

# Assessment Lack of Primary Teacher Training Institutions and Its Implication on Human Capital Development in Benishangul Gumuz Regional State

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## Abstract

Human capital development through education by appropriate establishment of teacher training college services has a big potential to uplift living standards of poor through increasing production and consumption pattern. The study employed the descriptive research design. The objective of this study was analyzing human capital development and its intensification in western Ethiopia, in case of Assosa district. The study employed two-stage sampling methods: The study used data from three administrative Zones. In the first stage, two administrative zones were purposively selected from three zones. The paper also makes recommendation to the effect that Benishangul Gumuz Region's human capital development can be enhanced through improved investment in education in the area of teacher colleges and provision of adequate teaching and learning infrastructures. It is a critical for the region to encourage participation in the provision of education, enhance effective collaboration between educational institutions to enable the region harvest the benefit of education for human capital development.

**Keywords:** Human capita development, Teacher training institution

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## Introduction

Human capital development, especially in education has been highly recognized as global issues. For this cultivation, many countries invest huge capitals for school expansion. Education holds the highest spending allocation in federal budget, at Birr 50.6bn, with funding in this line-item mainly allocated to about 50 federally-administered universities (for an average allocation of around one billion per university). And roads constitute the second largest federal spending item, with Birr 46.7bn allocation to start or complete several dozen roads (Cepheus Research, Ethiopians budget, 2019-2020). This indication emerges from the understanding that, investing in people's education can bring a quantitative and qualitative change in the social, political, economic and cultural aspects of the country as well as the world by promoting productivity, investment and earning.

According to Todaro (2012) Human capital is productive investments embodied in human persons, including education, skills, knowledge, and health. It reveals that, education is as key tools of human capital because it is viewed as the primary means of developing knowledge and skill. Accumulation of human capital development increases the productivity of manpower's and machines, equipment and other physical capital through innovation and adapting technology.

In the differences level of socio-economic development across nations is attributed not so much to natural resources and endowments and the stock of physical capital but to the quality and quantity of human resources (Dauda, 2010). In spite of Ethiopia has a large reserves of human and natural resources, it is one of the poorest countries in the world manifested by low per capita income and low human development capacities (Word Bank, 2011; UNDP, 2011). This shows that, even it has a resources there is a lack of manpower, due to different factors, lack of access of education are the main reasons to get efficiently for human mind developments.

Gyimah- Brempong and Wilson (2005) and Odior (2011), also argued that, education captures just one aspect of human capital development. It reveals that, education enables persons to contribute to the progress and improvement in the quality of life for themselves as well as their communities and the nation as a whole. It is an essential component of human capital and it plays an important role in the growth and development of a country. Therefore, Primary educations remainder or rest an important input that should be carefully considered as issues in Ethiopia in general, particularly in the study area.

Therefore, training of qualified teachers by colleges is a part of the expansion of the enrolment of children in the school, Semela (2014) it indicates that, investment in human capital development is an objective of progress and development of the country. Observed investigations have revealed that an adequate investment in human capital serves as a catalyst for improved productivity of new generations.

Recent studies have identified the teacher as the most important factor influencing the worth of student's education, Swennen and Klink (2010). UNESCO (2006) also asserts that, teachers are the key agents in ensuring effective teaching and in determining the value of education that children receive. Therefore, having teacher education college is the most significant way of preparing and change agents from illiteracy to consciousness as

well as development a achievements depending on the teachers' awareness of the new directions it performs essential role information of human capital. It has been set up the well-educated human capital have reliable and strongest direct and positive effect on productivity, prosperity, development and economic growth of a country (Shah, 2011).

Since 1994, the Ethiopian government has focused on primary education as well as primary teacher training institutions. The initial concerns of the Government were to improve access of all children to education so as to achieve the national vision of "to have education as a basic tool for the transformation of society, national integration and development" (MoEs, 2011). In addition at the international level education is expected to hold education for All (EFA) Millennium Development Goals (MDGs).

