



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**EVALUATIVE RESEARCH ON THE EFFECTIVENESS OF THE POST  
GRADUATE DIPLOMA IN TEACHING /PGDT/ PROGRAM: THE CASE  
OF ADDIS ABABA CITY GOVERNMENT AND OROMIA REGION**

**A Thesis By**  
**GASHAW AKLILU NADEW**

**September, 2016**

**ADDIS ABABA**

**EVALUATIVE RESEARCH ON THE EFFECTIVENESS OF POST  
GRADUATE DIPLOMA IN TEACHING /PGDT/ PROGRAM: THE CASE  
OF ADDIS ABABA CITY GOVERNMENT AND OROMIA REGION**

**By  
GASHAW AKLILU NADEW**

**A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND  
INSTRUCTION, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM  
AND INSTRUCTION**

**September, 2016  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES DEPARTMENT OF CURRICULUM**  
**AND INSTRUCTION**

This is to certify that the thesis prepared by Gashaw Aklilu Nadew, entitled ‘Evaluative Research on the Effectiveness of the PGDT Program in Preparing Secondary School Teachers’, submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Curriculum and Instruction complies with the regulations of the University and meets the accepted standards with respect to originality and Quality.

**Approved by Board of Examiners**

_____	_____	_____
Chairman of the Dep. of graduate committee	Signature	Date

<u>Teshome Tola (PhD)</u> _____	_____	_____
Advisor	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank my advisor Dr Teshome Tola whose advice, guidance, and comments were invaluable throughout the preparation of this study. I am truly grateful for their mentorship and dedication. The contributions of those Internal and external advisors who had once examined and commented my work worth mentioning here without which the paper won't be this successful.

Secondly, I am deeply grateful and truly indebted for those educational professionals found in the CEBS, MoE, and REBs' for their effort so as to provide all the necessary policy documents, guidance, and information concerning PGDT in particular and the teacher education trend of Ethiopia in general. Without their dedication and cooperation this work would not have been completed in no time having a full time job kilometers away from Addis Ababa and the instability occurred in the academic year 2015/2016.

At last but not least, my gratitude goes to my beloved spouse, Faya Getaneh, for her untiring effort and patience in taking care of all my social affairs especially in the last three years than ever before without which this postgraduate study would have tormented me with all the circumstances I was supposed to gone through. In fact, all the family members, colleagues, and friends who have been with me also deserve my heartfelt gratitude for their overall support bestowed.

## **ABSTRACT**

*The purpose of the study was to evaluate as to how the PGDT program design was implemented in the education system. The research has used a descriptive survey research design. To this end, the researcher attempted to evaluate the effectiveness of the program implementation in comparison to its design making use of the data collected from stake holders such as the MoE, PGDT trainer universities, and Regional Education Bureaus'. Consequently, a purposive sampling, simple random sampling, systematic random sampling, and census techniques were employed so as to select samples from university coordinators, MoE & REBs' experts and PGDT graduates. In this regard, 550 pgdt graduate teachers were selected from a list of 1353 working in Oromiya, and Addis Ababa and 10 coordinators from mentioned institutes have been selected purposively based on their knowledge and involvement in the program. Of 10 purposively selected PGDT coordinators four were from the AAU & DBU, two were from MoE, and four were from Oromiya & Addis Ababa education bureaus. Data were collected through questionnaire from pgdt graduates and interviews were used to collect data from the ten selected education professionals of the MoE, AAU, DBU, OEB, & AAEB. Content validity, and reliability were made to the questionnaire prepared for PGDT graduates, and necessary corrections and eliminations were made. On the other hand, a content validity check only was made to the interview questions prepared and they were of two types; one for MoE & REB senior experts and the other for PGDT coordinators from AAU & DBU. The data collected from the pgdt graduates were analysed using the SPSS software and thematic narrations while the data collected through interview. Generally speaking, the study found out that the implementation of the program was ineffective based on the data collected from all of the respondents. The main findings of the study were the implementation of the PGDT program found to be ineffective to satisfy the demands of private schools all over the country, unable to make use of all selection criteria's except that the entrance examination, didn't compensate all those role players who participate in the training especially mentors, could not attract competent and interested candidates, found to be permeable to let untrained 'teachers' to join the system, deny autonomy of teacher educators, and could not retain trained teachers. Moreover, the program was found to be closed for those private applicants who might possibly be relatively competent and interested to become teachers having the training at their own pace.*

