

How Summer Students Perceive the Closed Summer Program: In the Case of Jimma University

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Abstract: The purpose of this study was to explore how the summer students perceived the closed summer education program at Jimma University. The research study was a phenomenological case study approach. Eleven participants were selected using purposeful sampling among the summer students. The information was gathered using a semi-structured, in-depth interview that was recorded. Data were transcribed, translated, coded, categorized, and thematically analyzed. Data quality was used as a code book. The study of summer education programs for in-service training found that they were not sufficient to acquaint teachers with subject matter knowledge, and summer programs were blamed for affecting the quality of education due to the lack of in-depth teaching. The absence of monitoring and control of summer education programs leads to additional factors directly affecting the quality of summer education, with students being overcrowded and experiencing content overload. Policy implementation gap that affects the process of implementing summer education programs within the given time. It was also stated that the problems with the summer education program started with the registration period and that the scope of content and lesson time are disproportionate. It was difficult to assess all students and have enough time to practice with the shortness of time and the large number of students in the class. As a result of the summer graduates, primary and secondary teachers struggle to express themselves in English and lack of ICT abilities, which impacts summer students. The results confirmed that it can be saved to card games and completely blocked the game of figures. That's why summer education turns into a regular program. The research also analyzed the trustworthiness of the data using phenomenological incense. Finally, the study's findings addressed the conceptual framework of the diagram from the findings of the study's discussion, conclusions, and implications, which were investigated.

Keywords: Summer Students, Phenomenology, Technology Impact

1. Introduction

Education is very important to humans in general. The indicator of its ability to invest in education indicator of its ability to invest in education. In Ethiopia, all teacher education activities are organized under the Federal Ministry of Education, and a policy program system overhaul was initiated in 2003 to develop the objectives and strategies of teachers' education. MOEs described the policy as a paradigm shift. [24]. When compared to the number of educated people, the coverage of higher education in Ethiopia was still growing. This was not enough for our

country when it comes to enhancing quality education and sustainable development. However, to provide all citizens, especially in the teacher's education area, summer education is one of the programs of the Ethiopian education structure that aims to upgrade the qualifications of all teachers by educational level. But not only this, they gain and exchange different experiences with their colloquies in terms of teaching-learning, life experience, and the perception of their students around their working area relating the current education. A university environment is described as a place where learners can develop their knowledge, social skills, and practical skills through activities that are enjoyable, have interesting challenges, and produce tangible results in the

short term [28]. The summer program was an alternative education opportunity that aims to enhance and increase the knowledge and skills of teachers. This program was short-term, which means it does not cover all the text portion, and the students do not have the opportunity to gain a full education within this short period of time. Due to limited budgets and resources, it was difficult to teach all teachers in a regular program.

Perhaps when they continue their education, they will face many obstacles in university. Most of the time, those summer students who get the chance/opportunity to get an education are aged or have had a long experience. The quality of summer education leads to quality teachers depending up occupation occupied of the university practice to create an attractive learning environment. In the 21st century, there are so many educational opportunities. Now day's online education was also an opportunity that delivery of education was also expanding rapidly to meet career-specific education. On the other hand, our country would be missed out on educational opportunities during the globalization era. From different literature reviews, not only summer education but also online education increases the opportunity for education, and it was important for our country to provide social advancement and economic development but still now never there.

Many countries' internalization offers a cost-effective alternative to a national plan to increase capacity and meet growing demand on short notice. This indicates that overestimated action increased the complaint due to the education opportunity. The reform of the curriculum on its own does not guarantee a successful reception by teachers [7]. Different studies confirm that the development of teacher education provides teachers with job satisfaction. Besides that, when the teachers are qualified, they gain financial security and have a positive impact on their job but also beliefs and practices that may lead to better teaching and learning by students [2]. From the researcher views, exploring how summer students perceive the close of summer education at University because of the many primary and secondary schools teachers have to right to get an opportunity to learn.

The intention of this study was to learn how summer students perceive the closed summer education program in terms of educational opportunities other primary and secondary school teachers want to upgrade their qualifications. The target would be selected from experienced adult summer students. Literature assists by providing numerous opportunities for serving professional teachers to update their knowledge and skills in order to achieve better objective performance and advancement in status [25]. When the program ends, they doubt their ability to cover all stakeholders, but the government also cannot resist the challenge. Education must ensure continuity and a career structure for teachers. The issue is addressed in this study using a qualitative approach methodology and a phenomenological case study approach. The rationale of this study was to explore and investigate the experiences of

summer students regarding the summer program in relation to their work experience in their workplace. Therefore, the researcher would be determined to have explored a phenomenological, qualitative case study of the gap by understanding the current summer students' perceptions about the closing of summer education by the government.

The purpose of this study was to explore how the summer students perceived the closed summer education program by the government in the case of Jimma University and to understand their feelings. The finding would be to give the curriculum developer new insight into the perception of summer students about education. The closing of summer programs and the university would be influenced by another opportunity for the ministry of policy formulation. This case study contributes to the summer education effectiveness in terms of the Ethiopian context by utilizing a qualitative method to decide how summer students perceive the program.

To explore the following questions would be addressed in this research:

1. How do you perceive the closing of the summer education program by the government?
2. What does it mean summer education program for you? How you feel regarding the program being closed?

The general objective of this study would be to explore the reflection of summer students in the closed summer education program there perception at Jimma University.

The specific objectives of this study will be:

1. To understand the perception of summer students in the closed summer education program at Jimma University.
2. To examine the meaning of summer education and feeling of summer education for summer students in our context at Jimma University.

The significance of this study would draw attention to the government's summer education program and the resolution of educational problems in terms of limited budget and resources. It also aims to explore some more basic issues, such as the nature and purpose of Ethiopian higher education institutions and the role of primary and secondary school teachers in relation to the impact on the academic achievement of the younger generation. Its purpose was to examine and investigate some issues, such as the purpose of summer education in higher education and the role of summer students when they returned to their places of employment. The study focused on understanding and exploring how they deal with this in their lives.

The study would be limited due to Jimma University summer students and time limitations. Summer students had different perceptions, feelings, and experiences when they were at university. It was a small-scale study conducted in a specific context. This study would attempt to offer the perceptions of summer education students about the closing of the summer program and their experiences when they were at university. It was a small-scale study conducted in a specific context. This study would attempt to offer the perceptions of summer education students about the government's decision to close the program. The researcher bias might result in an overrepresentation of more critical

views. Through active seeking of counter examples, this study would make an attempt at triangulation, and respondents should voluntarily speak with the interviewee.

The key definition of this case study:

Code book: It refers to break down the data to explore and core idea that emerged to thematic and concepts.

Depth Interview: Refers that an open-ended questions which help as to gather data from participants how they give meaning the idea of their experiences to sense.

Summer education: It refers that a kind of educational structure especially in Ethiopian context from all sectors invited to join to follow to upgrade education level.

Trustworthiness: Refers to the degree of correspondence between the descriptions of the phenomena of the situation around that the truth of the study.

2. Literature Review

2.1. Teachers Quality and Expectation

According to various authors' ideas, teacher preparation programs were plagued by a variety of complex issues, ranging from inadequate professional development and practice teaching courses to students who were not psychologically prepared to enter the teaching profession as a result of the colleges' forced placement of students [32].

The outcomes of summer students efforts to improve and deliver high-quality education for their primary and secondary school students was that, per a literature study, the effectiveness of instructors was assessed by the final performance of their students. But the evidence showed that it was much below the anticipated standard [24]. This suggested, however, that the summer education programs implications might have an impact on the level of education on one side saving the government budget, and on the other side not considering content coverage and time given for the program were not equivalent.