The Education and Training policy of Ethiopia states the commitment of the government to offer Special support to the marginalized areas that were deprived of education services in the past. However, realizing the equitable quality education services in the pastoral and semi-pastoral Regions (namely, Somali, Afar, Gambella and Benishangul Gumuz) has remained challenging because of the pastoralists' socioeconomic problems emanated from a long period of marginalization and the natural environment they inhabit (MoE 2011). It implies that, the government would have an appointment to provided infrastructures and services for those who are undeveloped regions of Ethiopia.

A recent study by Abel and Gabe (2011) they made a research on a causal link between human capital and local economic activity. And they found that a one percent point increase in the number of people with college degrees in a given region leads to a two percent increase in overall economic activity in the region.

Currently Benishangul-Gumuz Regional State (BGRS) is facing the lack of Teacher Training Education College because of; it is the number one important agents for human capital development and in realizing democracy. However, a better understanding of factors influencing individuals to become teachers and factors that help them remain in the classroom is critical to building a sustainable teacher workforce. Understanding these factors can provide important information to improve existing teacher preparation programs, and help identify opportunities for development of other programs to recruit and prepare teachers. Therefore, the researcher assessed the human capital development implications of lack of primary teacher training college on human capital development.

## Literature Review

Human capital development began around half a century ago under the leadership of Jacob Mincer, Theodore Schultz, and Gary Becker. It is "human" because it is embodied in man, and it is "capital" because it is a source of future pleasure, future incomes, or both future pleasure and income (Schultz, 1971) It takes into consideration investment actions and processes that produce vocational and technical education, knowledge, skills, health or values that are embodied in people. It implies building an appropriate balance and critical mass of human capital development base and providing an enabling environment for all individuals to be fully engaged and contribute the goals of society and the country. Any effort to increase human knowledge, enhance skills, productivity and stimulate resourcefulness of individuals is an effort of human capital development (Enyekit and Teerah, 2011) Human capital development has its origins in classical economics. The idea of human capital goes back to Adam Smith, he's views was that human capital a part and package of economic wealth creation and development and held that human beings should be invented as capital.

The concept of human capital dates back to at least the eighteenth century when Adam Smith (1776) incorporated the concept of labor specialization as a factor of production along with land and capital. Adam Smith referred to apprenticeship, education, skills and experience of labor in the production process, Goldin (2016), Shobande et al (2014). Several other scholars, for example, Alfred Marshall in 1898 and Karl Marx in 1883 also referred to labor and human beings in their writings on the economic productivity models although attaching different degrees of importance to it in the production process (Shobande et al., 2014). Goldin (2016) also referred to scholarly articles by Fisher in 1897 in which he mentioned living capital as opposed to dead capital in reference to the contributions of human labor distinct from capital and land resources in the production process. This wide spectrum of human capital beyond just economics is rightly captured by Tan (2014) who wrote that Human capital theory (HCT) is not a mere theory in economics it is a comprehensive approach to analyze a wide spectrum of human affairs in light of a particular mindset and propose policies accordingly. Education, in this approach, is as microscope and mirrors of human capita development of a country".

Collins English Dictionary (2014) and the online Random House Dictionary (2016) make references to human capital as collective skills, knowledge, or other intangible assets of individuals that can be used to generate financial value for the individuals; their employers or their community and abilities and skills of any individual, especially those acquired through investment in education and training that enhance potential income earning. The inference therefore is that education is an investment in human capital that pays off in terms of higher productivity.

## Methods

### Description of the Study Area

This study was conducted in Benishangul-Gumuz Regional State (BGRS), which is one of the ten regional states of Ethiopia. The region is located in Western part of the country bordered by Amhara Regional State in the North, Oromia Regional State in the East and Gambella Regional State in the South and North Sudan in the West. The total size of the region is estimated to be 50,380 square km. According to the education statistics annual abstract (ESAA) 2018/19, the gross enrolment ratio (GER) of thirty seven per cent and the net enrolment ratio (NER) of twenty five per cent for pre-primary education (ages four- six) in Benishangul-Gumuz are still quite low. The region administratively, comprises three Zones (Metekel, Assosa and Kamashi), twenty woredas and one special woreda of Mao Komo. In which the researcher conducted on the two administrative Zones (Metekel and Assosa Zones).