## TABLE OF CONTENTS

Contents	Page
ACKNOWLEDGEMENTS.....	I
ABSTRACT .....	II
TABLE OF CONTENTS .....	III
LIST OF TABLES.....	V
ACRONYMS AND ABBREVIATIONS .....	VI
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. <i>Background of the Study</i> .....	1
1.2. <i>Statement of the Problem</i> .....	4
1.3. <i>Objective of the Study</i> .....	8
1.4. <i>Significance of the Study</i> .....	8
1.5. <i>Delimitation of the Study</i> .....	8
1.7. <i>Organization of this Research Report</i> .....	9
1.8. <i>Operational Definition of Key Terms</i> .....	10
CHAPTER TWO.....	11
2. REVIEW OF RELATED LITERATURE.....	11
2.1. <i>Overview on Teacher Training Modalities of Ethiopia</i> .....	11
2.2. <i>History of Teacher Education in Ethiopia</i> .....	12
2.3. <i>Over view on the PGDT Program Document and Original Design</i> .....	25
2.4. <i>Ethiopian Teachers as prescribed by the Education and Training Policy</i> .....	31
CHAPTER THREE .....	33
3. METHODOLOGY OF THE STUDY .....	33
3.1. <i>Research Design</i> .....	33
3.2. <i>Sources of Data</i> .....	33
3.3. <i>Samples and Sampling Procedures</i> .....	34
3.4. <i>Data Gathering Instruments</i> .....	37
3.4.1. <i>Questionnaire</i> .....	37
3.4.2. <i>Interview</i> .....	39
3.5. <i>Procedures of Data Collection</i> .....	39
3.6. <i>Data Analysis and Interpretation</i> .....	40
3.7. <i>Ethical Considerations</i> .....	40
CHAPTER FOUR .....	41
4. DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION .....	41
4.1. <i>Demographic Data of the Respondents</i> .....	41
4.2. <i>Overall Status of Program Implementation Reported from Role Players</i> .....	42

4.2.1.	Interview Data Obtained from Coordinators of PGDT Trainer University's .....	42
4.2.2.	Interpretation of Interview Data from MoE Experts .....	47
4.2.3.	Presentation and Interpretation of Interview Data from REB Experts .....	50
4.2.4.	Mixed Data Gathered from PGDT Graduates .....	53
4.2.4.1.	Quantitative Data Presentation and Interpretation .....	53
4.2.4.2.	Presentation and Interpretation of the Qualitative Data.....	56
4.3.	<i>Discussion</i> .....	57
CHAPTER FIVE .....		59
5.	SUMMARY, CONCLUSION, AND RECOMMENDATION.....	59
5.1.	<i>Summary</i> .....	59
5.2.	<i>Conclusion</i> .....	61
5.3.	<i>Recommendation</i> .....	61
REFERENCES .....		64
APPENDIX I .....		A
APPENDIX II.....		D
APPENDIX III .....		E
APPENDIX IV .....		F

## LIST OF TABLES

Tables	Page
Table1: PGDT Program Regular Course Catalogue for the Admission .....	27
Table 2: Course offering schedule for the in-out-in modality of PGDT .....	28
Table 3: Demographic Data of the Interviewee .....	39
Table 4: Demographic Data of PGDT Graduates involved in the Study .....	39
Table 5: Admission of PGDT Candidates as reported by University Coordinators .....	43
Table 6: National Level PGDT Admission in the last six years .....	45
Table 7: Data of PGDT Application, Admission, and Recruitment of two REBs' .....	48
Table 8: Graduates Level of Satisfaction in the Course Coverage of their PGDT Study .....	50
Table 9: Graduates Experience and Opinion towards the Admission Procedure of the program.....	57
Table 10: Graduates Experience and Opinion towards the Implementation and Embeddement of the program in the education system .....	52
Table 11: Graduates Experience and Opinion towards the Contribution of the PGDT program for their Teaching Endeavor .....	53