2.2. Content Overload and Summer Student Education

Summer students felt that the amount of content was too much for them to handle. Due to their university experiences, a lot of summer students faced criticism that the sparse amount of time provided and the high number of summer students in the classes were difficult for most students to handle. Due to time constraints, content overload, and a lack of oversight or examination at the university level, the majority of subjects have not been completed. Since it needed even more of their already restricted time, teachers were threatening. The reforming curriculum of the new education policy was not being followed by many of the present summer students [7]. They had a week-long orientation that covered the classroom's teaching and learning procedures that had knowledge transfer gap [7].

2.3. Policy Reform Implementation and the Current Issue

Ethiopian education policy has not been exempt from

fundamentally constrained and unequal access, a lack of importance and quality, and a steady reduction in educational standards. Claimed that while the scenario isn't entirely dodgy, it's also not ideal [33]. The quality of the results that summer, in the opinion of the many scholar, was being significantly impacted by problems in the teaching and learning process. Education is the best foundation for advancing our growth and economy, as we all know, but what are the present educational activities taking place in institutions are contradicted. They prioritize political constituency satisfaction more than achieving academic performance excellence at the university level in a comprehensive manner in relation to summer education.

2.4. Technology and Summer Students

Technology is very important in the education sector to increase the skill level of every person in this world in the 21st century. However, current practical events in higher education and lower grades do not provide as much satisfaction. Many obstacles related to the use of technology affect the quality of education; summer students are an example of these issues because the majority of them come from primary schools in the rural area. In the absence of infrastructures such as electricity and the internet, they took the time to become acquainted with this technology when they enrolled in university. Argue that the understanding of social economics in the school or community, the summer student teachers' technological knowledge, administrative support, etc. [17]. Have a direct impact on the integration, or lack therefore, of technology in the classroom. Other authors agreed with the idea that there was a lack of technology use and understanding of how to integrate it into the curriculum [18].

Some of the issues that students faced during their summer education included a focus on technology understanding and how the learner can perceive and help to redress it [21]. When we think about the summer students' learning process using technology, there are many different factors to consider [13]. Those factors are the place where the learner comes from, the economy they have to get their personal laptop, the number of students in the class, the infrastructure at the university level, and primary and secondary schools.

3. Research Design and Methodology

3.1. Study Area

The phenomenological case study were conducted at Jimma University (JU) main campus in terms of the case and time fixed of summer education and to more handle the data evidence based the researcher decided on this area.

3.2. Research Design

A research design was an idea that serves the desired outcome [10]. Because of the nature of the issues, the researcher decided to explore using a phenomenological qualitative case study approach and location of data, data

gathering, data storage, as the researcher goal was to found out how summer students see the reasons why the government shut down the summer program [15, 36]. "Qualitative researcher are interested in studying how people interpret their experiences, how they construct their reality, and what meaning they ascribe to their experiences," to address this, a case study research design would be looked at in order to address the basic research question [23]. The purpose of choosing a case study was to investigate and comprehend a specific occurrence among summer students perception regarding summer education program.

3.2.1. Planning of the Research

The researcher rely on comments that the research design for the case study was incorporated in planning during this stage [29]. Based on this, the researcher decided to just conduct in-depth interviews rather than choosing many case studies, studying each one separately, taking into account the context, and other types of data collection methods were used. The other point the researcher were used to credible the data quality by made code book to more the truth. The following were the stages that explain this phase.

3.2.2. The Reason for Selecting the Case

On how many cases would be included in several case studies, there was no general consensus. For the issue of this case study, one case is sufficient in terms of technique and data to provide some understanding of how summer students contextually view the closed program. The researcher choose this phenomenological case study based on the requirement that no other case study research on the subject has been done: Sensitive topics, applicability, appropriateness, and information access make up the remaining selection criteria. As a result, this phenomenological case approach aims to comprehend human experiences and capture their essence [30]. The case centers on summer students at Jimma University's main campus. This methodology naturally relates to the instance we chose.

3.2.3. The Context of Case

The background of the instances were examined with a specific goal in mind that to see how summer students viewed the summer programs closure as a conquest for the system overall in relation to the education program. The characterization of a case study and the quality of the studies that follow, which present case study methodology that agreed upon [27].

3.3. Sample and Sampling Technique

The sample size was determined by the researcher objectives, the goal of the investigation, and what would be useful given the time and resources at hand we had. There were common criteria for the sample size of interviews, according to various writers [28]. For instance, it was advised to conduct 20–30 interviews for a grounded theory study and 30–50 interviews for a study [12]. Ranges for phenomenological research include around 6 [13] and in depth interview [31]. The purposive sampling method

approach that was based on convenience that were used for this case study has exceptional understanding, and the respondents of the study have experience in the summer education area in a phenomenon that was being investigated [16]. For this study's research to more clearly show the evidence in line with the guideline of interview numbers it was recommended to select 6–10 participants.

Depending on the above concept and guide line the researcher decided were eleven sample populations would be selected from summer students by using purposive sampling. The sample were balanced in terms of age, gender, experience (year of summer education), and department. The sample size of eleven summer students consists of eleven male students. This would be a fair sampling with regard to the homogeneity of the sample.

3.4. Data Collection Technique

The researcher chose a qualitative phenomenological case study data gathering face-to-face interviews in a semi-structured setting from among the available options [26, 31]. This method was chosen in order to investigate deeper into the information features surrounding the summer student area on program closure, as well as to deal with study participants on the idea of each individual's attitude and perception as a qualitative phenomenological case study in-depth interview during the summer program in which they participate. The semi-structured interviews were specific forms of interviews used for phenomenological studies [16].

Interview protocols were developed to address the research question, which helped ask individual participants. The semi-structured interview question was separately prepared in two languages, English and Afaan Oromo (it is possible to see Appendices A and B), to increase the reliability of the data were gathered from the respondent.

3.4.1. Interview Process

(i). Participant Selection

Interviews were a highly recommended for gathering information [35]. To help as the study's representative, the researcher chose possible participants. The length of the interview was thus predetermined by the researcher, who also gave contact information in case the interviewed participant wanted to extend or modify the time. During the interview, the participants need to feel confident that they participated voluntarily and received information.

(ii). Preparing the Protocol

The researcher created interview guidelines and made sure the participants were consistent [18]. It was necessary to ask the interview questions and any potential follow-up inquiries. A protocol frequently includes a summary of the study's research questions, an explanation of confidentiality agreements and participant permission, as well as a finally thank you statement were made.

(iii). The Role of the Interview

The primary competency an interviewer would require the

ability to listen well. The researcher have a responsibility to demonstrate the direction and objective of the study and to demonstrate how much emphasis was spent on developing relevant questions [30]. Interview questions should be straightforward, concise, and informal. Instead of using jargon or technical terms, the researcher were speak that the participants would use when discussing the problem. In an interview, there were typically four questions and under each four questions there were sub question along with related questions because the participants understood in a simple way.

3.4.2. Guide Lines for Interview

In order to conduct a successful interview, the researchre follow and inform the createria of that the interview suggest [31]. The research topic was finalized, participants were chosen, and it was decided what information was needed and from whom before the interview. The participants would be asked to make appropriate met with the researcher. The participants and the topic of discussion were informed by the researcher' locations, taking into account the participant's convenience. Throughout the Interview: The researcher begin by giving the participant an introduction, which was a better way to welcome the problem it needs to receive thorough training or highlight on the issue of in interviewing methods. Provided the respondent thorough information and created a welcoming environment for the respondent. The researcher spoke less and spent more time listening to the individuals of the study. At the last the researcher warm the participants of the study.

3.5. Data Collection Process

The researcher employ summer students from Jimma University as sources to obtain data. The data collection process used purposeful sampling. An approach to qualitative research was adopted. We would conduct a face-to-face, in-depth, semi-structured interview with the participants' permission, the researcher set up a techno mobile and captured their voices. For more information on qualitative research to understood personal experiences and perspectives [8]. The manner of gathering data from the in-depth interviewee was crucial in allowing summer students to experience and understood. A participant interview in a semi-structured methodology could where recorded from 30 minutes to 56 minutes. Eleven interviews participants were chosen and conducted by the researcher from experiences of summer student candidate.

