Teachers' Perception on Teaching and Learning: a case of 1st Year Curriculum & Educational Psychology PhD Students of Bahir Dar University

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Abstract

The intention of the stu*dy was to examine teachers' insight allied to teaching and learning. To realize this intention,* grounded theory was used as research design. Curriculum (3 students) and educational psychology (2 students) were taken as a focal area. From these total 5 students, the three were selected as subjects of the study by using simple random sampling. Interview and FGD were the employed data collection devices. Thus, one respondent was partaken in the *interview session for 30', and the other two were involved in the focused group discussion session for 50'. The FGD* practice was supported by video recording. To analyze the obtained data, the researcher applied three coding techniques: open, axial, and selective coding. In the open coding phase, three themes were emerged from teaching perspective: imparting, helping, and giving feedback. At the same phase, there were six premises found in the learning aspect: *reflecting, solving problem, receiving, students' responsibility, achieving standards, and oppressed by others.* By facilitating further analysis, the researcher has diminished these nine emerged themes in to two major assumptions via axial coding technique of the grounded theory – positivism and constructivism assumptions. Finally, by taking in to account the supposition of selective coding technique, the researcher has reached on one speculation which argued that *the participants' perception of teaching and learning was reflected the two notions of epistemology: positivism and* constructivism. Accordingly, the researcher conclude by saying that the traditional and modern teaching-learning *approach can't be treated independently even though there is difference in degree of emphasis based on context of* instructional process. Therefore, educational organization need to give equal weight for the two approaches, teachers are *not expected to form constant students' grouping, and teachers and educational experts need to work based on their* perception and based on what the teaching profession needs to do so, but not beyond consumptions. And finally, the government also needs to give value for teachers if it needs to see the developing Ethiopia.

Keywords: Coding, Learning, Perception, Postivism, Re-construction

Introduction

1.1.   Background of The Study

Economical, political, social, and cultural progress of a given nation is mainly based on education. Advancement in education, according to Derebssa (2006), is taken to be indispensable for sustainable development, ecological protection, augmentation in maternal and child health and participation in democratic social and political processes. Education is also currently becoming the most important contributor to national economic escalation.

Empirical verification suggests that educational investment has been one of the most important factors contributing to economic growth in both developed and developing countries. Haddad, et al. (1990, cited in, Derebssa, 2006) for example, suggested that expenditure on education contributes positively to labour productivity and the economic payoff to spending on education - from both the private and public standpoint- is high. They argue that improving access to and the quality of basic education is a priority in almost every low-income and middle-income country. Similarly, Raudenbush and Willms (1991) and Lockheed and Verspoor (1991) argued that to increase the pace of economic and social development in developing countries, schools must teach school children the essential skills which include literacy, numeracy, communication skills and problem solving skill.

To do this, it is important to conceptualize concepts of teaching and learning, and teachers' perceptions on both matters because education by itself does not conducted in a vacuum rather it needs the interaction of subject matter, teacher, and learner. This means unless students guided by their teacher, they may not learn as expected.

Even though there is no clear cut definition of teaching, educators and organizations etc. can define the term differently. Some express teaching as a way of imparting knowledge, skill, and value to students. And others also argued it as a process of guiding and enabling an individual to learn new ideas and skills and to new values and attitudes. The main goal of teachers here is to help students learn. Learners are different; therefore, they learn in different ways. That is why teachers should use a variety of methods to cater to different learners (common wealth, 2000).

Eisner (2002, cited in C. Sylvia, 2009) suggests that teaching is a caring exercise that teachers have the responsibility of involving pupils in purposeful academic learning, supporting and caring for them. Korthagen (2001) believes that it's the teachers' task to guide children in this essential aspect of life, the development of self-understanding and a sense of interconnectedness. In particular, the care with which teachers support and guide all their pupils' learning forms an integral part for supporting pupils to succeed in learning (Noddings, 2005, cited in C. Sylvia, 2009).

Thus, teachers are required to play a major role in knowledge, skills and experiences construction. They must continually engage in a critical examination of their beliefs and values about teaching to form visions about what are possible and desirable conceptions of teaching (Feiman-Nemser, 2001). Teaching is intentional because we always teach for some purpose, primarily to facilitate student learning (Anderson and Krathwohl, 2001, cited in Birgitta W., 2012). What reasons do teachers have to perform teaching in the way they do? What motives lie behind their planning and implementation? Teachers' teaching is characterized by beliefs about learning, teaching, and how different factors interact (Lager-Nyqvist, 2003, cited in Birgitta W., 2012). Pedagogical content and goals are influenced by individual skills and abilities, such as content knowledge, pedagogical techniques and ideals (ibid.).

In another way, we all know things. How it is that we came to know these things is learning.

Learning is how we acquire knowledge. Wikipedia, defines learning as, "the acquisition and development of memories and behaviours, including skills, knowledge, understanding, values, and wisdom. It is the goal of education, and the product of experience. Thus, learning is a process of getting permanent behavioural change up on learners with day to day instructional facilitation deeds of teachers.

To make sense of learning, as C. Sylvia (2009) noted, teachers need to develop a conceptual framework of their teaching and be able to identify and question their assumptions about learning. This meta-cognitive process is described by Darling-Hammond and Barnett (2001) as a reflective inquiry to make explicit teachers' own assumptions about teaching, a key part of which involves critically examining them to identify areas for development.

A clear understanding of one's strengths and weaknesses, therefore, is important as it makes sense of problems and issues that arise in the classroom and help resolve curricular problems (Irvine, 1997, cited in C. Sylvia, 2009). Brophy and Good (1974, cited in Ewunetu, 2010) also argued that a better understanding of teachers' belief system or conceptual base will significantly contribute to enhancing educational effectiveness. Similarly, Hargreaves & Fullan (1991) emphasis teachers thought process as the base for what teachers do in practice.

Therefore, it is important to conceptualize intention of teachers about concepts of teaching and learning because attitudes or beliefs of teachers on their teaching can affect students' learning. This means, what teachers think, what teachers believe and what teachers do-at the level of the classroom that ultimately shapes the kind of learning.

1.2.   Statement of The Problem

Teachers' task related to instruction in terms of content selection, imparting mechanism, planning, and implementing different learning activities is not an easy motion. This means, teaching assignment is a complex endeavour which influenced by teachers' perspectives because teachers are individual professionals with varied philosophical out looks about the given instructional processes. Assume, if two teachers teach the same subject matters at the same grade level but in different sections, they may not facilitate the instruction in the same approach because teaching by itself is an art which requires individual to exert out their own talent to put in to practice the teaching-learning process.

Thus, teachers' beliefs and their understandings about learning and teaching, their beliefs about the nature and purpose of the curriculum, their current classroom practices, and teachers' and/or administrators' perceptions of changes in the school culture all have potential to contribute to enhance learning (Ewunetu, 2010).

Investigating how research findings argued about related to teachers' feeling about teaching – learning is very important. For example, Savignon and Wang (2003, cited in Tigist, 2012) investigated EFL learners' perceptions and attitudes pertinent to classroom practices representative of form-focused and meaning-based instruction. The instruction the learners reported receiving, it was found, did not meet their needs and wants. The Ethiopian schools teaching-learning processes, as Ayele (2010), are dominantly teacher – centred and students are considered as passive receivers of knowledge.