## **ACRONYMS AND ABBREVIATIONS**

AAU – Addis Ababa University

AAEB – Addis Ababa Education Bureau

BEd – Bachelor of Education

CEBS – College of Education and Behavioral Studies

DBU – Debre Birhan University

E.C. - Ethiopian Calendar

EPRDF – Ethiopian Peoples Revolutionary Democratic Front

ESDP - Education Sectors Development Program

ESLCE – Ethiopian School Leaving Certificate Examination

ETP – Education and Training Policy

FDRE – Federal Democratic Republic of Ethiopia

GEQIP - General Education Quality Improvement Package

MoE – Ministry of Education

OEB – Oromiya Education Bureau

PGDT – Postgraduate Diploma in Teaching

TDP - Teachers Development Program

TEI - Teacher Education Institution

TESO – Teacher Education System Overhaul

TTI – Teacher Training Institute

UNDP - United Nation Developmental Program

UNESCO - United Nation Educational, Scientific, and Cultural Organization

USAID - United States Agency for International Development

## **CHAPTER ONE**

### **1. Introduction**

This chapter presents the background of the study which deals with the overall practice of teacher education in Ethiopia past, and present. In the statement of the problem problems that are identified as the foundations for this study to take place are described based on lived in experience and informal discussions in the area. Moreover, studies in relation to Ethiopia's teacher education practice are also used to substantiate the severity of the problem. Basic research questions have been framed for the study to answer in due course of data collection and analysis. Objectives, significances, delimitation (which show the scope), limitations, organization of the paper, and operational definitions of terms are also presented consecutively in this first chapter.

#### **1.1. Background of the Study**

Education has long been defined as the stamina for the overall transformation of a country be it in terms of economy, politics, social, cultural, science, and technology. For education to ensure all these, it should be of good quality. One of the primary factors for its quality is found to be quality of its teachers. To put it the other way, teachers are key players in any education system in that all the other inputs could be obtained either directly or indirectly from the market as long as the system is financed adequately. In other words, best teachers cannot be purchased from the market but rather trained, and developed in accordance with the growth and transformational objective of a given country. For instance, highly competent and trained teachers in some country might not be found relevant and fruitful in another country's education system especially when it comes to the general education system as the students learning is highly influenced by their mother tongue, culture, family, and societal backgrounds.

Evaluation, in broad sense, can be defined as a process that involves various activities which is usually practiced by organizations to assess the degree of their accomplishments in light of pre-set goals and objectives. In fact, different scholars define the term 'evaluation' differently though most of the definitions given are not as such exclusively different from each other.

For instance, Scriven as cited by Hogan (2007) defined evaluation as the process of identifying or deciding the value or advantage of something or its final impact. Evaluation is also defined simply as the process of determination of the worth of a 'thing' or an 'object' by Hogan (2007). In doing so the bench marks could be fetched from the objectives set for the 'thing' itself or from the literature and/or theory in relation to the 'thing'. Thus, evaluation is apparently essential to investigate the worth or merit of a program or a 'thing' in light of a certain bench mark. In this study, the effectiveness of implementing the PGDT program is going to be evaluated in light of the set program objectives and the articles set in the education and training policy.

Say for example, to improve the quality of an education system; a given country may design, plan and introduce new programs or set of activities. Consequently, once a program is developed and introduced into the system; the educational institutions are expected to undertake the process of evaluation for determining how far the set objectives are met, what challenges do exist, what wayouts can they have, and identify any revision or improvement required. Most of the time, pre-service trainings and on the job Continuous Professional Development models are usually used in preparing teachers together. In this regard, the current teacher training modality, PGDT, and the CPD programs implemented in Ethiopia are intended so as to produce and maintain the quality of teachers in the education system in the last few years. Particularly, PGDT is launched since 2010/2011 academic year at a national level as a pre-service teacher training program in order to prepare secondary school teachers.