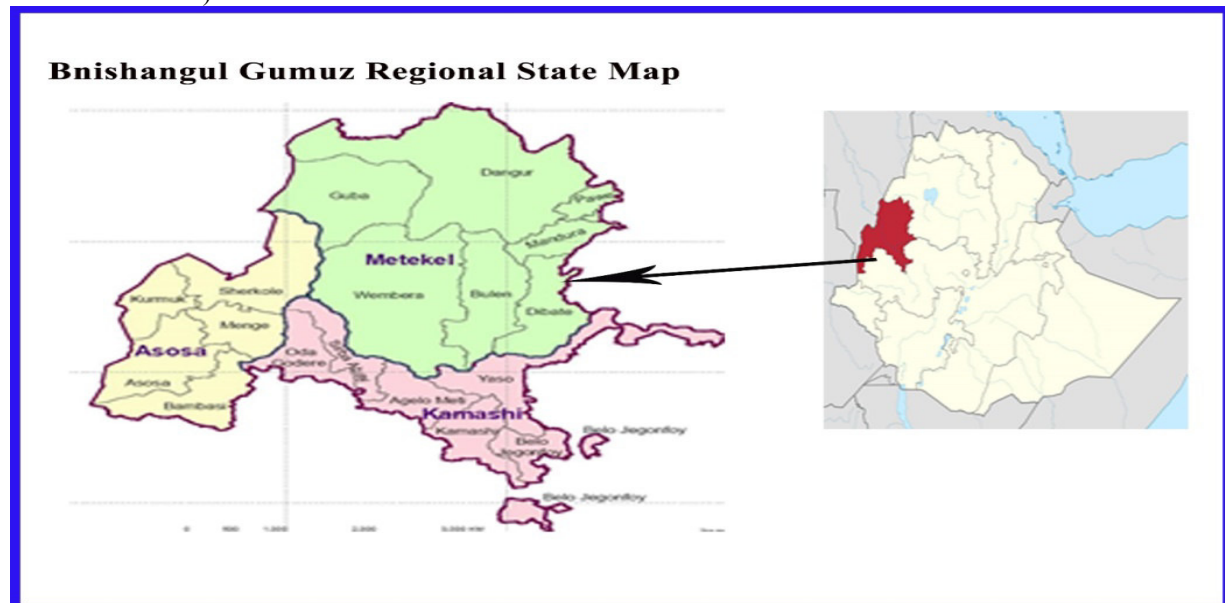


Figure1: study area map // Source: from the Ethiopian map.

### Research strategy

In this inquiry, qualitative research approaches was employed. From the different categories of qualitative research types, purposive sampling was the appropriate to fit in study method. Then the justification of using this purposive sampling from the categories qualitative research method, it was tried to ensure trustworthiness of the data by considering participants who fulfilled the criteria. And this specific design helps for analyzing and describing the trends and challenges of primary school teacher training improvement program implementation, strategies used, challenge encountered and sustainability for human capital development in depth. This research was conducted at one point in time with a time range of one month and three weeks. This does not indicate long term variation of the issue due to the absence of repetitive data collection. Due to this reason, cross-sectional research design was used as the appropriate design regarding time dimension.

### The Research Design

The overall purpose of the study is to assess human capital development though expanding primary teacher training institutions. Therefore the researcher used descriptive research design to conduct its appropriateness. Kothari (2004) stated that the major purpose of descriptive research design is to describe the affairs as it exists at present. Hence it was a descriptive research design is suitable to obtain sufficient information on the issue under study from a broad concept of human capital development at a particular time. Furthermore, it explained that the main characteristic of descriptive research design enables the researcher to come up with what has happened or what is happening.