Reasons for the absence of student - centred teaching methods are the exclusive use of teacher-centred method, absence of student -centred teaching method training for the teachers, very distant power relation between teacher and student (teachers as a sole source of knowledge and authority, large class sizes and

limited supply of educational materials and teaching aids, teachers unwillingness to exert extra effort to be actively engaged in the process, and limited student interactions due to cultural influences (Ayele, 2010).

Further, Aschalew (2012) has conducted a study on title "Teachers' Perceptions and Practices of Active Learning in Haramaya University, Eastern Ethiopia", and the findings of the study revealed that the respondents have perceived active learning positively. In spite of their good perceptions, as Aschalew (2012), their practices of active learning were low. Among the major factors affecting the effective implementation of active learning were instructors' tendency toward the traditional/lecture method, lack of students' interest, shortage of time, lack of instructional material and large class size. This indicates how teachers enforced to feel activities of teaching as a way of providing already organized knowledge to students by the influence of traditional background – it may be developed from their prior teachers' experiences, or may be obtained from their home colleges or universities etc.

Beyene (2008, cited in Tigist, 2012) also conducted a research entitled "Perception and Classroom Practice of Teachers and Students" towards communicative language teaching (CLT), and the study showed that learners did not get the opportunity to classroom practice during the lessons given in a communicative way, because, as Beyene (2008), their teacher did not create conditions for the actual implementation of CLT. This indicates that there is a mismatch between what teachers and learners perceive the CLT and what they actually practice in the classroom. One way to analyze these various underlying factors, according to Birgitta W. (2012), which lead to different actions, is given by George von Wright, who from a philosophical perspective analyses human actions in social contexts. To understand a series of behaviour events in terms of actions, he says:

> Behaviour gets its intentional character from being seen by the agent himself or by an outside observer in a wider perspective, from being set in a context of aims and cognitions. This is what happens when we construe a practical inference to match, as premises match a given conclusion (von Wright, 1971, p.115, cited in Birgitta W., 2012).

Similar observation made by Berry (2008:30) in a study commissioned by VSO Ethiopia, conducted in three regions namely, Tigray, Afar and Amhara regional states argue that although the policy is to upgrade all teachers to diploma level there is no difference in the teaching quality of certificate and diploma holders; the impact on classroom remains a challenge. Though very few none of them focuses on teachers perceptions about the program itself (CPD) rather, they all focus on its effect (Ewnetu and Firdisa, 2010).

Additionally, Fekede (2015) conducted study to assess challenges of teacher professional development in Ethiopian context, and the finding, as him, indicated that teachers perception about teaching, learning and professional development seem to reflect traditional interpretation of knowledge transmission which is in sharp contrast to the current constructivist idea of learning as being an active, social process. This kind of narrow conception and limited perspective of professional development, according to Guskey (2000); Steiner (2004); and Yoon et al. (2007), cited in Fekede (2015)   has proven to be inadequate for bringing about the desired change through the school reform in this era of rapidly changing and challenging times.

The discrepancies among these teachers' views and experiences and the divergence among the studies mentioned above have initiated me to think of conducting this study by considering the stated conceptual framework of teaching and learning perception here under.

1.2.1.   Theoretical Framework

In order to conceptualize teachers' perception on teaching and learning, it is important to discuss teaching and learning conceptions. Related to this, educators suggested their agreed frame works. For instance, Samuelowicz and Bain (1992, cited in Zenawi., et al., 2014) indicated that teachers are displayed five qualitatively different conceptions of teaching: teaching as supporting student learning; teaching as changing students' understanding of the world; teaching as facilitating learning; teaching as the transmission of knowledge; and teaching as imparting information to students.

John D. (n.d), Daniel D. et al. (2001), and David M., et al. (2008) are also suggested the five types of teaching perspectives: transmission focuses on acquisition of content and skills; developmental also emphasis on conducting instruction from the learner's point of view; apprenticeship gives emphasis for socializing students into behavioral norms; nurturing conception exposes learners into hard, persistent effort to achieve out comes from the heart, not the head, and social reform perspective goes with change society in substantive ways.

Furthermore, Kember (1997, cited in Zenawi, et al., 2014) argued that from review of thirteen studies, researchers identified five conceptual categories: imparting information; transmitting structured knowledge; student–teacher interaction; facilitating understanding; and conceptual change. The first two categories, as Zenawi, et al. (2014), are considered as an example of teacher centered orientations while the last refer to student-centered orientations.

Akerlind (2004, cited in Zenawi, et al., 2014) on their sides indicated that despite differences in the outcomes of many of the studies, the key dimensions held by teachers were either the transmission of information to students or supporting their conceptual understanding.

From the descriptions presented above, it is possible to put the orientations towards teaching and learning into either transmitting information or facilitating learning.

In the learning aspect, Merriam & Caffarella (1991) have stated four major learning perspectives: behaviorist, cognitive, humanist, and social learning perspectives. Thus, as these educators, learning as behaviorist approach gives emphasis for absorbing knowledge from sources; learning as cognitive approach also goes with information processing; learning as humanist also prefers to constructing own meaning, and learning as social reform aligned with interaction with the given environment.

As stated in the teaching aspect, the learning perceptive also sourced from the two epistemological assumptions: positivist (teacher centered) epistemology, and constructivist (students centered) epistemology (Merriam & Caffarella, 1991).

I, the researcher, developed the following theoretical framework of teaching and learning perceptions of teachers by modifying the above agreed conceptions of educational experts' approach.
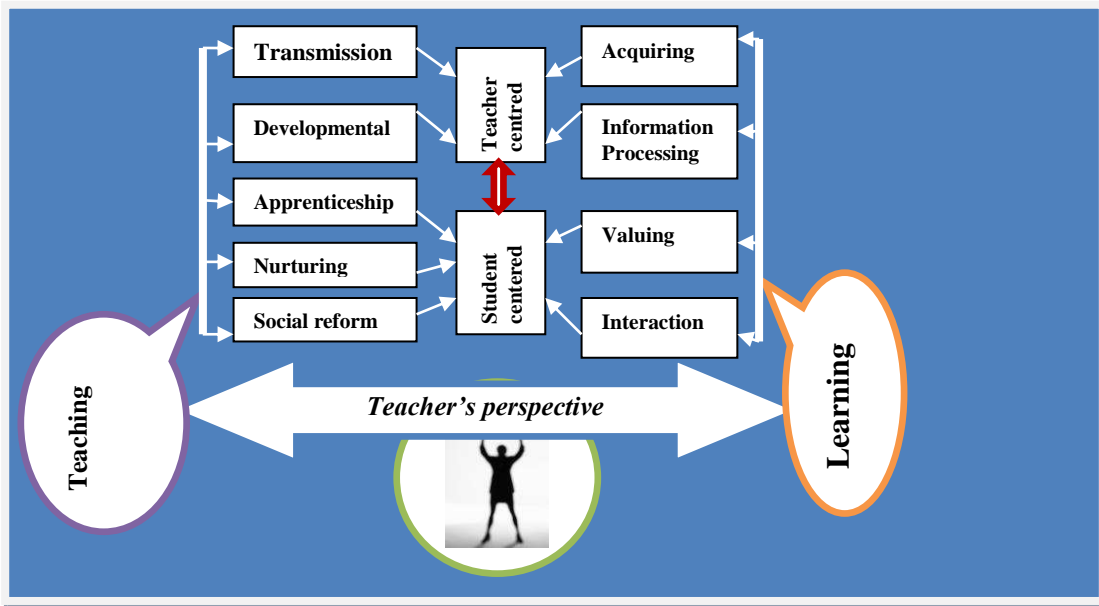
Figure 1: Theoretical frame work of teachers' perception on teaching and learning.