Evaluation of such educational programs are also important as there is no one complete and conclusive approach in designing teachers training and teacher education approach that is considered 'the best' for all contexts by scholars (Reimers 2003, and White and Malone 2008). In addition, decisions on issues of what, and how a training program of teachers should contain will only remain 'subjective judgments' (Craft, 2000). Thus, evaluation is a way forward to continually improve and sustain the effectiveness, feasibility, transportability, etc of an educational program in the context of a rapidly and inevitably changing world. Be that as it may, despite the fact that there has been a series of workshops organized and reflections were made about the flaws of the PGDT program by teacher educators and other educational professional, no revision has ever been made either on its design or its implementation (AAU 2013). Some of these were, lack of autonomy on the part of colleges of education to interrupt, and inculcate

whatever is necessary to maintain quality, weak university-school relationship, compensation to mentors who have involved in the teacher training, and the permeability of the system in the form of the in-out-in (kiremet-bega-kiremt) modality which was initiated as way out to alleviate the immediate need for teachers and continued for the first three years. These summer candidates are not expected to pass the relatively standardized entrance exam prepared at the national level but rather they are recruited as teachers based on evaluations prepared at woreda or zonal levels simply to occupy the turnover of teachers. In this regard, untrained teachers are joining the teaching profession other than the original plan of the program and violating the ETP at the same time. In other words, those identified problems persisted till to date and even getting worse as the numbers of summer candidates are increasing over the last six years.

Reviewing the literature on teachers' professional development, Reimers (2003) has concluded that most scholars have agreed 'with regard to the effect of teachers' professional development on student's learning. A number of studies (reviewed by Reimers) have reportedly indicated that 'the more professional knowledge teachers have, the higher the levels of students achievement' (P:20). But still many of these scholars, in contrast to the existing trend, believed that student learning is not measured or assessed frequently enough when evaluating the impact of teacher's training and professional development. Thus, this study is not attempting to evaluate the programs implementation effectiveness making use of students who are having PGDT graduate teachers. But rather only stakeholders who are supposed to play the major role are consulted in order to reach at a conclusion. Stakeholders of the program are identified in the program document which comprises of the MoE, REBs', PGDT trainer Universities, schools, and the candidates themselves.

Be that as it may, it is outwardly difficult, if not impossible, to develop the so called 'quality' teacher training and education program specific to a particular context. Anyways the decisions made in this regard as well will only remain subjective (Reimers 2003, and Craft 2000). The existing literature in the field also reveals the fact that there is no one complete and comprehensive approach considered effective for training teachers (Reimers 2003, Granser 2000, and MoE 2006). Due to this fact, our country Ethiopia has developed different teacher training approaches in the last century since the inception of modern education in response to the economical, political, and social situation of the country. However, one could visualize that as

the political arena is replaced by a new regime, then the education system also pushed through to a new reform. This replacement of the old with a new one rather than basing the new upon the old keeps the country always as beginner in the practice of Modern Education. Those three education policies can be used antedotes for this conception i.e. Sector Review, ERGESSE, and the New ETP. More specifically, the concept of self-contained classroom arrangement at the first cycle primary level is not new for our country but rather it has been exercised some forty years back (see the detail in the review of related literature in chapter 2).

In the researcher's opinion, it's not the type of the teacher training modality that is most important and as such the problem in this country but lack of continual evaluations and improvements are the key shortcomings of the education system. For example, rather than fully replace TESO with PGDT; it would have been much more productive if continuous improvements have been piled up in TESO itself. It is so because conceiving the concept and the approach requires time and effort on the part of practitioners. TESO was replaced before it is understood and exercised fully among the education system professionals and experts. Thus, most important is making use of periodic evaluations to continually improve the teacher training programs and sustain its quality than worrying about having and developing 'quality' and 'perfect' teacher training program or modality. It is, therefore, PGDT *per se* might not be as such a study area if it was implemented as intended and proved to be able to meet its objectives. The researcher contends as such without denying the importance of an ongoing formative evaluations and necessary improvements.