### Sampling size determination

The study employed two-stage sampling methods: Benishangul Gumuz regional state has three administrative Zones and it has twenty Woredas. In the first stage, two administrative zones were purposively selected from three zones. These are Assosa Zone and Metekel Zone, the purposive selection of Assosa Zone is due to it is a nearest Zone to the capital city of BGRS and the capital city of the region is held in the Assosa Zone. While Metekel Zone is purposively selected because of large areal coverage as well as it is farthest from the capital city

of the region. The justification of using the logic of nearest and farthest because of the attitudes and perception of people those who are living in the town is vary from those living far from the town so, in order to a sure their attitudes the researcher used the logic of nearest and farthest from the capital city of the region . In the second stage from each Zone were selected four woredas purposively such as; Bambasi woreda, Assosa Woreda, Menge Woreda and Homosha woreda from Assosa Zone. And Guba woreda, Pawi woreda, Debatu Woreda and Bullen Woreda were selected from Metekel Zone by adopting the logic of nearest and farthest from the city of Assosa. Accordingly, Adis-Alem primary school was selected from Bambasi Woreda, Kashaf primary school from Menge Woreda, Hoha No.1 primary school from Assosa woreda and Tsore-Aromella primary school from Homosha Woreda. And from Metekel Zone: Aysidy primary school from Guba Woreda, Almu primary school from Pawi Woreda, Legga Bunna primary school from Dibate Woreda, and lastly Bullen primary school from Bullen Woreda. The Focus group discussion participants were twenty four (24) from each primary schools, one school Directors, one senior teacher and one parent-teacher associations. The key informant interviews were eleven(11) participants from those who are a well-knowledge and the main concerned stakeholders by taking five (5) participants from the two Zone higher teacher officials and from the regional education Bureau like:- policy makers, educational planners and senior managements. And from Gilgel Beles Teacher College by taking six (6) participants that were expected fairly representing all the core departments /offices such as: College Dean, the head of registrar and the four senior instructors in the College.

Participants are employed as sources of data to reach the research goal by asking them until the required main points are collected for data saturation. Therefore, the researcher was used in this study thirty five (35) total sample sizes from both interviews and focused group discussions participants.

### **Method of Data Analysis**

The analysis stage considers and employs analytic techniques, explores opponent explanations, and displays data apart from interpretations, Yin (2003). In this study the qualitative data that was extracted through the aforementioned methods have mainly relied on meanings and words. Thus, it involved interpreting and translating the meaning and categorizing expressions into sub themes unified to the research objectives.

Relevant information obtained from in-depth interview, FGD, observation and document review were analyzed and interpreted thematically in to precise meaning from pre-coding, coding, categorizing and then after themed. In this study all in-depth interviews and FGD conducted were prepared in Amharic and English language for data collection in order to understand easily through alternative manner. Every day after data collection, field note transcription was done repeatedly until needed main points in line with the research questions were collected and this was then followed by translation into English. Following the translation, the first step of data analysis, pre-coding starts (A) Pre-coding which is arranging data collected in a way it can help coding was preceded by highlighting significant participant quotes made during the process. Important statements that afford an experience of the participants were specially considered. In doing so, for noting this significant aspirations, pen with different color were made available and used. The pre-coding process was followed by making (B) coding. In this case, the pre-coded statements, ideas, lived experiences and non-verbal communications of interviewees about beneficiary children and focused group discussion participants were summarized into meaningful codes. This coding also included data that are gained from document review with sectors and community care coalitions. According to Tuckett (2005), this needs systematic arrangement and such process was helpful to simplify and focus on some specific characteristics of the data. In (C) the categorization stage, the coded data was categorized into similar, related categories together. This categorization indicates how the different codes were constructed into similar categories of different types that gave meaningful shape of the data. Data categorization helps to sort out texts into meaningful groups which make the data to be manageable (Tuckett, 2005). This is because; the coded data was categorized based on the similarity of the collected codes. Creating (D) theme was the result of pre-coding, coding and categorizing process linked to the study objectives. This required further thematic analysis after the data was collected by merging again the different categories to less but broader themes. In this process the main theme was developed based on categorization of the codes emerged from the data to build to research objectives.