Thus, as stated in the figure 1 above, transmission, apprenticeship, developmental, nurturing, and social reform considered as perceptions of teaching. And only transmission can be situated under the category of teacher-centered approach, because in this aspect, effective teaching requires a substantial commitment to the content or subject matter. And the main responsibility of teachers under this perspective is simply furnishing whatever information to students without considering meaning construction by learners themselves; and students haven't get an opportunity to investigate their environment by this perspective.

However, apprenticeship, developmental, nurturing, and social reform can be incorporated under the category of student centered approach, because in the apprenticeship, teaching is a process of socializing students into behavioral norms and ways of working ;in developmental aspect, teaching must be planned and conducted from the learner's point of view; in the nurturing perspective, effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not from the head, and in the social reform, effective teaching seeks to change society in substantive ways (Daniel D. et al., 2001).

Here, in the four teaching perspectives, students are the main responsible body to develop their own experiences by interacting with the given environment with guidance of classroom teachers. In another way, acquiring, information processing, valuing, and interaction are considered as perspectives of learning. Only acquiring aspect is positioned in the teacher centered approach, and the others such as information processing, valuing, and interaction conceptions of learning also clustered under learner centered method.

Thus, in the acquiring perspective, students are required to receive the given subject matters which sourced from teachers or from other basis – no need of students to conceptualize the sucked ideas with the

given actual reality. In the information processing aspect, learners are required to employ their sense organs to gather information from their environment and they need to collect it in their mind by using long and short term memories; finally, they need to reuse the stored information accordingly. This indicates how students are highly responsible for their learning instead of absorbing issues from sources.

In the value perspective, learners are expected to internalize issues related to knowledge, experiences, and skill which need effort, interest, and motivation from students. This means, unless students give value for their learning process, they remained to be poor academically, and in general, they can't show behavioral change upon them.

Lastly, in the interaction aspect students need to involve in their environment, i.e., they are expected to active participant in socially aspect because they can acquire whatever important life experiences from the given social interaction.

To conclude, the above framework shows how both teaching and learning perspectives can be incorporated in to positivist and constructivist aspects of epistemology. It is, therefore, necessary to analyze teachers' perspectives of teaching and learning to suggest related theory about their outlooks of the instructional process.

To do so, the researcher has developed the following general research questions that would be answered by this study:

       a. How do teachers perceive teaching?

       b. How do teachers conceptualize learning?

1.3.   Purpose of Study

The main objective of this study was to examine perceptions of teachers (curriculum and educational psychology PhD students of BDU) on issues related to teaching and learning: ideas of teaching, concepts of learning, effective teaching, and matters of effective learning.

1.4.   Significance of The study

Findings of the study may inform schools, colleges, or universities about intentions of teachers on their teaching and learning tasks. It also may make teachers aware about the presence of alternative angles to perceive concepts of teaching and ideas of learning which enables them to teach their students by applying varied perspectives. This also may result in addressing varied learners' needs and background experiences.

1.5. Scope of The Study

The study was delimited to Bahir Dar University curriculum and developmental psychology postgraduate program PhD students' perception of teaching and learning.

1.6.   Limitation of the Study

Being the researcher is PhD student of Curriculum and instruction, he as other students of the program was over crowded by course works. Based on this, the study may lack to include more participants and

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detailed investigation.

Literature Review

2.1. Concepts of Teaching and Learning

Different educators define the term teaching and learning differently. For example, teaching is any form of interpersonal influence aimed at changing the ways in which other persons can or will behave (Gagne, 1963). Amidon and Hunter (1967) argued that it is an interactive process primarily involving classroom talk, which takes place between teacher and pupils and occurs during certain definable activities. Teaching is an interpersonal activity directed toward learning by one or more persons (Klauer, 1985). Moreover, it is an action that undertaken with the intention of bringing about learning in another (Robertson, 1987). Thus, teaching is an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave.

Scholars can define teaching, and learning based on the two general models of epistemology /the study of knowledge/, i.e. positivist and constructivist. Positivist Epistemology - gives emphasis to passive learning; because it assumes that knowledge exists separate from the learner. That is, as Larrivee (2000) argued, knowledge is something that is "out there" in the world, fixed and made up of discrete and irrefutable pieces of information or facts. Knowledge is seen as belonging to separate subject areas. The traditional "chalk and talk" lecture approach with the student as the passive recipient of knowledge may not be suitable for today's generation. The traditional lecture approach has its own merits, but it is increasingly critical that educators employ a wide range of pedagogies and strategies to encourage students' participation (Derebssa, 2006).

Therefore, according to this notion learning is a practice of absorbing knowledge. It is a process of knowing (knowledge gaining).Whereas teaching is a process of giving knowledge (Larrivee, 2000).

Constructivist Epistemology - emphasizes on active learning; because, it assumes that knowledge is produced or made meaningful through interaction between the learner and the world around him/her (Larrivee, 2000). According to Hansen & Stephens (2000, cited in Erasmus C., 2013) for meaningful learning to occur, students must actively engage with the to-be-learned subject-matter through such activities as discussion, hands-on activities, and problem solving. This interaction, as to Larrivee, (2000), leads to interpretation and understanding, not just memorization. Active-learning or student-centred pedagogies are advocated by researchers and policy makers around the world. This approach, as Ginsburg (2006, cited in Salema V. 2015) argued, emphasizes the role of learner in the process of learning and changes the role of teacher to a guide, to engage students with active learning and discovery learning or problem solving, and frequent student questions and discussion.

Therefore, according to constructivist approach, teaching is conceived as a practice of helping student construct knowledge or interpret existing knowledge while enabling the learner interact with the world around him/her. And learning is the learner's practice of producing knowledge or making the existing meaningful through interaction with the world around him/her (Larrivee, 2000).

The attitudes and expectations of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organized. Therefore, it is important to conceptualize teachers' outlook up on the two issues – teaching and learning - as follow.

2.1.1.   Perspectives of Teaching

A perspective on teaching is an interrelated set of beliefs and intentions that gives direction and justification to our actions. Thus, teaching perspective is defined by Pratt and Associates (1998, cited in David M., et al, 2008) as what we do as teachers and why we think such actions are worthy and justified. This means, according to them, it is a lens through which we view our work as educators. We may not be aware of our perspective because it is something we look through, rather than at, when teaching. Each of the perspectives is a unique blend of beliefs, intentions, and actions; however, there is an overlap between them. Similar actions, intentions, and even beliefs can be found in more than one perspective.