## **1.2. Statement of the Problem**

Teacher Preparation in Ethiopia has gone through many development stages in the last one hundred years of the Ethiopian Modern Education History. Many reforms and approaches have been put in place depending on the economic, political, and social situation of the country in general. Moreover, the understanding, philosophy, orientation, and growth strategy of the elites and political leaders has greatly influenced the teacher education of the country.

Dawit (2008) had published online the reflections he made on Teacher Education System Overhaul (TESO) program. He makes an analysis on the program document, examine the views of teacher educators, assumptions, mission, and coherence among the various components of TESO. Moreover, in this study, Dawit assessed the promises of TESO program in comparison

with the then existing situation in the education system and elements of effective teacher education programs illustrated in the literature. Finally, the study found out that:

*...it is contended that the imbalance among program components, its permeability to ill-prepared students and the contradiction between program rhetoric and strategy and reform processes, as described by teacher educators, could be stumbling blocks which prevent TESO from fulfilling its promises. (p. 1)*

Ayalew (2009) conducted a study on the secondary teacher deployment challenges and policy options of Ethiopia. The study found that most secondary school teachers of the regions except Addis Ababa, DireDawa, and Harari are diploma holders. Contrary, to what was stipulated for the level i.e. first degree. Ayalew further notified that eventhough the distribution of secondary school teachers had been made by the central authority the imbalance in the supply of teachers persisted for years.

The practice of evaluating educational programs has ever been made in two major ways based on the research works reviewed in this study. One of these is a kind of critical review of a given program from the point of view of theories, concepts, best practices, and dispositions found in the literature. This was the journey taken by Dawit (2008) and Ayalew (2009). The second way of doing it, is the one chosen and pursued in this study. This approach is, therefore, evaluation of programs based on the set objectives and policy prescriptions as bench marks or sign post to put the actual practice or implementation of the program in perspective. In this regard, the curricular contents, the sufficiency, methodological implications, and so on are not taken into account while the evaluation is made. Thus, only the promises depicted in the PGDT program document are assessed for their effectiveness in actual implementation.

This study is therefore different from the other research works reviewed in this study in two ways and this route was chosen taken into account the researcher is a novice one with regard to research experience and curricular issues. Firstly, none of the reviewed articles have been made upon the PGDT program. In fact, the reflections made in the proceeding of AAU (2013) focuses on the PGDT program, the researcher don't believe that they could be considered as full fledged research works to make this study a mere duplication. On the other hand, the researcher prefers to evaluate the effectiveness of the program in light of the promises made in the program document and the ETP prescriptions without putting the contents and organization of the program in perspective to the existing theories and best practices in teacher education. In other

words, the objectives set for the program, and the design of the program taken for granted and checked for consistency compared to actual implementation.

Currently, the education system is lead by the Education and Training Policy issued in 1994. The policy has described the general aspects concerning Teachers and Teacher Development in 12 articles. Despite the fact that the policy has been launched about 25 years ago, the country couldn't realize the implementation of articles fully. In other words, the current practice has flaws in some form or another caused by many factors which emanate from the system itself or outside. Needless to say, most of the articles could not be fully realized so far despite their long history of 25 years. Some researchers' forwarded excuses as such the Education and Training Policy was farfetched and far reaching (Dawit, 2008), of which the researcher doesn't buy any of this insights. The shortcoming is not seemingly improving rather getting worse as we speak based on a lived experience of the researcher as far as PGDT is concerned.