3.6. Data Analysis Technique

Exploratory phenomenological qualitative research techniques were used in the data analysis processes. The chosen phenomenological case study in summer students' lives might be compared to what they encountered on university. This was the method the researcher used to compile the textual data they had gathered into a final textual output that gave readers context-specific information about the level of success and challenges encountered throughout

the summer students' learning events.

In the data analysis process, the researcher familiarized with the data, developed initial code, read each transcript, reviewed the theme, defined and identified themes, and prepared the final report during the data analysis process. All of the recorded interviewee voices and note taken were transcribed by the researcher. The researcher direct input into Afaan Oromo during the transcribing process, and proposed were used Google translator the spoken words/recorded voices into English. The researcher encountered a problem in the Google translation since it lacked some words directly from Afaan Oromo into the English language. The researcher would made a folder and put the voice recordings and notes inside of it. The recorded voice and the written notes were saved to a file on the personal laptop with a personal password to safeguard them. The materials that were transcribed and translated were saved in Microsoft Word. We must use Micro Excel program to filter the thematic, subcategory, and meaning codes during the coding procedure. The recorded voices of the interviewers and note-taking were used to examine the data.

The interview was initially transcription and translated by the researcher after the researcher had listened to the recorded voice and taken notes. The main areas were to explored the data analysis methodology as well as the transcription, translation, coding were after interviewees transcribed and translated used the highpoint of thematic terminology that by using different color on Microsoft words to place into categories that established the useful idea and themes arose from the respondents of the research, code book, theme, and category steps taken during the data analysis process in phenomenological qualitative research method, and categories and data were investigated and analyzed.

3.7. Trustworthiness Strategies in Qualitative Research

Qualitative approaches are incredibly diverse, complex, and nuanced. In this research approach, the researcher used an exploratory case study research methodology to get more data from the participants through an in-depth interview process in order to validate the results. [36] Correct operational measures are important to validate. Therefore, to capture the data, the researcher appropriated the data using phenomenological criteria: (1) credibility, (2) transferability, and (3) dependability.

3.7.1. Credibility

The truth was the ideal model to capture the common structure of participant and responder work experiences in phenomenological case study research. That is something researcher do to increase the rightfulness of their qualitative case study research [20]. In order to give our research credibility, the researcher used to engage in various research activities. To accurately reflect the phenomenon by gathering prospective evidence, the researcher used triangulation in our study design.

The researcher used phenomenological case study with data triangulation from in-depth interviewers. These case to examining how summer students perceive the learning experiences gleaned from the data and the substance of their university experience. In order to appear credible, the researcher engaged in several activities during the case research process.

3.7.2. Transferability

By assessing the relevance of the findings, transferability was used in phenomenological investigations. In this study, transferability was offered using exploration strategies. In-depth interviewing is a useful tool for exploration. In the phenomenological case-study investigation, the researcher successfully used this methodology. In addition, members from the various summer levels they joined were used in the participation selection processes. The researcher do search that verified the mini Excel word data system's capacity to regulate the findings' transferability.

3.7.3. Dependability

In concerned with dependability, it confirms the consistency of the research's core components, such as the study's topic, issue statement, fundamental inquiries, goal, research design, and methodologies. At the level of the research design that the researcher used for this phenomenological case-study research, we offered reliability [6]. Since then, several forms of data collection and analysis, including transcription, coding, code books, categorization, and thematic analysis, have been thoroughly investigated. The researcher summarized the findings in a written form report that provided to support the data gathered.

3.8. Ethical Consideration

Researcher are expected to use a high standard of academic rigor, honesty, and integrity when conducting any study. The researcher interactions with the participants, including informing them of their agreement and approval for the research's uniqueness, as well as confidentiality, are ethical consideration concerns for this phenomenological case study research. The researcher interaction with participants and facilitation of the meeting location and time were ethical considerations for this research to the

truth data in depth interviewers were before carried out interviews.

4. Result

4.1. The Perception of Summer Program by Summer Students at University Level

Under this thematic three subthemes arose from the interviewee data analysis like: (A) Concept of summer education (B) Benefit of summer education, (C) Unbenefited of summer education.

4.1.1. Concept of Summer Education

The meaning of summer education was clearly stated by the informants. “*Summer education was the transition from one level to the next*”, as we deduced from the words translated through translation from the participants' experiences. Their professional and academic experiences in college and university have led them to the conclusion that summer education programs offer a wealth of human resources.

Nearly all respondents replies that to what the idea of summer learning entails for summer students. Participants in in-depth interviews with regard to summer education perceived and comprehended that moral advancements and pay increases for primary and secondary school instructors follow their graduation from their schooling. Following is what the responders disclosed:

[...] *Summer education is the transition from one level to another in a short period to acquire a large amount of human resource knowledge R1/1, 6, R2/, R3, R10).*

Other respondent comment that the concept of summer education:

The summer school is useful in producing the national economy. Because it is learned while working without harming normal working hours, it is very useful. For example, if this formal education is taught, it requires hiring the person who went to school. When this is done, it takes a huge budget and can cause a huge loss to the government. The intensity of summer education has facilitated teachers' changing levels of education, which paves the way for them to upgrade from certificates to degrees (R10/160).

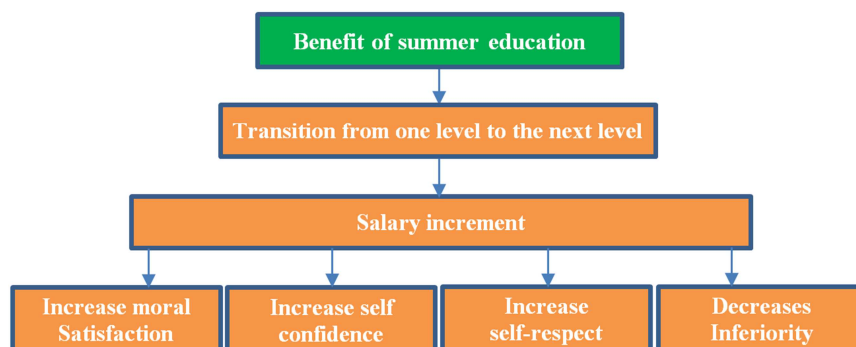


Figure 1. Conceptual and benefit of summer education.

The finding of the study based on the above figure 1 conceptualization of summer education program which

connected with six conceptual frame work according to the finding emerged. Those conceptual contributions for the benefit of summer education with each other were: (1) increase self-respect, this implies that personally every summer students who would benefit from the practice of summer education program they were gaining knowledge that the essence of self-respect for them and as institutional when they returned to their working area; and (2) peer discussion experiences in the environment of university life. (2) Moral satisfaction the study finding found from respondent experiences they more satisfied when they compared their life with on the stage of certificate level. (3) self-confidence of summer students after they improved their qualification as we understood from their response idea the more moral satisfaction lead in to self-confidence concerning to commit for the task assigned by their boss, (4) reduces inferiority; this is the result of their efforts, which contributed to superiority of knowledge, which means knowledge without interferences from subject area, and thus they improved the qualification of education level for the position requirement. (5) transition from one level to the next level which implication that before same year they were on diploma level or degree level when they turn into the next stage by education standard there moral also increased and the (6) the salary increment were result of their effort after many challenges they faced during university life. We understand from this conceptual situation that one contributed to the other and that one relied on the other to bring the benefit of summer education. According to the argument of this finding, the concept of summer education has been beneficial for the stakeholders, resulting in their integration with one another. For primary and secondary school teachers, summer school can imply a variety of things, including wage increases and increased morale. The participants in the interview agreed with the following findings drawn from detailed interviewee data:

[...] beneficial for both the teacher and the government. Teachers benefit from improving their salaries from the benefits they receive and supporting their students more strongly (R2/29). [...] Summer learning is the process by which teachers learn from a previous level of learning to the next level of learning. In our country, they have been working on improving their education for a long time. (R8/134).