### **Results and Discussions**

#### **Descriptive analysis**

Out of total sample of 35 respondents were selected from eight primary schools teacher-parent associations out of two zones (Assosa Zone and Metekel zone), from Benishangul- Gumuz Region Educational Bureau, from Benishangul- Gumuz Region teacher association, From zonal teacher coordinators and lastly from Gilgel Beles teacher colleges and documents of the Ministry of Education were also analyzed in this section of the study. According to the FGD response that, on the factors that hampered (impediments) of the growth of PTTIs in BGRS as listed in the objectives of the study as follows:

*A person chooses to engage himself in education with the hope of gaining rewards later in the form of*

*meaningful occupation, receiving a better salary and contributing positively to the human skill development and promotion economy of the country as a whole. However, there is no guarantee that more years of education will result in greater lifetime earnings.*

The data found that human capital development were seems to be a result of different positive Correlation of education and salary/wage, together with an improved standard of living and productivity at work, it still remains difficult to measure this relationship.

According to the key informant interview with KIIB regarding to the effect of lack of PTTC for school enrolment in implications of human capital development through educations said that:

*It is difficult to obtain the most fruitful harvest of human capital development if school enrolment and college training is misdirected, lack of sufficient teacher training were characterized by misguided policies that could not enable citizens to access easily.*

According to key informant interviews participants with KIIC regarding relationship of PTTC in implications of human capital development by explained as follows:

*The creation of college teacher educations in every essential area that led to an increase in the amount of graduate students and cover of education from primary, secondary to tertiary education with competent teachers. For example, the increase enrolment numbers of student is an indication that to ensuing primary and secondary education accessible to all. The government has established roads that enable students to access quality education. Among them is the availability of the PTTC, which provides getting of primary schools to poor students in the near area of their home.*

According to MoE and BGR education manual abstract indicates as follows:-

*The national standard for Pupil-teacher ratio (PTR) is fifty to one for primary and forty to one for secondary. And PTR in Benishangul Gumuz region is lower than the national average. In 2010/11 the pupil-teacher ratio for Benishangul-Gumuz Regional State primary schools is above forty whereas the national PTR is above fifty. This means that the qualified primary school teachers are below the specified standard set by the Ministry of Education, which shows the high requiring in the region for recruitment pre-service teachers and upgrading of qualified teachers in primary School but there is no graduated of teachers are available.*

The above data results indicate that teacher training college has been high on the policy agenda of Benishangul Gumuz region. The region has been doing its level best to ensure that teacher college is attractive to high-quality entrants, and that it adequately prepares teachers for the required of school enrolments in expanding of human capital development in the region. Teacher training educations are happening providing more elastic pathways into human capital developments, strengthening its knowledge base, extracting the status of teaching qualifications and giving trainee teacher's closer contact for nominate teachers (አገልግሎት ለማስፈጸም) .

According to the participants of FGD with FGD1 it has been indicated that different constraints were forwarded and responded in relation to the human capita development through education. Out of the challenges pointed out by saying:

*Lack of infrastructure and finance to establish teacher training institutions at the place of needed. It faces shortage of teacher in the area especially those who are a diploma holders due to shortage of insufficient teacher training college. This problem again forced the students in the low class to finishing all subject contents and passing one class to another class at the minimum levels.*

The key informant interview figured out the following major constraints:

*Lack of knowledge on the efficient distribution primary schools in the near area of suitable for children's by the concerned body. Not only is the distribution of schools, but also there a lack of trained and graduated man power for the primary schools. This lack of skilled and graduated man power for primary teacher schools lead to the reduction of human capita development Index it is one of the major constraints in the study area.*

The other challenges pointed out by FGD, as follows:

*There is no give priority for recruitment of pre-service teachers because the pre-service teacher is recruited after the recruitment of agricultural and health students for the college. In addition to these challenges, there was no research to overcome the problems shortage of primary teacher college and research based systems are not adequate to improve the knowhow of college education and the development of human capital systems.*

One of the participants on KIIB was noted as saying:

*Handling to hire of teachers in the region is out of the control of the regional education bureau. Because the bureau only trains teachers in the region using funds available from different sources whereas hiring of teachers are given for woreda.*

Accordingly, the bureau found it difficult to plan teacher training in the region in accordance with the actual interest of woreda teachers.