To elaborate it further, teachers were recruited independently by the regions. Due to this reason the selection criteria set for the PGDT program were highly compromised in that applied graduates are recruited at every school/woreda/zone by merely taking locally developed and non-standardized tests and examinations. Subsequently, this practice violated the prescription made in the education and training policy in that untrained teachers have been joining the education system due to the permeability of the PGDT program implementation. The teacher training modality has been changed to a sequential one since 2010/2011. The original plan of this PGDT program was to train applied science graduates from different fields of study for one additional year in the winter/regular program. In this regard, the program was intended to have three terms which all cover around ten months (MoE 2009). The case is much worsened in some regions due to lack of adequate number of applied graduates in their area.

The other major failure of the PGDT program is that it is not opened for private applicants who aspire to become teachers by attending the training program based on the information obtained from the regional education bureau. In fact, it has been possible for private applicants who attended a summer upgrading programs. But in its original design, the regular three terms, no room was left for non-governmental applicants either at an individual or institutional level. The numbers of candidates sponsored by the MoE are determined by the need of REB's which literally overlooked the demands of private schools found in the regions. Consequently, most

private schools are obliged to pay high remuneration which led to a high turnover in the governmental schools.

In general, the current sequential modality /PGDT/ of teachers' preparation which has been implemented since 2011 might be professionally and technically viable and acceptable in view of the current practice of other countries in the world. Be that as it may, the researcher has learnt that it is full of shortcomings and failures. Firstly, the curriculum was prepared for ten months which requires a regular entry. But in reality the majority of PGDT trainees are sent for the training in the summer program which usually consist a very limited amount of time compared to the required time for the curriculum. Secondly, even though the education policy prescribed that the recruitment of teachers should be done with the involvement of training institutions, employers, and education bureaus'; in reality employers from the private schools are not consulted or taken into account in the implementation of PGDT. This could be evidenced by the existing fact that many private schools in Addis Ababa use engineering, geology, and other graduates as teachers in different subject matters regardless of having the required prior training of the teaching profession. All these identified failures of the teachers training program are noted to portray the need of undertaking this study. Thus, this study is initiated so as to substantiate the researcher's observation with evidence making use of a scientific research method. To this end, the PGDT program implementation is evaluated for its effectiveness bench marking its own promises in the program document, and the prescriptions made in ETP.

Consequently, the study is intended to address the following research questions:

1. How is the program design embedded in the existing system?
2. How effectively is the program implemented compared to its original design?
3. What are the strengths and weaknesses of the program?
4. How is the supply and demand balanced in the life of the program?
5. How effective is the program in supplying teachers who could meet policy expectations?

### **1.3. Objective of the Study**

The general objective of this study is to evaluate the overall effectiveness of the programs implementation based on the contents in the program document and the prescriptions made in the ETP compared to the existing situation down-to-earth. Specifically, the study seeks:

- To examine how the program's design is embedded in the existing system.
- To scrutinize how effectively the program is implemented compared to its original design.
- To look at strengths and weaknesses observed in the program.
- To study how the supply and demand balanced since the program is launched.
- To compare how effective the program is in supplying teachers who could meet policy expectations.

### **1.4. Significance of the Study**

In general terms, this evaluative study is significant for the Ministry of Education and other professionals who want to further investigate the status of the overall program. Specifically, the study may have the following significances in:

- Uncovering the existing unmet needs of qualified teachers.
- Identify the loopholes that the PGDT program design consists.
- Pinpointing challenges that hinder effective implementation of the program.
- To propose a way forward in the midst of all observed inconsistencies.

### **1.5. Delimitation of the Study**

The evaluation of the program is delimited to the opinions obtained from two PGDT trainer universities (out of the twenty four trainer universities), and two regional education bureaus (Oromiya and Addis Ababa). The PGDT program content is taken for granted. In this study the existing implementation effectiveness of PGDT is evaluated in light of the promises made in the program document and that of ETP. In other words, the curricular contents and design of the PGDT program is beyond the scope of this study.

## **1.6. Limitation of the Study**

The study only considers one regional education bureau and one city administration out of the existing nine regions and two city administrations due to financial and time constraint. Moreover, two PGDT trainer universities are consulted out of the existing twenty four PGDT trainer universities. Be that as it may, the required stakeholders are all consulted even though it cannot be concluded the status of the program as a national level, the researcher believed that it is adequate to conclude for the study area.