4.1.2. Benefit of Summer Education

The majority of responders claimed that summer students benefited from the program and that they required their confidence and the increase in value to their wages. Interviewees' recommendations support:

Since there are no government expenses these days, life is highly busy, so education is crucial to the creation of the populace. For those who instruct students in grades one through four in primary schools, their confidence grows, which is quite advantageous. For instance, I don't feel inferior when I hold a degree; rather, I feel competent. The other body that will supply the education will gain from strong educators as well as teachers. This serves to

emphasize to the pupils the importance of transferring a clear lesson. It is connected to education quality and education strengthening, and the better the teacher is at what they do, the better off the pupils are. A comprehensive strategy prepares the content (R2/31, R8/135).

After summer students graduate, summer programs have more of an impact on their world views and, to a lesser extent, their ability to develop their talents. The respondent's suggestion thus said that:

[...] teacher education requires great care, and the government is expected to look into this issue with great attention and depth. Because it's a generation of intelligence. Therefore, if the generation that is not supported by education at the end created failing. It is the duty of those who formulate and implement education policy to ensure that this generation is guided in the right and proper way (R9/157, R10/159).

In depth interview data evidence support that the effectiveness of summer education it needs a care for summer students:

This summer school makes a significant positive impact on educational quality particularly considering that individuals can only develop the necessary university degree to become qualified to teach quality primary and secondary students. Teachers should take advantage of the opportunity to learn this summer because there are no other possibilities to do so and they must start from scratch in order to get this certification. It is challenging for a teacher to quit his work and pursue formal or private study because education necessitates a lot of resources and costs (R10/162, R10/163).

4.1.3. Unbenefited of Summer Education

The participant claimed that summer education was limited in terms of deep knowledge transfer and quality enhancement. Interviewee data supported this claim. Many teachers did not profit from this initiative during this summer program. However, the participant's evidence showed that the summer education; it is just for teachers to assist for its immediate worth. This indicates that two of the participant's opinions supported the usefulness of summer schooling while one participant expressed skepticism in the following manner:

I don't think it's less effective because I don't think it's worth the change of mind or his/her ability as such. The only result is a certificate. The teaching method is difficult the assessment method is difficult, they finish in three days or less. So the student is pushed out and it is difficult to apply it to the student (R6/96, R6/100).

Perhaps because of the current situation in our country, summer school is often blamed. Often, a teacher moves from diploma to degree to gain benefits, but there is a problem in acquiring knowledge and serving with that knowledge, so he should not graduate with good grades. The opportunities for this education have been decreased forever. [...] Many teachers have not been got the opportunity and they would have been given more opportunities ((R2/33), R4/58).

The summer education program at public universities was special in that it "allowed teachers to advance from lower

levels to higher levels". Summer education is beneficial for both the teacher and the government, and students learn in different ways. Not only teachers but also a diverse body can participate. The results of the summer education program have facilitated teachers' studying without any expense through government subsidies.

4.2. Implementation of Education Policy Gap

One of the educational rules that helped educational institutions in implementing the teaching and learning process is education policy. Our education approach does, however, have some drawbacks because, as the interviewee noted, it was challenging to measure the implementation of education policy in a single direction. Participants' responses are as follows:

The education policy has been making teachers take turns learning this subject. In the process, they have been improving their educational levels to earn salary increases. But the current education policy is not good enough to make another policy without giving a solution to the previous policy. [...] I was studying language lab when I was studying for my diploma but I didn't even know where the language lab was until I entered this university at the degree level. It has to do with education policy. But the context varies greatly. In my opinion, the biggest problem is not the policy problem but the way the content is implemented, especially the teachers implementing what needs to be taught when it needs to be taught. On the other hand, sometimes there is a conflict of policy. For example, although there is a policy on how many people should study in a classroom, there are up to 100 people in the classroom. This is the problem with the way it is implemented. That is why the problem of implementation is the worst problem (R8/147, R11/170).

Other respondents informed me of the implementation of policy and curriculum in some textbooks, especially in primary school grades one through four, beyond the teacher. That showed the quality of education-related outcomes of those who graduated from university during the summer education period under question. The respondent illustrated that:

Education policy should be proposed to identify what criteria of qualified of students should need to the next grade I don't think our policy. Because the enrollment period for primary and secondary students has lost its pattern or bound, our education policy has been entangled in this and has made it impossible to find a solution at all levels. I think there is a problem with education policy. Yes, it may have something to do with policy. Here except when they apply it and it arises from a lack of understanding. For example, free promotion for students in grades one to two to three to four is called continuous assessment here, but teachers do not understand what continuous assessment is continuous assessment means that students (R1/21, R2/22, 37, 39, 40).

Regarding the implementation of a policy gap in the teaching-learning process at the university level concerning

summer education, there was a contradiction, which was that CPD (continuous professional development) was one of the criteria applied in primary and secondary schools. This increases the need for teachers. However, PDGT courses are now given at the end of summer education for all summer students, causing a lot of complaints regarding PDGT. Because this course has not been as important for all summer students, that's why some of them were experienced and had taken this methodology when they were in college or an institution. According to the interviewee's evidence, the data indicated that PDGT is important, but it was not identified to whom it was given or who has the responsibility to take this course. That's why the respondent's comments irritate me and why the ministry of education identifies such courses as important for those who graduated in applied natural science or social science. One respondent said:

Now day what happened is that the teachers who knew the teaching methods were working on CPD and taking induction courses, and those who had previously left college or university to study PDGT at the end of its becoming. This is not the right way it is better to give for applied graduate PDGT. Education policy doesn't even address this, and our policies clash (R6/116, R6/118, 119).

4.3. Technology Impact on Summer Students

Technology is very important to provide educational quality, especially in higher education institutions. The result of the interview with the respondent stated that education would need to make use of new technology (IT) to solve the problems of education and provide a heavy investment of knowledge by integrating the process of teaching and learning in educational institutions. IT-based education was an important ingredient in developing new ideas in course content to prepare teaching materials like PowerPoint and to download pdf. That's why the respondents informed us of the following point:

Conducting this formal education would be able to facilitate it in a connected manner with modern equipment. I understand that it is very important to make people adapt to technology. Teachers from rural areas who have the opportunity to enter university will find it difficult to use this technology. One is that they have difficulty using technology due to a lack of comfort, the second is that they have not focused and practiced how this technology is useful in advance, and they have difficulty when they start higher education (R1/12, R8/140).

The current situation in our country, especially for primary and secondary teachers, is that most of them are not familiar with this technology. Because a computer is no longer a specialized instrument used only by some summer students in terms of economics and in terms of low infrastructure like electricity and internet in the ruler area, it is now available to everyone. For this reason, our educators and our education system seem to be lagging very much behind in this aspect of technology.

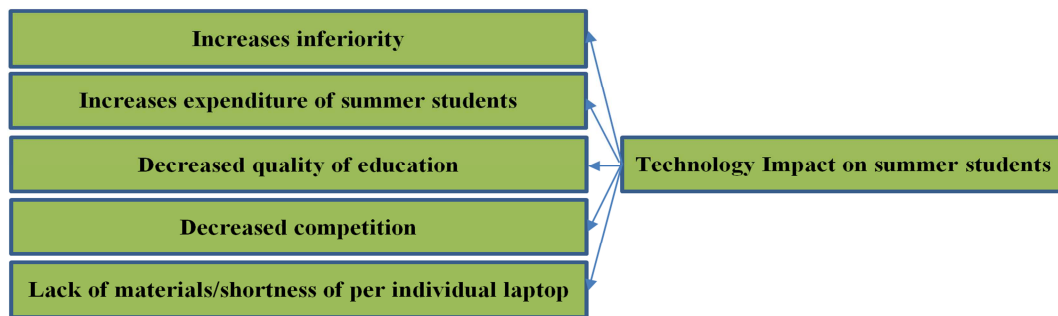


Figure 2. Conceptualizing of technology impact on summery students.