The data obtained from key informant interviews also shared by another participant in his response in the FGD

participants by saying:

*The college only train recruits sent by education bureau as per the level of fund secured, woreda plans were only for the formality. In fact, intake by the college is predetermined by education bureau with availability of funds.*

Finally participants in human capital development through education with FGD responses:

*There were poor linkages system between woreda, zonal education offices and region educational bureau, and inefficient monitoring and evaluation system as a major constraint in keeping and balancing of teacher requirement in the region.*

According to the data obtained from key informant interviews with KIIB:

*One of the major opportunities of PTTI is availing and creating of human intellectual in the area. It can be used as an opportunity to produce more human capital development by means of educations and as well as opening of primary school teacher training colleges , for encourage of students and be benefited from the increase in the graduated teachers that could be obtained from colleges and hence increase their human capita development and it leads to improve their standard of life. This does not only increase the human capital development but also contribute to overcome the problem of shortage of human capitals in the area as well as in the country if effective and efficient educational linkage is created.*

The other thing that can be taken from parent –teacher association with assign code FGD2 by saying

*As a prospect for teacher training increase in the BGRSs is a great emphasis given for human capital development because the great renaissance dam found in BGR it is the hope of economic generating at country level. But the area has used more of the indigenous knowledge with little support from consultation of educational experts. Therefore, if the government give more support in terms of access teacher college infrastructure, the study area would be more beneficial for its society as well as feeding the other areas and contributing to human capital development and economic of the country.*

## **Conclusion and Policy Implication**

### **Conclusion**

Vastly succeeded PTTI comprise the first main component of the roles played of human capital development and this has brought a significant improvement on the lives of student and their families. This is similar with the finding listing Education priority and experienced in the country as a cause of low level of investment in the sector, particularly in public primary education. The low investment in Education College along with a very high rate of population growth and high fertility rate, led to the relatively unskilled workforce as expressed by Louis (2014).

In Benishangul Gumuz Region for example, there is no manifest impact of the state government in educational development, particularly in primary teacher training institutions. The region of institutions facilities in terms of paying attention on Teacher College is very poor and this made a lack of human capital development initiatives, inadequate utilization of information machineries and services. There is also lack of strategic supervision of human capital developments in education on the part of teacher training institution so that, the graduated teachers could not sufficient and they does not compete with their equivalents others regions due to they learn without technological advancement and poor learning environment.

### **Policy implication**

In light of these findings, development agent advice and education status of the head is being a crucial factor in enhancing the human capital development, therefore, it is suggested that policy makers should targeted in the following recommendations:

- Stakeholders both federal government and regional educational bureau should put in place appropriate strategic running policies to enhance human capital development.
- Increase funding for establishment of infrastructure for college education
- Strengthen efforts towards the development of human capital this yield will to a large extent reduce the issue of unemployment and intellectual going abroad (brain drain).
- Provide well and sufficient teacher college institutions and practical's laboratories as this will enhance teaching and learning process in the area of needed.
- There is the need for improved structural performance by identifying stake holders in the education sector that are invented educational college to stimulates of human capital development.

Having understood the human capital development there is need for the teacher college education to create balances between providing and requiring of teachers. This help to solve the problem of access of competent teachers to perform their functions and responsibilities.

Despite doing much to ensure human capital development, the government can also give attention to the following issues:

- ✚ To focus in pre-service teachers by providing specialized teacher training colleges for them in order to provide more human capital efficiency in the area;
- ✚ To progress the endowment of teaching and learning materials;
- ✚ To encourage parent-child awareness in learning arena;
- ✚ To provide a support and encourages adult learners to complete their primary education and to pursue secondary education and
- ✚ To adopt the teacher colleges in practical training within their theoretical trainings.

Furthermore, there is a need for the democratic government to create a system that will monitor the progress of a student from entry level to completion and the placement of students in relevant occupations, particularly those from colleges. There is need to improve and expand the role of PTC in human capital development, particularly, in skills development. Finally, the democratic government should encourage PTC to have databases of unemployed people who attended their training for job placement opportunities, to avoid the loss of the skills gained; and to advertise and market PTC opportunities to both rural and urban areas.

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