## **1.7. Organization of this Research Report**

This paper is divided into five chapters, this introduction chapter consists of subtopics such as background of the study, statement of the problem, objective, significance, delimitation, and limitation of the study.

Review of related literature is discussed in the second chapter of this study. In this chapter an attempt is made to briefly review the historical development of Ethiopian teacher education, the major policy changes, selection criteria of teachers, the teacher education structures, curriculums, the course list PGDT and semester breakdowns.

The design and method of the study is, on the other hand, discussed in the third chapter. Specifically, the chapter consists of the design, population, sampling techniques, data gathering instruments, procedures of data gathering and data analysis techniques used in the study.

Chapter four is meant to present, analyze, interpret, and discuss the data collected in the study. Particularly, the chapter consists of tables to present the data collected through questionnaire followed by interpretations. The data collected through interview are narrated thematically in a separate section based on the homogeneity of the respondents. Discussions are made separately at the end of the chapter.

Summary, conclusions, and recommendations sections are included in the fifth and final chapter of the paper which is particularly devoted to summarize, and conclude the study. Finally and yet most importantly, the paper has also adequately allocated appropriate sections for preliminaries, references, and appendices which will give a complete, credible, and attractive look to this research report.

## **1.8. Operational Definition of Key Terms**

*Post Graduate Diploma in Teaching /PGDT/ Program* – is the secondary school teachers training program of the Federal Democratic Republic of Ethiopia which have been launched since 2010/2011 till date.

*In-out-in modality* refers to summer – winter –summer /kiremt-bega-kiremet/ modality of the PGDT training which is launched since the beginning of program implementation.

*Student-teacher* referes to indentify PGDT candidates who are attending their study, be it in the regular or the summer modality.

*Teacher Education System Overhaul /TESO/ Program* – is a teacher education program of the Federal Democratic Repuplic of Ethiopia which had been implemented for around five years between 2003/2004 and 2009/2010 inclusive till it was replaced by the PGDT program.

## **CHAPTER TWO**

### **2. Review of Related Literature**

#### **Introduction**

Ethiopia is located in the Horn of Africa with over 100 million people out of which 70% is under age 30. Unlike most other African countries, Ethiopia did not experience significant colonization (except for a brief Italian occupation from 1936 to 1941). Following the establishment of the new government in 1991, a new education and training policy is designed in 1994. It is this policy which guides the theory and practice of teacher education today. In this chapter the chronological progress and major changes that the teacher education practice of Ethiopia has been pushed through by its elites is discussed briefly.

#### **2.1. Overview on Teacher Training Modalities of Ethiopia**

Teacher Training should be provided for all teachers before they become teachers (MoE, 1994). In this regard, the dominant modality in training of teachers is the one usually identified as preservice training. In other words, a training that is provided before one starts service as a teacher. This preservice training in the Ethiopian context had been provided in three ways such as the regular program (which covers the winter period), the extension/continuing program (which is designed for evening students), the summer program, and the distance education arrangement. In either of the above four ways, anyone who wanted to become a teacher had been able to attend the teacher trainings provided in Ethiopia.

Currently, teacher training modalities are changed their pace from the integrated approach (during TESO and before) to the sequential one (starting from the inception of PGDT till date). To put it the other way, the teacher training in the diploma and certificate programs are still use the integrated approach as they are supposed to graduate as teachers at the end of their study. On the other hand, at the degree level all graduates are applied ones. If at all, they want to become teachers they are required to take the entrance exam for PGDT which is provided once in a year and they would be able to attend a teacher training for ten months and graduate as qualified teachers but this modality is closed for private applicants.

The distance education modality is seemingly closed due to the proclamation made in 2009. This proclamation was initiated as the teacher education quality was found much compromised in such

a modality. From that time onwards colleges with distance education program discard the teaching profession from their curriculum.