The conceptualization of the impact of technology on summer students is not easy. The concept arose from a sub-conceptual frame about the relationship. (1) Was that it increased the inferiority, which stems from avoiding the use of this technology from the beginning. These summer students are not able to use this ICT technology, and when compared to those who can use it, they quickly do not complete their homework assigned by the university instructor. And failure to complete homework quickly makes them feel inferior (2) increases expenditure.

The point is that these summer students cannot use ICT properly because other people write their homework. When other people write to them, they are exposed to two things. One has the secret of their homework handed over to another party to use. Secondly, when they are written by someone else, they are not only written in the desired way but also exposed to expenses. (3) decreases the quality of education that impacts summer students when sample project given for them by the instructor they did not finish within the given time in the case of lack of skill of operating the computer or personal laptop they self-demoralized (4) This kind of event causes competitiveness with each other when they do not compete as they want by default, which may cause some lag. Finally, (5) a lack of materials or personal laptops affects their ability to complete the assignment cleanly and has put enormous pressure on them not to be a good competitor at all. Such a process has resulted not only in summer students but also in students sharing knowledge with their children with the required efficiency.

According to one respondent, technology affects everyone, but people do not use technology as follows:

My point here is that as technology goes to people, people have to need to go to technology. It is also important to make education practical, not only in the quality of education. So even for the modern stuff, I am getting to know, a strategy needs to be created to adapt these people to this technology. Training should be given to them to practice all the time; if they practice all the time, the long road will become shorter, and they can be brought here. It takes effort, and it can be achieved. The relevant authorities should ensure that they learn something in depth before acting on what they have learned. The way they adapt to technology is created, and teachers become self-motivated (R1/13, 14). Due to a lack of time, he/she spends time without fulfilling what needs to be fulfilled through ICT and without learning what can be

learned through ICT. Now we are supporting this summer school here because the only opportunity teachers have is this summer school opportunity (R8/138).

The interviewee data results or comments support the notion that regular education programs are better than summer education programs regarding quality enhancement and the creation of competent teachers. This term refers to more extensive quality and opportunity of education for the generation of technology (IT), which is required in developed countries. Otherwise, it was difficult to produce economic growth and create competent manpower for the country. There were not able to adequately utilize computers in their work area. Many literature support that the integration of ICT in education however, teachers education level did not decide their level of ICT knowledge. Examined the impact of ICT use in education were internal and external barriers. Internal barriers were more personal attitudes and perception of technology use [19]. The external barriers were the lack of availability and accessibility to the relevant resources to address integration. As a result, the majority of summer students who come to university fail in the areas of assignment work, term paper preparation, and class presentation. One respondent commented as follows:

The lack of technology in this line, especially for teachers teaching in various rural areas, means that technology-related things do not have access to the internet, and they are exposed to other costs to use this internet. It is very difficult to find a way to express yourself, let alone use the Internet. Alternatively, it may stem from incompetence or a lack of understanding. Such a process has had a major impact on summer learning at universities as their accommodations are not suitable for the full use of this technology (R8/139).

There was also other evidence from in depth interview the impact of technology on summer students because they believed the effectiveness of ICT in education but in terms of short time they did not handle all things as they want to operate, in one side the number of summer student in the class and the class ratio did not much. The respondent argued that:

Summer school doesn't have enough time to learn even if there is material on learning technology, due to the shortage of time, our focus is on learning. On the other hand, our ability to learn, including me, I was far from the basics of technology, and I didn't have the basic skills. Even higher education institutions are weak at teaching. It is a problem

because the time I was studying was no more than three days. There are problems with technology in two ways. One arises from the summer teachers, and the second is that the university itself is a major problem in teaching ICT in an easy-to-understand manner (R11/167).

They believed that if the summer education program closed and changed into a regular one, they would need equipment that provides the infrastructure and creates opportunities to lead new technology for generations through the transmission of new knowledge in the education sector. According to interviewee evidence, “not only does technology go to people, but people also need to go into technology” to handle the ability to use the computer by writing and reading. Moreover, data showed that there was a problem for some summer students with how to monitor, use the internet, email, use PDF, and save their time. The examples above demonstrate that they have a gap in how they secure their personal data or documents because they do

not have a personal computer or laptop and are also not independent or self-directing in terms of computer knowledge.

4.4. Challenge and Gaps of Summer Education

Summer education by itself has a problem related to the time gap, but it has some benefits regarding minimizing the cost and producing manpower for an immediate solution. However, when we compared more of them, problems occurred. One respondent mentioned that:

[...] It is simply the shortest way to fill the manpower gap by reducing costs. It also helps people gain encourage and move from one level to another. a simple system allows more people to have access (R1/2). The breadth of content and lesson time are disproportionate. Teachers who are studying this summer cannot finish their studies within the stipulated time. (R9/161).

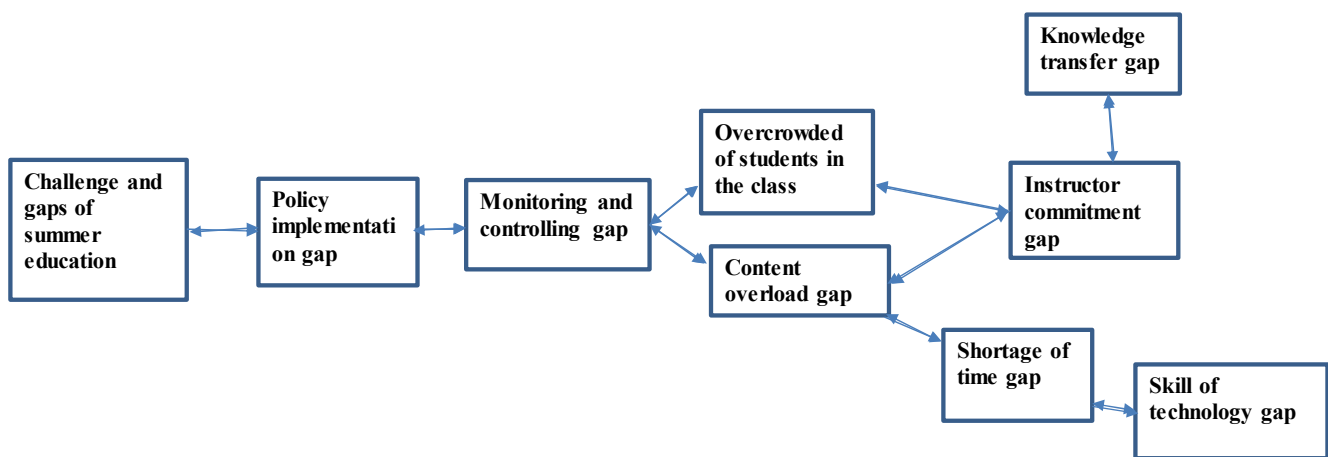


Figure 3. Conceptualizing the challenges of summer education.

Based on the data analysis, there were challenges and gaps that summer students faced during the education period. Evidence revealed that it was divided into eight core issues that interrelated with each other and were one effort for each other based on the challenges and gaps revealed by data analysis of interviewees. The challenges of the summer education program were conceptualized as a policy implementation gap that affects the process of implementing summer education programs within the given time. The target of summer education is to accelerate and increase the coverage of professionals with qualified graduate summer students. As the data emerged, it showed that the respondents' perceptions of the summer program and the reality had a negative impact on summer students.

