absent and there was not internet accesses or poor access of internets at the libraries according to majority of the respondents. According to items 19-22, the services provided by cafeteria, dormitories, recreation centers, and lounges was poor according to majority of the respondents. As to items 23-24, there were no well-equipped laboratories with professional technicians according to the majority of respondents. DSTV and sport fields services were also poor according to majority of respondents to the summer students items 25 and 26. Learning environment for disabled students was poorer than that of even regular environment, according to item 27. Toilet service was also poor for the summer students according to majority of respondents above according to item 28. Time schedule issue and the timely provision of certificate for the summer students upon their completion of the program was also poor according to the majority of respondents items 29-30. Security of the environment was also not good for the summer students; for instance, students were snatched their mobile phones after early in the evening according to the majority of respondents. Day one class one was not implemented according to the majority of students and there was poor arrangement of classes that resulted in class clash and

conflict among many instructors according to the majority of respondents. And also continuous assessment was poorly managed that approached to the terminal examinations. Students were not punctual according to 36(60%) of the respondents, and also they were not committed to learning according to 49(81.6%) of the respondents. As to 46(76.7%) of respondents, learners active participation in class room were very rare and rare respectively. Students were not visionary according to 51(85%) of the respondents item 4. According to half of the respondents item 5, learners were not eager to exhaustively use their rights, and they rarely and very rarely had positive attitudes towards their summer trainings. Two months' time of summer indicated that the government gave no attention for summer training according to 50(83.3%) of the respondents item 1 above. Again as to item 2 above, attention was not given while selecting students for summer training according to 48(80%) of the respondents. Again according to 25(41.7%) of the respondents, no attention or less attention was made or given to learners. According to 49(81.7%) of respondents, no attention was made for monitoring and evaluation of the summer teaching-learning process or very low attention was made. And the way summer instructors was selected and recruited was given no attention or least attention particularly with the reference of part--timer instructors according to 44(73.3%) of the respondents.

Major Findings

- Day-one-class one(DOCO) was not implemented at Wolaita Sodo university;
- Continuous assessment was not implemented based on the principles of continuous assessment in most cases, terminal exams were applied;
- No planned monitoring and follow-up were made to check the learning teaching process of the in-service training;
- No sufficient materials were provided for the trainees on the right time;
- Libraries were rarely opened; and without up-to-date materials like books and periodicals, without professional librarians most of whom are unethical, and also there was a sanitation and suffocation problems observed no fans.
- Class clash and conflict among instructors were observed because of knowledge less programmers and

planners like registrar and continuing education program officers;

- Large class size was the problem to manage the discipline of students and to apply continuous assessment as per its principles;
- Students were unethical and in case of some departments it was beyond control to manage;
- Gloomy summer season accompanied by rains and freeze were found to be problems;
- Tight class time less than a month made the trainees busy;
- Vast contents of some modules were the serious problem to cover both on the part of the instructors and students as well;
- Quality of part-time instructors and lack of interest to exhaustively impart their knowledge and skills;
- Age factors of the trainees was observed to be problems for the trainees;
- The family aspect of some trainees work load of studying and work at home made the training boring for the trainees;
- Sanitation problems of dorms, class rooms and cafeteria were other problems for the trainees;
- Lack of recreation centers and time to recreate themselves were the problems;
- Lack of ethics of health professionals at clinics and hospitals of Wolaita Sodo University;
- Mismatch between the accommodation capacity of cafeteria and the number of students;
- Quality and quantity problems with cafeteria, dormitory, recreation centers, and clinics were the serious problems;
- Lack of attempt to solve the problems on the part of the concerned leaders like Continuing Education Programmer, Institutional Quality Enhancement and Assurance Directorate, Academic Program and staff development Officers, Vice President for Academic affairs, heads of departments, and deans of schools and colleges who have summer in-service training programs;
- Different types of assessments by different instructors at different colleges, at different times were carried out without uniform schedule for trainees of different colleges and schools.
- Un-ethical and demotivating practices on the part of some instructors in the classrooms were observed;
- 30-35% taxation from overall payment of instructors has discouraged instructors not to be interested and motivated to impart every knowledge and skills to their summer students;
- It is found from both the literature and data obtained from the respondents that in-service training is important for teachers as a tool for professional development and to enhance their knowledge and quality of teaching and even learning.
- There were problems beyond the control of the university like the in-service training schedule and selection and recruitment policy of the country.

Conclusion

Based on the findings, the following conclusions were drawn:

- It was found that summer trainees used only less than 30 days no class started before half of July month and

class end was before 20th August. Thus this indicates that it is difficult to cover some of the vast contents of vast modules and this makes the trainees leave the campus without grasping the required knowledge from such training.

- Libraries, laboratories, dormitories, cafeteria, recreation centers and clinics were found to have less or negative attitudes towards summer students. This shows that there were no adequate orientations given for heads and professionals at different service providing sections in the university from the outset by the concerned heads who assumed the top level positions.
- Leaders failed to respond to the questions raised by the trainees and held no discussion with the trainees and had negative attitude towards the trainees. This showed that there was no good governance on the part of the leaders at different levels in the university.
- Leaders of the continuing education program did not plan to orient or capacitate the instructors and leaders who are concerned about the in-service training of teachers from the outset or in the middle of the training about the program. Thus, this shows that such leaders are not the right persons for running this program.
- It was concluded that the effectiveness of the in-service teachers' training was influenced by the negative attitudes of leaders, instructors, students, and the community of university.
- Commitment, experience, and specialization issues on the part of the leaders were also concluded as cause for the failure of satisfaction of the summer trainees and for the ineffectiveness of in-service training at Wolaita Sodo University.
- No timely orientations were made by the concerned heads of the in-service program; no plan of orientation was made by heads; no monitoring and evaluation process were made about the teaching learning process. This indicates that no right heads were assigned to run the in-service program at Wolaita Sodo University.
- There were challenges which were beyond the control of the institutions. This showed that the government should revise the policy of the in-service training.
- Policy-related factors including time schedule, negative attitudes about the summer in-service training on the part of instructors, leaders, and students themselves; poor infrastructure; less knowledge and skill on the part of heads of the programs, lack of facilities and materials, and poor services and logistics were among the most challenges for the in-service training programs.

Recommendations

Based on the findings and the conclusions drawn, the following suggestions were forwarded:

1. It is better if schedules are rearranged based on the nature of the weather conditions and students;
2. It is better if the right instructors are assigned and strong follow-up mechanisms are made;
3. It is better if the incentives made are sound for instructors and also if the 30-35% taxation system problem is resolved to motivate summer instructors;
4. It is imperative if the right academic leaders with the right knowledge, experience, and commitment are assigned at different positions to run the program taking

into account that the quality of both the regular and in-service trainings are crucial to the growth and development of the country.

5. Capacity building trainings and orientations as well as monitoring and evaluation should be given and made for those who are in charge of providing service for the summer students by heads who are concerned more directly like continuing education program heads, vice president for academic affairs, institutional quality directors, department heads, and deans of the summer training providing departments and colleges..
6. There should be assigned at different levels individuals who are experienced, highly committed and specialized in the leadership of educational organizations so that to run such educational programs.
7. It is better if the university avails all the service providing sections like libraries with up-to-date materials and professionals, laboratories well equipped, recreation centers, clinics, dormitories neat, cafeterias neat and with quality feedings.
8. To make in-service training sustainable and effective, the planning process should be carefully carried out by all the concerned leaders and policy and plan makers from the outset from top to lower levels.
9. There should be assigned the right leaders with the right specialization, experience, qualification, interest, and commitment, and even competence to run such a program.

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