Educators holding different perspectives may, for example, have similar beliefs about the importance of critical reflection in learning and medical practice (Daniel D. et al., 2001). Let's see each conception of teaching as follow.

2.1.1.1. Transmission Perspective

The transmission perspective is the most common orientation to teaching in most of higher education and much of medical education, including the clinical years (Daniel D. et al., 2001). Teachers who exemplify the Transmission perspective, according to David M., et al. (2008), are assumed to have a high degree of mastery of subject matter. Effective Transmission teachers "make efficient use of class time, clarify misunderstandings, answer questions, provide timely feedback, correct errors, provide reviews, and summarize what has been presented, direct students to appropriate resources, set high standards for achievement and develop objective means of assessing learning".

Therefore, from this perspective, good teaching is directly associated with content or subject matter expertise. The perspective gives emphasis for effective delivery of content. This means that an educator's primary responsibility is to present the content accurately and efficiently. It is the learners' responsibility to learn that content in its authorized forms (Daniel D. et al., 2001). Generally, as Daniel D. et al., (2001), the transmission teaching perspective believed that Content should be learned in its authorized form, teachers should present that content accurately and efficiently, the process of learning is additive, which means that teachers should take care not to overload students with too much information, and with proper delivery by the teacher, and appropriate receptivity by the learner, knowledge can transferred from the teacher to the learner.

2.1.1.2. Developmental Perspective

As this perspective, teaching is planned and focused from the learner's point of view. Effective developmental teachers "understand how their learners think and reason about the content" and teach with the primary goal of "helping learners develop increasingly complex and sophisticated cognitive structures for comprehending the content" (Pratt & Collins, n.d. David M., et al., 2008). According to them, this is done by questioning learners in simple to more complex content, and offering meaningful examples for the learner. This means that the constructivist orientation to learning is the foundation for this perspective on teaching. From the developmental perspective, as Daniel D. et al. (2001), good teaching must be

planned and conducted from the learner's point of view. Good teachers therefore understand how their learners think and reason about the content.

2.1.1.3. Apprenticeship Perspective

Apprenticeship perspective is a modelling ways of being. Most of individuals have "apprenticed" under a range of preceptors and mentors in medicine (Daniel D. et al., 2001). Vygotsky argued that much of the work of teaching is a matter of engaging learners' within their zone of development, the learning space that falls between what they can do on their own and what they can do with expert guidance. As learners mature and become more competent, their zones of development move, and the teachers' role changes. Learners are still assigned tasks based on their level of maturity and skill development.

This means that through the learning process, teachers start with simple and move to complex tasks. The role of the apprenticeship teacher changes as the learner masters content, so that the learner assumes more responsibility (David M., et al., 2008). But, over time, apprenticeship teachers offer less direction and give more responsibility as progress from dependent learners to independent workers.

Generally, according to Daniel D. et al. (2001), this perspective also assumed that learning is a process of enculturation into a community of work, knowledge is constructed while interacting and participating in the work, Knowledge is best learned in the contexts in which it is to be used, and the product of learning is of two kinds: competence or skilled performance and identity in relation to a profession.

2.1.1.4. Nurturing Perspective

Teaching is the process of facilitating self-efficacy. This means, the nurturing perspective, as Daniel D. et al. (2001) noted, assumes that long-term, hard, and persistent efforts to achieve come from the heart, not the head. People are motivated and productive learners when they are working on issues or problems without fear of failure. Related to this, David M., et al. (2008) pointed that teachers with the nurturing perspective make a "long-term, hard, persistent effort to achieve [which] come from the heart, as well as the head".

Nurturing teachers, according to them, feel that they can affect learners because students "can succeed at learning if they give it a good try; their achievement is a product of their own effort and ability, rather than the benevolence of a teacher; and their efforts to learn will be supported by their teacher and their peers.

As Daniel D. et al. (2001), learners are therefore nurtured by the knowledge that (1) achievement is within their reach, (2) when successful, achievement is a product of their own effort and ability rather than the benevolence of an educator, and (3) their efforts to learn will be supported by their teacher and their peers.

Generally, nurturing educators promote a climate of caring and trust, helping people set challenging but achievable goals, and supporting learners' efforts and their achievements. Good teachers provide encouragement and support, along with clear expectations and reasonable goals for all learners (Daniel D. et al., 2001).

2.1.1.5. Social Reform Perspective

From a social reform perspective, as Daniel D. et al. (2001), good teaching is intended to change in substantive ways. From this point of view, the collective, rather than the individual, is the object of teaching. Social reform educators awaken students to the values and ideologies that lie hidden in the texts and common practices in the instructional processes. Thus, as John D. (n.d), the perspective works towards seeking a better society because it can challenges the status quo and encourage students to consider the ways in which they and their patients are positioned and constructed within particular discourses and medical practices.

2.1.2. Perspectives of Learning

Teachers' teaching is based on perceptions of students' learning processes and what conditions exist to implement the intended activities. Differing learning perspectives involve different structuring of planning the content, learning materials, and activities. Not least important, are the teachers' perception and awareness of their own role as teacher in students' learning (Lager-Nyqvist, 2003). Teachers' conceptualizations of learning are significant in order to understand why teachers perform their teaching in the way they do. Thus, perspective on learning is an interconnected set of beliefs, assumptions, or intentions that gives path and justification to students' actions so as to sucking or constructing knowledge, value, and skill.

To do so, according to Merriam & Caffarella, (1991), there are four fundamental learning perspectives: behaviourist, cognitive, humanist, and social learning perspectives.

2.1.2.1. Behaviorist perspective

Skinner believed the ultimate goal of education was to train individuals to behaviours which would ensure their personal survival, as well as the survival of cultures and the species. The teacher's role, in this perspective, is to provide an environment that elicits the desired behaviours and extinguishes the undesirable ones (Merriam & Caffarella, 1991). Therefore, according to them, educational practices which have these notions at their core include systematic design of instruction, behavioural and performance objectives, programmed instruction, competency-based instruction, and instructor accountability. Training for skills and vocations is particularly heavily saturated with learning and being reinforced for "correct responses and behaviours.

2.1.2.2. Cognitive perspective

Cognitive theories of learning are concerned with learning constitutes a logical method for organizing and interpreting learning. Learning is rooted in the tradition of subject matter where teachers use a lot of problem and thinking skills in teaching-learning. Cognitive view sees people as active learners who initiates experiences seek out information to solve problems and recognize what they already known to achieve new insights (Mollaw, 2014). Accordingly, the cognitivist criticized behaviourism for its reductionist tendencies, and felt it was too dependent on external behaviours to explain learning. The behaviourists did not consider the importance of prior learning (Merriam & Caffarella, 1991).