The time frame was clearly stated in the Ethiopian calendar as July 1 to August 30 (30), but the current situation reduced it to only one month. The data predicted that it would have a significant impact on educational quality, not only in terms of education quality but also because it was under the question to provide full knowledge for the respondent, which means for summer students. This makes it possible to see from two angles: one is the angle of how we

save the generation, and the other is how the summer students gain what they want to learn during university life. The research finding argued by the respondent included suggestions there was a limitation of the monitoring and controlling process in the university in terms of summer education program implementation now a day it did not allow. The finding stated that no one follows them through the time they take to complete their education, the process of evaluation and assessment, and the problems of university life because those students are on the edge and need motivation and encouragement. The finding supports the idea that summer students have the right to gain a quality education from the university they joined.

The number of students overcrowded in the class affect learning and teaching in the class in two different ways: first, it makes it difficult for the teacher to teach them, and second, it disagrees summer students adequate time to practice in class. When a class is overcrowded and content overload occurs, it consumes time and leaves little time to deal with students. In this kind of activity, indirectly, the lecturer had not been committed to knowledge transfer. This indicated that summer education for in-service education training was

not sufficient to acquaint teachers with subject matter knowledge.

In the absence of instructor commitment, the students lagged in advance reliable knowledge. The purpose of education to enhance positive idea and attitude towards improving students and own performance as a summer student. As knowledge is in constant state of flux in today's world, its horizon is expanding in a summary method and if the teacher fail to keep up with the latest knowledge, they will be giving yesterday's knowledge to tomorrow's citizens. Not only this, but it also causes another impact, as the researcher understand from the respondent and conceptualization of the study that a large number of students in the class affects the quality of education and resources they need to capture. This is related to technology use. Technology use in the education area was very crucial; regarding the summer education program, they did not understand the simple way in terms of ICT use because they were not familiar with technology in the case of their background and resources around their workplace. The study identified that the lack of ICT use of by summer students not only time shortness but also there was an integration negative impact on summer students. The aforementioned authors argued that in terms of the student background during their summer education in class or out of class, they were not motivated to perform the task given by the instructor because of a lack of ICT use and resources, especially personal laptops that affected them. So, based on the conceptualization, we understood that the study findings identified the relationship between summer education challenges and gaps, policy implantation, monitoring and controlling gaps, overcrowding of students in the classroom, content overload, time constraints, instructor commitments, knowledge transfer, and technology use skill gaps.

Almost we can say that the respondents revealed that:

It keeps it from reaching the desired level. This time robs teachers of leisure time, and not much practice is created and skipped; therefore, it is difficult to go over content. On the other hand, it is ignored as an orientation, while others are considered distance learning. Since then, it has had many shortcomings. Summer education is very limited time. This means moving from a diploma to a degree and from a degree to a master's degree. Summer classes were scheduled for two months but were taught for no more than one month (R1/3, 4). No way to go through the content line-by-line in depth in one or two days. The extent of individual effort and but one's abilities vary. (R1/7, 8).

The respondent illustrated that:

Perhaps because of the current situation in our country, summer school is often blamed. Often, a teacher moves from diploma to degree to gain benefits, but there is a problem in acquiring knowledge and serving with that knowledge, so he/she should not graduate with good grades. The opportunities for this education have been decreased forever (R2/33). Because a person at work does not give up. But if this is missing, he/she will not have the motivation to improve himself and will sit and wait for his salary. It would be nice if

it continued as before (R2/35).

The comment of respondent confirmed it was possible to attend up to three month in summer program to more enhance knowledge:

There is a problem in teaching without keeping the students' own privacy and it can increase their salary for example if five hundred or a thousand per month. That means if one thousand is added to it month, it will receive twelve thousand per year. But the government has spent money to summer education to get a card or certificate. Summer education is shortcoming of time. Unexpected hour is a serious danger to the teacher. Because the summer teacher is in shock. When they forced to run, they shocked without knowing why such a long run is necessary. Another is that the delivery of education has its own problems (R6/102, 103).

The respondent mentioned that from their experience, the expected time given for the summer education program and the content were not exactly equivalent. Most of the summer students lagged and did not run with the instructor, and the delivery of the program was not motivated and lacking in encouragement. There was a problem of policy implementation in summer education which affect the quality of summer students:

Especially when it comes to academic proficiency in English, due to a large number of summer students, it is very difficult to assess all students and have enough practice time to practice with the shortness of time and the number of students in the class. Currently, not only the students' abilities but also the primary and secondary teachers themselves have difficulty in expressing themselves in English. Now, basically, it's not just a talent problem but a problem that stems from insufficient practice. Therefore, the way listening and speaking are taught has its own process. At that time, I should have entered the lab at the university level, but I have not learned what I should have learned because the university did not facilitate it. One of the reasons for this is that the teacher touches on it to some extent just because it is said that it was taught due to the crowding of people we learn from in the classroom (R11/169).

4.5. Education Option and Doubt of Summer Students

The theme emerged from the evidence provided by interviewee participants that, as a result of their university experiences related to summer education benefits and impacts, they revealed various ideas that were important for policy options and made some contributions to higher education institutions. The respondents have shared their meaningful and relevant experiences regarding summer education and formulating other options. Due to this idea, three subthemes arose from the interviewee: (1) weekend education, (2) night education, and (3) doubt about the education option.

4.5.1. Weekend Education Option

At least all respondents mentioned their experiences of summer education, even though many teachers benefited from these programs. However, the current situation did not

favor them in terms of providing quality education. The majority of them support the government's decision to close the summer program and other opportunities. Respondents stated that if this program were changed to a weekend and different station centers were made available by the university instead of summer education weekend program open in all center around university, it would provide better quality education and give students more time to deal with the subject they want to capture. The idea of the respondents was revealed as follows:

Now, if we say that this teacher will be given formal education, like weekend or other chance he/she can really support the economy of our country. Now, for example, if I were to study this subject regularly, or other chance to I would have to hire another teacher in my place. I don't think the economy of our country can afford to hire so many teachers, so the government will have difficulty meeting this. In addition, it takes turns to prevent teachers from learning (R1/27, R8/140).

Other respondent also comment that if other option of education for teachers specially weekend program because now day many universities opened at the center for any activities regarding to provide higher education for all. So that data evidence from in depth interview stated that:

[...] I think if this summer education is closed, one is what the opportunities are for teachers who have not studied in summer education have to use weekend program need opened is very good. So we look at the location, which teachers can study weekends, which teachers can save money and study privately in regular program to upgrade their qualification (R5/78).

The opportunity of summer education and other option for primary and secondary schools teachers that:

The reason for the closure of the summer education is the problem of lack of quality of education. After the government realized that summer education is a card game. It is to save a card game the country from collapse of education quality that is necessary to take the step to open in regular program in weekend. Sometimes the course is called two months, but it is taught for one month. (R6/110, 113, R7/131).

The respondent's idea that if this summer education is closed, there will be other opportunities for teachers who have not studied in summer education to use the weekend program that needs to be opened is very good. The interview data analysis confirmed that they support the closure of this summer program. Because *"it is better to teach five regular students rather than five hundred summer student teachers from one district or woreda"*. It would be good if the government prepared alternatives to teach and evaluate. The reason for the closure of the summer education was the problem of lack of quality of education decreased. From the respondent's view, the government has realized that summer education is a card game. It is to save a card game, and the education stakeholders responsible to save the collapse of education quality that it is necessary to take the step to open regular programs on weekends.

4.5.2. Night Education Option

The respondents made their experiences when asked to understand summer education program alternative opportunity regarding the quality and effectiveness of education for our country. In depth interview data analysis were confirm that summer education under question. The government and stakeholders have responsible to facilitate other opportunity. In the same way the respondents revealed that night education as other options:

In terms of the relationship of summer program with quality education to reinforcement, it may be a reminder of what it already has, but otherwise, there is nothing new about summer education to add new knowledge to summer student seems as workshops. The workshops are short, and the lessons are informal. It does not benefit the student, and therefore, even among the community, summer education will be embraced. This is the reality. This is the reality, not just of what they say, but of the current state of society believes to regular program (R6/98). [...] What do we learn and what do we teach the course required per semester and completed within three days. We cannot respect the result. At the very least, education is a process, and I had to go through this. I think summer education is a game of figures. This game of card better to change into regular program like night center opened. This means there were so many diplomas except that we upgraded them to degrees. Our country, our district, has so much teacher data (R6/101).

As previously stated, some respondents argued that the government should establish some centers and arrange for people to facilitate this issue in places where people can learn. For example, a chemistry or physics teacher must be known for his or her competence. The national police should clearly enforce what a teacher must meet. The evidence from the in-depth interview with the respondent revealed that what the summer student expected before coming to university and after joining the university was highly contradictory. As a result, *"the knowledge they expect to gain and the reality of quality teaching and learning at the university level are not the same"*. What they learned and wanted to cover for the summer course were completed in three days. The summer students could not respect the result. The finding showed that they had to go through this. They expected that, from their experience in the situation of summer education, it would be a game of figures. The finding indicated that summer education was better changed into a regular program, like when the night center opened.

4.5.3. Doubt on Regular Opportunity

It was common knowledge that the educational possibilities provided summer students are the ones that cause the greatest skepticism among individuals regarding the availability of formal education. Our nation's economic position and the high percentage of illiterate workers, this is being questioned because it would beyond our capacity. Such a procedure shows the government is worried about the matter in light of the interview evidence. However, these primary and secondary schools who haven't had the chance to

learn need to be inspired to educate their offspring. One respondent revealed that:

Many primary and secondary school teachers have not been given the opportunity, even in the absence of many opportunities, some teachers of primary and secondary schools were unbenefited from this programs. In my idea, my skills have on the way of improving, my salary has improved in terms of ability, qualification of education levels and my morale has improved a lot as a personality. I don't believe to support the idea that normalizing the regular program it decreased chance of education (R7/122, 124, 131). [...] If these educational institutions are closed, the opportunities will be narrow, and if the opportunities are narrow, it will make teachers uncompetitive, which will eventually have a serious impact on the quality of education. I do not think our country's strength will allow it (R7/125).

Interview data confirmed which primary and secondary school teachers have been doubting the opportunity of a regular program. Regarding the regular benefit of education opportunities in terms of the number of teachers “*who did not have the opportunity to upgrade their qualification when the summer program closed, the opportunities will be narrow*”, and when the opportunities are narrow, teachers will become uncompetitive, which will eventually have a serious impact on the quality of education. There was also a lack of good education policy implementation; no one took responsibility; no one monitored education to see if summer students were learning correctly; and no one took action to follow. In the same the respondents have been to doubt the opportunity of regular program.

5. Discussion

Under this discussion of the study, the researcher have to address how summer students perceive the closing program of summer education in the case of Jimma University. The researcher studied the data were identified in to categories of thematic areas emerged: Conceptual of summer education program, implementation of education policy gap, technology impact on summer students, monitoring and controlling gap of summer education, challenges and gaps of summer education and education option and doubt of summer students. In line with this thematic, the core points were clearly consolidated as the following:

5.1. Concept of Summer Education, Benefit and Disadvantage

The study addressed summer education was the transition from one level to the next and it was special in that it allowed teachers to advance from lower levels to higher levels. They mainly care about upgrading their credentials from a certificate to a diploma or from a diploma to a degree, not the caliber of education or knowledge-based learning. Their professional and academic experiences at colleges and universities have led them to the conclusion that summer education programs offer a wealth of human resources. Support professional progress for teachers educator argued in

to three reasons that were, interest of profession, personal grow of profession, and advance within profession [34]. Summer education was beneficial for both the teacher and the government, and people learned in different ways, and not only teachers but also a diverse body could participate.

The study finding identified that summer education was limited in terms of deep knowledge transfer and educational quality enhancement; interviewee data supported this claim that many summer students did not profit from this initiative during this summer program. Data confirmed that summer students were not have studied completely in depth because when they joined to university to study, due to a lack of time, they cannot say that were have learned everything completely. The summer student teachers' qualification is only for card increments that they did nothing increased the qualifications of the student because there was nothing new. Perhaps because of the current situation in our country, summer school was disadvantaged and blamed, and there was a problem in acquiring knowledge and serving with that knowledge, which affected the quality of education due to the lack of in-depth teaching in universities. Data analysis identified that in terms of our education condition, they did not perceive the closing program and oppose the closing of the summer school program because it will block their benefit from education. In terms of enhancing quality education, according to data analysis and in-depth interviews with participants, summer education is less effective and more difficult to combine with regular work.

5.2. Implementation of Policy Gap

The implementation of policy concerning interviewee data analysis indicated that it was difficult to measure the education policy of our country in only one way, and this is its relationship with other sectors like human resources and economics, and it could be measured by the number of people produced and the quality of education provided. It was characterized in many ways. The finding argued that it was the biggest problem, and not only the policy problem, but also the way the content is implemented, especially by the teachers implementing what needs to be taught when it needs to be taught. Sometimes there was a conflict in the implementation of policy regarding summer education, in particular. Confirmed that no clear and comprehensive policy of teacher education; and the system is suffering from unnecessary interference [1].

On the other hand, there was a policy conflict regarding how many students should study in a classroom when it came to teaching and learning. This kind of situation affects the quality of education, particularly for summer students because they are in primary and secondary schools. The overload of students in the class not only affects summer students but also impacts primary and secondary students. Education policy did not propose or identify what criteria qualified students should need to meet to move on to the next grade, and data analysis revealed that there would be doubt about the reality of our education's implementation. Because the enrollment period for primary and secondary students has

lost its pattern or is bound to our education policy. In-depth interview data illustrated that there was a problem with summer education connected with the application of PDGT course implementation given at the end of summer education for all summer students, causing a great complaint. This idea is supported that PDGT did not surprising that widespread lack of interest and motivation among trains [1].

5.3. Technology Impact on Summer Students

The finding recommended that it was very important to make summer students adapt to technology. This technology would be especially difficult to use for teachers from rural areas who have the opportunity to attend university. Because a computer was no longer a specialized instrument used only by a few summer students because of economics and low infrastructure such as electricity and internet in the rural area, it was an obstacle to coverage at all schools. According to them, the most common challenge is the infrastructure of access to electricity, computers, and the internet, but there are also challenges related to students' cultural and linguistic backgrounds [6, 9]. The argument of data analysis is that, as technology goes to people, people will need to go to technology. For this reason, our educators and education system seem to be lagging very much behind in this aspect of technology. The researcher's take away from this finding is that as technology advances, people will need to turn to technology in some way. Stated that when integrated into the curriculum, technology can enhance classroom instruction and reinforce the skills taught in each lesson [5, 10].

The finding showed that the effectiveness of technology and unable to operate when summer students practice on computer practice they faced many challenges due to lack of available technology in their work area. Ethiopian Education Development Roadmap An integrated Executive Summary clearly identified ICT is not well utilized mainly due to inaccessibility of ICT facilities [1]. This term refers to the more extensive quality and opportunity of education for the next generation of technology (IT), which is required in developed countries. The lack of technology in this line, especially for teachers teaching in various rural areas, means that technology-related things do not have access to the internet, and they are exposed to other costs to use this internet [24].

The variety of technology impact on education argued by the relationship proved stronger among students who had internet access at home than among those who did not [14]. It is very difficult to find a way to express oneself, let alone use the Internet. In order to improve education quality through technology, such a process has had a significant impact on summer students at universities. The critical challenges of technology adoption in education either personal attitudes and perceptions of about that technology not only this but also lack of availability and accessibility of relevant hardware and software institutional support in all place of the country and program development and lack of training [3, 4, 32].