2.1.2.3. Humanist perspective

It concerned with how learners can develop their human potential. Based on Gestal psychology where learning can be explained in terms of the wholeness of the problem and where the environment is changing and the learner is continuously reorganizing his/her perceptions (Mollaw, 2014). This indicates how humanistic theories shift the emphasis to the potential for individual growth in the learner. They bring the affective functioning of the human into the arena of learning. The humanists, as Merriam & Caffarella (1991), rejected the notions of behaviourism that the environment determines learning.

2.1.2.4. Social Learning perspective

The focus of social learning theories is interactions between people as the primary mechanism of learning. Learning is based on observation of others in a social setting. In the 1960's the work of Bandura broke away from the behaviourist views. He was the first to separate observation of another's behaviour from the act of imitation (Merriam & Caffarella, 1991). He postulated that an observer can learn by observing without having to imitate what is being learned. Four processes form the cornerstones of observational learning theory. These are attention, retention (memory), behavioural rehearsal, and motivation. All four processes contribute to learning by observation. Two other important proponents of social learning theory are Vygotsky and John Seely Brown Many useful concepts emerge from the social learning orientation, including motivational strategies, locus of control, social role acquisition, and the importance of interaction of learner with environment and other learners (ibid.).

To sum up, perception of teaching and learning is an outlook which can enforce individuals to do or not to do something. As stated in the above, both teaching and learning perceptions of teachers can be sourced from the two epistemological aspects – positivist and constructivist point of view.

Research Methodology
3.1. Research Design

In order to formulate theory related to perceptions' of teachers on teaching, and learning, the researcher was applied grounded theory as the design of research. Glaser and Strauss (1967, cited in Calman L., 2006) noted that the discovery of theory from data systematically obtained from social science research is mainly goes with grounded theory. The grounded theory methodological approach is a "systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic.

3.2. Participants

To collect data for theory formulation, the researcher used curriculum and educational psychology PhD students of Bahir Dar University. There were three students found in curriculum and instruction PhD program, and two in the educational psychology. Of these five students, the researcher was selected one from educational psychology and two from curriculum by using random sampling as subject of the study.

For privacy purpose, the researcher used participants' pseudonyms/ fictitious names instead their actual names. Kedir Ismal has first degree in mathematics, second degree in curriculum studies, and he was PhD student in curriculum and instruction. He had 4 ½ years teaching experience: four years in mathematics (secondary school), ½ year in teaching curriculum course (in the university). Yared Teka also the second participant of the study that had first degree in geography and composite English, second degree in educational research, and he was PhD participant in curriculum and instruction. Yared also had 12 years teaching experience in the areas of teaching methodology, research, policy, and management (in the university).The third participant was Gebru Abera who has first degree in psychology and composite English, second degree in psychology, and he was PhD student in educational psychology. Gebru had 7 years teaching experience: 4 years teaching English in TVET College, and 4 years in teaching psychology.

From the above explanation, it is possible to understand that these three participants were from education background, and the researcher believed they have enough teaching experiences which enable them to conceptualize both teaching and learning concepts.

3.3.   Data Collection

In order to collect information from the respondents, I used both semi-structured interview, and focused group discussion as data gathering instruments. Interview was selected as the key method to collect data for the study, because semi-structured interview with well-planned and open-ended questions fit the grounded theory approach well. The open-ended and non-judgmental questions in semi-structured interviews can encourage unanticipated statements and stories to emerge which are essential to theory generation (Charmaz, 2006, cited in L. Jiadong and Z. Dacheng, 2012).

The same is true for using FGD in the grounded theory because participants can get an opportunity to exert out their teaching and learning outlooks through discussing each other with guidance of the researcher. In addition to this, video recording was conducted upon FGD participants that can help the researcher to get an opportunity to rewind and digest the responded perceptions of them in FGD session.

3.3.1.   Interview

As stated in the table 1 above, Gebru Abera was a participant in the interview session. I asked his consent to participate in the interview by informing him about objectives of the study from the beginning. Accordingly, Gebru accepted the request without any complains, and interview was conducted for 30' based on the designed eight semi-structured questions.

Accordingly, the respondent has given his own perception about teaching and learning, and the researcher kept what the participant felt in his memo. But, the interview was not supported by video recording because absence of power supply in the main campus of Bahir Dar University - postgraduate program building classroom number 102 at that time. After four days passed, the focus group discussion was conducted.

3.3.2.   Focus Group Discussion /FGD/

Yared Teka and Kedir Ismal were the two participants in the focus group discussion. Before conducting the FGD, the researcher requested them to participate in the FGD program by informing them about the purpose of the study. Although they were overcrowded by extra course works, they came to volunteer to partake. The venue was in the curriculum and instruction PhD classroom which was located in the postgraduate program building room number 102. The discussion was going on for 50', and in this session. 8 open-ended questions and other related additional questions were used, and the discussion was supported by video recording. Later it was transcribed by a third party who had no any background about the participants and who had no relationship with them.

3.4.   Validity and reliability

To increase trustworthiness of the study, the researcher would get feedback from participants about the emerging findings by using member checked or sought feedback activity. Member-checking is an important practice in ruling out misconceptions and misunderstandings from the participants' responses (Merriam, 2009 cited in G.M. Julie, 20014).

In addition the researcher was bracketing himself the respondents' points of view on teaching and learning. Bracketing is a method used in qualitative research to diminish the potentially harmful effects of pre-conceptions that may spoil the research process (Merriam, 2009, cited in G.M. Julie, 20014); and minimizing the impact of the supervisory power relationships that existed between the participants and the researcher.

Thus, the researcher has recognized that his position as a supervisor could hinder participant comfort and honesty. To minimize the impact of the supervisory power dynamic and increase the comfort level of the participants, the researcher focused on strengthening and further cultivating trusting relationships by being transparent with his own experiences and practicing trust building strategies, which included engaging the participants in conversation and listening intently to the participants. To do this, the researcher was informed them about the purpose of the study, the requirements for participation, each participants' right to discontinue his or her participation at any time, and the timeline associated with this study.

3.5.   Data Analysis Procedures

To analyze the collected data, the researcher was used grounded theory approach. To distinguish and classify themes and concepts that appeared in the data, he applied the technique of open coding. This coding is appropriate to analyze, sort, and categorize each of the responses given by the participants (Corbin & Strauss, 2008; Creswell, 2008, cited in G.M. Julie, 20014). On several occasions, as G.M. Julie (20014), the participant responses conveyed more than one phenomenon, and as a result those responses received more than one label in the open coding process.

After analyzing the data and identifying various phenomena within it, the researcher has grouped and categorized the similar concepts to allow him to glean an objective picture of participants' point of view on teaching and learning. After labelling and categorizing the obtained data, it is important to conceptualize relationship found among categories. To do so, axial coding was conducted, because it

helped the researcher to placed one topic at the center to see how the other categories are related to that specific topic (Creswell, 2008, cited in G.M. Julie, 20014). Based on the interrelationships of analyze data at the axial coding stage, the researcher also employed selective coding technique and have developed theory.

<div align="center">

Chapter Four

</div>

4. Data Analysis

As stated in the chapter three above, the researcher was considered the three data analysis /coding techniques of grounded theory: open coding, axial coding, and selective coding. Before analyzing the data by applying these coding techniques, the researcher was displayed the raw data as follow at figure 2. This displaying of the raw data makes the flow of the analysis to be clear.

Teaching

A. . Based on the conducted interview – it is:

- a way of sharing experience b/n teachers & students teachers considered as facilitator, helper, and guider. It s appropriatness also checked :by measuring performance based on predesigned objectives, through reflection using varied methods of teaching. When:pedagogical knowledge, skill, & value reflected subject matter knowledge reflected feedback provision reflected application of teaching aids reflected , it considered as effectuv e. One who:engaged full time for his profession has sense of humor, solve instructional problems by conducting action or applied research etc assumed as good teacher

B. By FGD participants – it is

- imparting knowledge to students, a two way communication, let students change of behavior, giving information to receiver . it is possible to check the appropriateness of it by asking questions, observing participation of students, and by using classroom assessment.If both students & teachers achieved the intended objectives if there is full no good result from students, no effective teaching,if there is silence in the c/room, if all students participate equally. One who:free from virus, impart values, knowledge, values to students out of misconception, is planned

is ethical, humor, is exemplar individual is free from emotionality is pedagogically skillful, content knowledgeable etc seen as good teacher

Learning

A. From conducted interview – it is:

- students' task it is a way of adding new knowledge, skill, and value. By: evaluating students performance, asking students to relate their learning with the actual environment etc one can good ness of learning. When:pedagogical knowledge, skill, & value developed, subject matter knowledge emerged, feedback provision reflected, and application of teaching aids reflected, learning seen as effective. One who:is accountable his/her work, reflective , can ask questions, appreciate individual differences, is out of hesitation etc considered as good student.

A. By FGD participants - it is

- a process of acquiring knowledge, skill, and value , an imposition process by knowledgeable teachers, parents , and a way of acquiring issues from models . By observing real practices of students, if students show behavioral change upon them, by giving tasks, y giving home work, assignment, by giving tests, exams, and by giving chances for students it is possible to check that learning has been taken. When students achieved the intended objectives, and if they also scored good result , learning observed as effective. one who: show behavioral change, construct his/her own knowledge , is sensitive to change, is shows good behavior, is shows respect, s regularly attendant , and societal problem solver , seen as good student
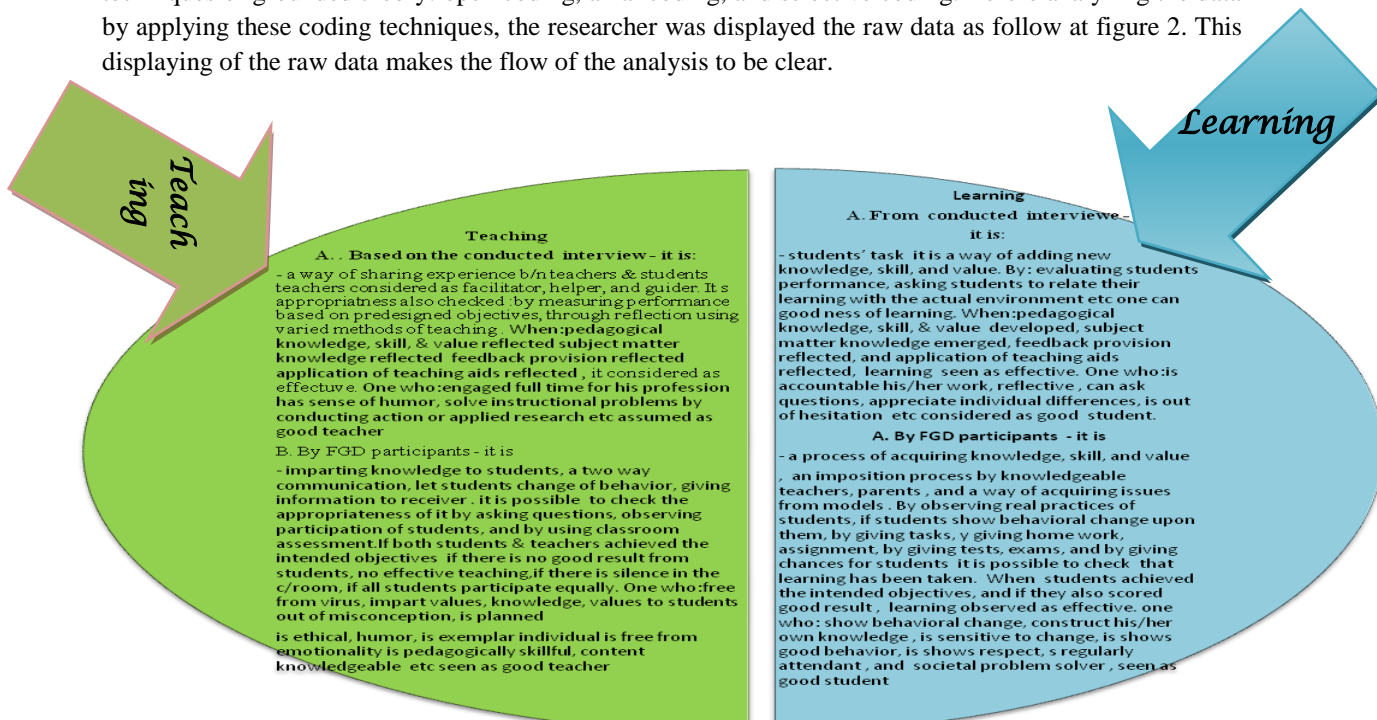
Figure 2: the raw data collected from Conducted FGD & Interview Sessions

The researcher has justified the above raw data which collected by interview and the FGD respectively as follow.

Based on the conducted interview, Gebru perceived teaching as a process of sharing experiences between teachers and students, and teachers considered as facilitator, helper, and guider of learners. As he contend "it is possible say that there is effective teaching when pedagogical knowledge, skill, & value considered. And subject matter knowledge, feedback provision, and application of teaching aids etc. have also reflected in the instructional process. To do so, as Gebru, teachers should engage full time for in their

profession, should solve instructional problems by conducting action research, and need to have sense of humour.   Students also, as he argued, need to be accountable for their work; should be reflective by asking questions, by appreciating individual differences, and they need to be out of hesitation or uncertainty.

In another way, Gebru perceived learning as students' task, and   it is a way of adding new knowledge, skill, and value in the learners' mind. He also argued that it is possible to check how effective teaching has taken place in the school by evaluating students' performance based on predesigned objectives, by asking students to relate their learning with the actual environment, and by using varied methods of evaluation mechanisms.

The explanation above indicates how the participant perceived teaching as a way of helping, and guiding learners. He as well conceived learning as the process of solving day to day problems, and considered learners as the main responsible body for their instructional process. This means according to him, teaching is a two way communication which can be conducted between students and the teacher; it is a mechanism of showing direction and supervising students how to interact with the given environment. And learning is also justified in-terms of meaning construction. This indicates to what extent Gebru has conceptualized both teaching and learning as a way of creating conducive environment for learners to facilitate their learning with guidance of classroom teacher, and understanding contextually the instructional issues respectively.