5.4. Challenge and Gaps of Summer Education

The content and lesson time scope are disproportionate, and teachers who are studying this summer cannot finish their studies within the stipulated time. It keeps it from reaching the desired level, where there are challenges and gaps. This time robs teachers of leisure time, and not much practice was created and skipped; therefore, it was difficult to go over the content. The content of each subject prepared for the summer program was not considered within the time given. The government spent money on summer education, and the results of this program, as we understood the data from the interviewees, contradicted the benefit of summer education aside from nation-building. Why was it only for certificate changes? Most of the summer students lagged and did not run with the instructor, and the delivery of the program was not motivating and lacking in encouragement.

Unexpected hours were a serious risk to the teacher because the summer teacher was in shock. They were shocked when they were forced to run, not knowing why such a long run was necessary. Given the short amount of time and the large number of students in the class, it was extremely difficult to assess all students and provide adequate practice time due to a large number of summer students. The conclusion from the university is that not only students but also primary and secondary school teachers struggle to express themselves in English.

It was argued that the existence of challenges in the area of teacher education stemming from the summer program, where a lack of qualified summer student graduates was discovered [31]. The study identified that, basically, it's not just a talent problem but a problem that stems from insufficient practice that has an impact on quality education and the lack of summer students.

5.5. Education Option and Doubt of Summer Students

The argument of their experiences with summer education, even though many teachers benefited from these programs. However, the current situation does not favor them in terms of providing quality education. The majority of them support the government's decision to close the summer program and facilitate other opportunities. The finding of the study stated that, if this program were changed to a weekend and different station centers were made available by the university rather than the summer education program, it would provide a weekend program to enhance better quality education and give students more time to deal with the subject they want to capture.

Data analysis identified that they support the closure of this summer program because it is better to teach five regular students than five hundred summer student teachers from one district. It would be good if the government prepared an alternative to teach and evaluate. The reason for the closure of the summer school was a lack of quality education. From the respondent's view, to save the generation, the government has realized that summer education is a card game. To save card games in the country from the collapse of education

quality, it is necessary to take the step of opening regular programs on the weekend.

Some respondents commented that the government should respond by establishing some centers and arranging for people to facilitate this issue in places where people can learn. For example, a chemistry or physics teacher must be known for his or her competence. The literature review also confirms that summer students in their learned process did not have sufficient subject matter knowledge in their respective areas of specialization, lacked the required professional knowledge and pedagogical content knowledge, and have limited practical skills [32]. The finding stated what they learned and wanted to cover for the summer course were completed in three days and it would be a game of figures.

Interview data confirmed which primary and secondary school teachers have been doubting the opportunities of the regular program. Suggest that the former is the amount of time allotted for learning a concept and the latter is the educational institution of instruction for ease of acquisition for the specific students [11]. The finding showed that when it is regular, education opportunities will be narrow, and when the opportunities are narrow, teachers will become uncompetitive, which will eventually have a serious impact on the quality of education. There was also a lack of good education policy implementation; no one took responsibility; no one monitored education to see whether summer students were learning correctly or not; and no one took action to follow. At the same time, respondents are skeptical of the viability of regular programs. Another significant issue they have evidence for from our current situation in our country's economy and the number of institutions compared with the new generation of university students is that they may fail in the problem because the opportunity is not comparable with summer education, which is why it decreased. If students do not acquire significant knowledge and skills, which that quality is crucial challenge in higher education Ethiopia will not be able to compete within a global economy [22]. In general, they doubt the regular education program in the case of an economy that consumes many budgets.

6. Conclusion

The findings of the study strongly addressed the fact that summer education was the transition from one level to the next, i.e., from certificate to diploma, diploma to degree, and degree to MA. This is beneficial for both the teacher and the government; people learned in different ways, and not only teachers but also a diverse body could participate. On the other side, the study identified immediate worth as being connected to education quality and limited in terms of deep knowledge transfer and quality enhancement. In terms of immediate benefit, the respondents did not support summer education. When they returned to school, it was less effective and more difficult to combine with their regular work; due to a lack of time, they could not claim to have learned everything completely. The respondents exposed the qualification of the summer students only for the increments

of cards; otherwise, nothing increased the qualification or enhanced new ideas, and summer programs were blamed.

The findings discussed and identified that there was an overabundance of students in the class, which impacted not only summer students but also primary and secondary students. The enrollment period for summer students has lost its pattern. Furthermore, education policy was not exactly deeply quality-oriented. The discovery demonstrated that there was a problem with the implementation of PDGT courses given at the end of summer education for all summer students, resulting in widespread dissatisfaction. It was not important for all summer students; that's why some of them were experienced and had taken this methodology when they were in college. The implementation of education policy would not deeply identify who is responsible for taking the course and who could not be required to take it.

The finding commented on the effectiveness of technology and problems related to its use by summer students. Even though there was difficulty using technology due to a lack of comfort lack of ability, they did not focus on and practice how this technology is useful in advance. There was also the finding illustrated in terms of economics: low infrastructure, like electricity, lack of adequate utilization of computers, lack of internet in their working area, and exposure to other costs to use it. For this reason, our educators and our education system seem to be lagging very much behind in this aspect of technology. The argument of data analysis is that, as technology goes to people, people will need to go to technology. Those results impact the competence of summer students and restrict their ability to gain further knowledge as they wish.

The finding stated the problems of the summer education program started from the registration period and the shortness of time; they rushed to cover the content and how much someone had practiced, and they knew there was little monitoring and controlling and no place to complain about the teaching-learning process. The government spent money on summer education, and the outcomes from this program, as we understood interviewee data, contradicted the benefit of summer education besides building the nation. Unexpected hours were a serious danger to the teacher because the summer students were in shock. When they were forced to run, they were shocked, not knowing why such a long run was necessary. Data analysis confirmed that it was difficult to assess all students and have enough time to practice with the shortness of time and the number of students in the class.

As a result of the summer graduates, not only the students' abilities but also the primary and secondary teachers struggle to express themselves in English. The finding confirms that the majority of respondents support the government's decision to close the summer program and facilitate other opportunities. If the program were changed to a weekend and different station centers were made available by the university, it would enhance better quality education and give students more time to deal with the subject they want to capture. The findings stated that it was preferable to teach five regular students rather than five hundred summer student

teachers from one district, and it was also to be expected that it would be saved to a card game and completely blocked the game of figures summer education turn into the regular program.

7. Implication

This study brings out an interesting idea that leads to further research on the area of Ethiopian education policy implementation regarding summer education programs and the challenges at the university level. Therefore, for proper educational quality, this research will have some implications, such as the following:

In order to enhance quality education, many summer students faced challenges during their learning sessions in terms of the short-term time and the content of the subject, which impacted them in that they did not gain enough knowledge. Therefore, all university stakeholders have to pay attention to changing this load and finding more solutions.

The study findings can address to the fact why the subject and the current state of our education quality have elicited so many complaints from society, and they will necessitate a thorough understanding of future research in order to keep and save the young generation while also producing productive citizens.

Summer students' perception of learning a lot about summer education and the phenomena they will encounter during the season from the instructor: They were only doing it to pass the time by joking, not learning knowledge. This is because, during the period or registration time of the summer program, the ministry of education and the university have to be responsible for paying attention to or passing the time by joking, not learning knowledge. This is because, during the period or registration time of the summer program, the ministry of education and the university have to be responsible for paying attention to the shortening of time and its impact on students, and, in the same way, to why the quality of education decreases from time to time and needs further research for solutions to problems.

To minimize the misleading nature of summer education, other educational opportunities shall be made available to limit the fallacy of summer education, which is why many colleges have opened close to the local area today. The other points must make the teaching and learning process easier when there are too many students in the classroom. Due to the requirement to develop the human mind in order to enhance productivity, teacher education is different from that of other professions in that it requires safety and moral satisfaction.

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