Additionally, Gebru also believed teaching as an activity which is conducted to achieve the pre stated objectives. As him, one mechanism to check whether the day's instructional process conducted in a proper way or not is testing students and comparing the given score with the pre designed instructional objectives. This also indicated that the participant perceived the idea of teaching as imparting subject knowledge, and checking whether they have understood the transmitted knowledge as expected, or not.

Therefore, it is possible to say that Gebru conceptualized both teaching and learning as constructively and passively although his perception inclined towards student centred approach – as him, students are expected to play great role for their learning.

Having saying as above, the researcher also has briefed the raw data which was collected by FGD as follow. Kedir and Yared were the two participants of the FGD session of the study. As indicated in the figure two above, they understood teaching as a process of imparting knowledge from the source to the receiver; and as a two way communication (between sender & receiver).

In another way, participants conceptualized learning as a process of acquiring knowledge, skill, and value; as an imposition process by knowledgeable teachers, parents, and as a way of acquiring issues from models. According to the respondents; asking questions; observing participation and real practices of students; using classroom assessment; observing behavioural change upon learners; giving tasks, home work, assignment, tests, exams, and giving chances for students etc. considered as mechanisms to check whether the teaching – learning process is conducted as intended or not.

As they argued, if both students & teachers achieved the intended objectives, if there is good result from students, and if all students participate equally in instructional process, the term teaching can be conceived as effective. In order to achieve this effective teaching, according to them, both teachers and students need to execute their responsibilities. Thus, teachers need to impart values, and knowledge to students; need to be out of misconception, planned, ethical, humour, exemplar individual, free from emotionality, and pedagogically skilful and knowledgeable. As they also noted, students are required to

show behavioural change, construct their own knowledge, sensitive to change, show good behaviour and respect, regular attendant, and societal problem solver.

So, participants have understood both teaching and learning as modern and as traditional instructional approach. As traditional, they perceived teaching as a way of transferring well organized content knowledge for students, and learning also conceived as an imposition of students by knowledgeable individuals by considering them as an empty vessel – signs of traditional approach. In another way, Kedir and Yared valued teaching as a process of sharing experiences between teacher and students, and they saw learning as a mechanism of solving societal problems.

Therefore, it is possible to say the two participants have seen teaching and learning as both constructively and passively although their emphasis was inclined towards positivism approach.

4.2.   Discussion

4.2.1.   Open coding

The main purpose of open coding is to categorize, and to code the collected data by considering the common characteristics. Based on the stated raw data in the figure 2 above, I have coded the collected perspectives of teachers on teaching and learning. In terms of teaching, three premises were emerged: imparting, helping, giving immediate feedback. This means, respondents have perceived teaching in one aspect, as a way of transmitting knowledge, value, and skills towards students mind.

In another way, they also conceived teaching as a mechanism of supporting, guiding, and supervising students to experiment their environment. In addition to this, the participants also considered teaching as a process of correcting students' performance.

Moreover, the open coding phase indicated that teachers' perception on learning is categorized in to six themes: students' responsibility, oppressed by others, achieving standards, problem solving, reflecting, and receiving. The premise learning as students' responsibility indicated that mandate of meaning construction is given as an opportunity to learners with the help of their teachers, or parents. A sense of learning as oppressed by others means students' mind is considered as an empty vessel which need to be filled by other knowledgeable individuals by denying their internal talent, experience, skill etc.

In another way, perceiving learning as achieving standards indicated that students are expected to work towards passing from one grade level to another grade level by considered less value, skill, and other cultural aspects. Considering learning as solving problems showed how learning by itself can be life. Thus, students can learn through experience in their day to day activities. The other premise also argued as learning as reflecting which means exerting out talents, or gifts, and putting it in to practice. The final perception of learning also considered as receiving. This means, sucking information from sources, or acquiring subject matters from teachers, parents, or the given society.

Generally, these nine perceived categories of the two issues – teaching and learning – suggested teachers' consideration of the terms. Further analysis also conducted by the researcher as stated here under to identify similarities and difference which found among the nine divisions.

4.2.2.   Axial Coding

Creswell (2008, cited in G.M. Julie, 20014) contend that axial coding assists the researcher to

positioned one topic at the centre to see how the other categories are related to that specific topic. Based on this, after detailed analysis conducted above, the nine displayed themes are cascaded in to two major themes under axial coding phase: positivism and constructivism perception. Related to this, Larrivee (2000) pointed out that positivist epistemology considered teaching as a process of feeding learners whatever information which consider as advantages for them. At the same time, learning in this perspective, as (Larrivee, 2000) added, is a way of sucking subject matters from the sources.

From this stated concept, one can understand that knowledge is out there from students' mind and they considered as out of skill, valueless, or not giftedness, and teachers seen as sources of knowledge. Based on this argument, from the three stated teaching themes above, imparting, and from the six expressed themes of learning, receiving, achieving standards, and oppressed by others are considered as the central part of positivism epistemology because these four premises focused on intention of transmission of knowledge from the source (teachers, or books etc.) to receiver (students).

In another aspect, constructivist epistemology considers learner-centred is a process in which individuals take the initiative to diagnose their learning needs, formulate learning goals, identify resources, select and implement learning strategies and evaluate learning outcomes (Derebssa, 2006). Accordingly, the premises such as helping, and giving feedback from classroom teacher, and students' responsibility, reflecting, and problem solving from learning conception aspect are incorporated in the constructivist perspective, because these five themes initiate students to construct their own meaning, and motivate them to solve their own day to day problems.

Generally, after conducing further analysis, the researcher has condescended the nine broad themes of the teaching-learning concepts in to two major categories – positivist and constructivist perspectives. Finally, the researcher was conducted selective coding as follow to arrive at the newly outgrowing outcome of the study.
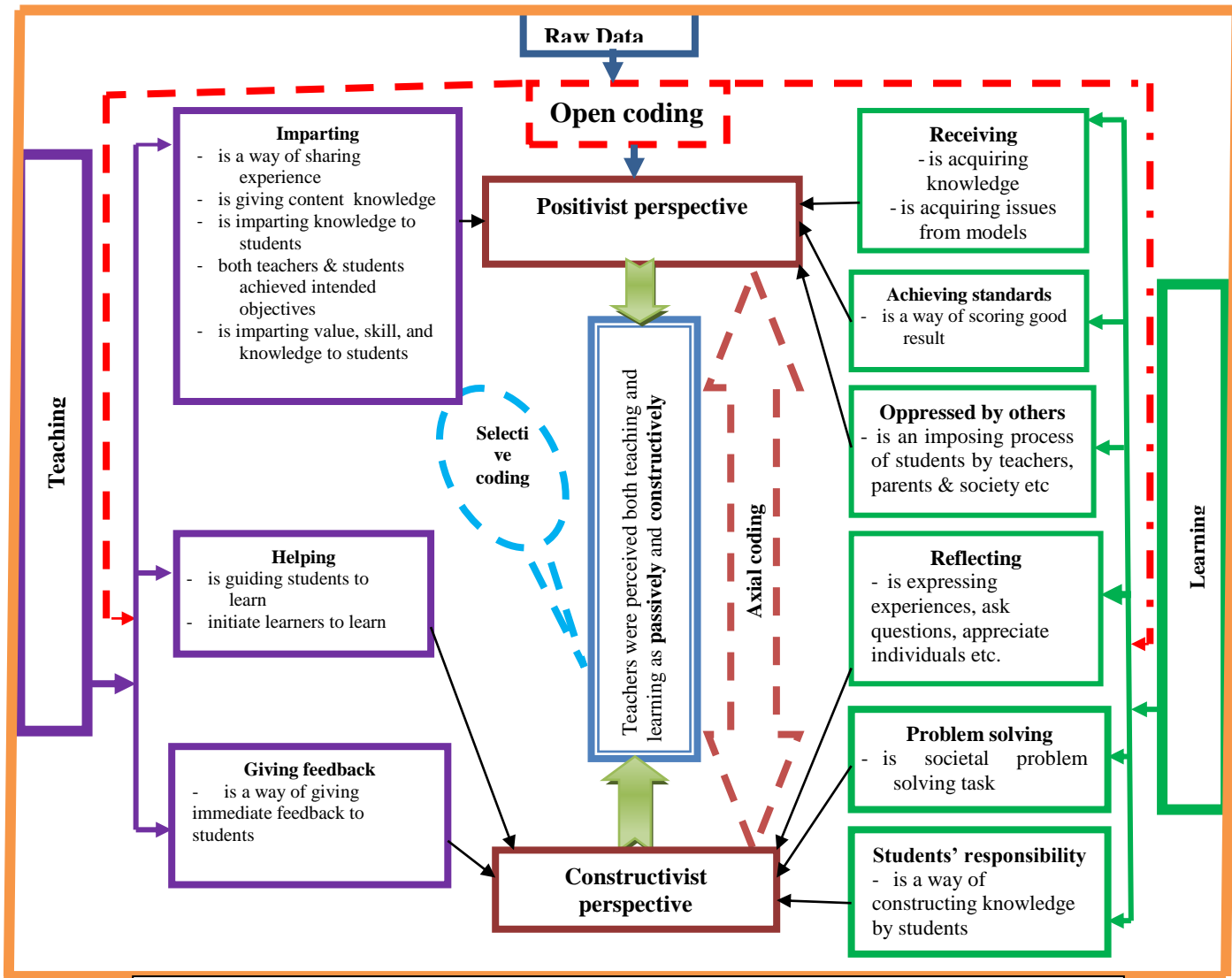
Figure 3: Open, axial, and selective coding process

5.   Summary, Conclusion, and Recommendation

5.1.   Summary

The major purpose of the study was to formulate theory about teachers perception related to teaching and learning. To do so, grounded theory was used as research design. Curriculum and Educational psychology PhD students of BDU were the research pool. From these departments, three participants were

selected as participants of the study by using random sampling.

Interview and focused group discussion were the employed data collection instruments. One respondent was participated in the interview session for 30 minute, and the other two were involved in the focused FGD session for 50 minute. By using these two instruments of data collection, the researcher collected the required information about teachers' conception of teaching and learning. In addition to this, the FGD practice was supported by video recording.

The researcher applied the three coding techniques in this study to analyze the obtained data. Thus, in the open coding phase, three themes were emerged from teaching perspective: imparting, helping, and giving tasks. At the same phase, there were six premises emerged in the learning aspect: reflecting, solving problem, receiving, students' responsibility, achieving standards, and oppressed by others who have knowledge, value, and skill.

By facilitating further analysis, the researcher has diminished these nine emerged premises in to two major assumptions via axial coding technique of the grounded theory. This means, from learning perspective, oppressed by others, receiving, and achieving standards inclined towards reflecting the externality of knowledge from students mind, and from teaching aspect themes such as imparting sensed as transferring of externally situated experiences, contents etc. to receivers. These four themes, according to their focused common feature – externality of knowledge, were placed under positivism category by applying axial coding system.

In another way, giving tasks, and helping premises from teaching aspect; and solving problem, reflecting, and students responsibility from learning conception were categorized under constructivism approach by considering axial coding system because these five themes shared common experiences of the internality of knowledge in the students mind.

Finally, by taking in to account the assumption of selective coding technique, the researcher has reached one ground theory which argued that the participant PhD student teachers' perception of teaching and learning was reflected the two assumptions of epistemology: positivism epistemology and constructivism epistemology. This means, the mixed approach is focused in the instructional process according to the participants' perception. According to Pring (2004), Child-centred education (constructivism) versus subject-centred education (positivism) is an old debate which is not workable in this 21st century because, as him, treating the two falsely dichotomy approaches in the instructional process let students to be confused.

Therefore, mixed approach is mandatory to facilitate the instructional process of the given school because the main reason why Pring stated the two approaches as false dualism. It, as the researcher, refers that a way of treating to be separable the inseparable matters (for example student centred vs. teacher centred approach). It is difficult to use independently the two approaches because one approach is incorporated in another consciously or unconsciously while conducting instructional process. The main different between the two is degree of application, i.e., when a classroom teacher facilitate instructional process related to rules and regulation aspects, he/she needs to give great emphasis for teacher centred even though the teacher do not deny the student-centred approach.

So, mixed approach is preferable to facilitate instructional practices in the class room. That is why the respondents' response indicates this reality.

5.2. Conclusion

Based on the analyzed data, the dualism perception of teaching and learning from the participants was emerged. Thus, not only teaching perceived positively and constructively by curriculum and developmental psychology PhD students of Bahir Dar University but also learning. This indicates how the traditional and modern teaching-learning approach can't be treated independently even though there is difference in degree of emphasis based on context of instructional process.

5.3. Recommendation

It is obvious how the new education and training policy of Ethiopia has emphasized for student-centred approach than teacher-dominated approach to get effective teaching and learning process. However, this inclination towards only student lead approach is networkable to get effective teaching.

Take for example instructional issues like rules, procedures, regulation … etc. in laboratory work, simply facilitated by classroom teachers accordingly based on the stated curriculum of the subject. In another way, as the laboratory works students are not expected to impose by external concepts and issues rather it is preferable to let them construct their own experiences by interacting with the given environment in other instructional parts. So, mixed approach is mandatory to facilitate accordingly the instructional process of the given school because the main reason why the Pring (2004) stated the two approaches as false dualism.

Therefore, based on the stated analysis and conclusion made above, the researcher put his recommendation as follow:
➢ Educational organization need to give equal weight for the two approaches (student centered and teacher dominated)
➢ Teachers are not expected to form constant grouping (one-to-five grouping is highly dominated in Ethiopian educational institutions currently), rather they need to facilitate their teaching based on the nature of content, and actual context of school
➢ Teachers and educational experts need to work based on their perception and based on what the teaching profession needs to do so, but not do for the report or for other beyond consumptions.
➢ Finally, the government also needs to give value for teachers' perception, and for their profession in general if it needs to see the developing Ethiopia

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