Even so, preservice training is not expected to be adequate (MoE 1994) so as to meet the ongoing needs of students, parents, and the country at large given the fact that teaching methodology is dynamically changing with the change in technology. Therefore, MoE launched a Continuing Professional Development Program in 2006 at a national level. Since then, teachers are required to attend a school based updating trainings in collaboration with their colleagues. Moreover, the MoE has been financing the upgrading programs of teachers at first and second degree levels in the last few years for teachers to continue their learning in the summer program. The school based arrangement doesn't result any benefit so far and due to that reason most teachers were not interested to involve in it at the expected level. But in the latter summer upgrading programs they aggressively compete as it results career growth and salary increment as well.

Therefore, today the extension programs are designed only to provide preservice training for diploma candidates only as there is no a degree program dedicated for teaching at this time. No matter how people obtained their first degree in one of the sciences, s/he should be able to attend a PGDT program either in the winter or the summer so as to be considered as a qualified teacher. Thus, only the summer and the regular programs are available when it comes to preservice teacher training of secondary school teachers i.e. degree teachers. On the other hand, the extension and distance modalities become obsolete in the current situation for degree level teachers.

## **2.2. History of Teacher Education in Ethiopia**

To be able to show explicitly the major steps taken in the past more than one hundred years since the inception of modern education of the country making use of sub topics is found convenient. The brief discussion of the matter is made that way below.

### **2.2.1. The Period of Emperor Menilik II**

The country has thousands of years recorded history in making use of its own alphabets, church education, and calendar. On the other hand, the country's experience with regard to secular and modern education could be considered an infant as it is only one hundred years old. Menilik II is the first king of Ethiopia who had introduced secular and modern education to the country. He,

being one of the secular rulers, had faced significant obstacles in attempting ‘to bring change from traditional models of education to the modern and secular forms’ (Birhanu & Demeke 1995 cited in Alemayehu & Lasser 2012 p.53).

The obstacles were mainly emerged from the church leaders (Popes from the Egyptian Coptic Church) and the noblemen due to their conservative attitude. However, a down-to-earth attempt was made by Emperor Menilik II (1889-1913) in opening the first school at his palace (Theshome 1979 cited in Alemayehu & Lasser 2012 p.53). The school was primarily meant for the sons of the nobility, and the curriculum was dictated in accordance with the political interest of the time. The policy makers of the time comprised the Emperor, the nobility, and foreign advisors were interested in the widespread international order, modernizing Ethiopia, and the increasing need for interpreters of famous languages of the time. The purpose of education by the time was therefore ‘to maintain Ethiopia’s sovereignty’ (Alemayehu & Lasser 2012 p.54).

Consequently, the first modern school was established in 1908 with the establishment of Menilik School in Addis Ababa (Tekeste 1990 p.1). Alemayehu & Lasser 2012 p.54 further illustrated the expansion of modern schools in the capital as follows:

*“Following the establishment of that first school in the capital, attempts were made by the government, foreign communities and missionaries to establish modern schools across the country. For instance, a French community school was opened in the capital in 1908 and another one by Alliance Francaise in 1912. This period was also known for the expansion of non-governmental schools in the country. Between 1906 and 1935, one hundred private schools were opened...”*

On the other hand, it was only Menilik School which was financed by the state until the establishment of the second government school by Regent Taffari Mekonnen in 1925 (Tekeste 1990 p.2). This is evident that almost 98 schools found in Addis Ababa had been financed and established by other countries which had a hidden agenda in the country. This immensely observable influence in the education system of the country had persisted till date may be changing glasses for instance in the name of the United Nations member organizations these days. You could see that the current teacher education program of the country, PGDT, is initiated and financed by the World Bank through fund so called GEQIP /General Education Quality Improvement Program/.

The curriculum included languages such as French, Italian, English, Arabic and Amharic (Birhanu & Demeke 1995 cited in Alemayehu & Lasser 2012 p.54). Most of the teachers who had been teaching back then were foreigners except some of the Amharic and Ethics teachers who were priests of the Orthodox Church (MoE 2006 p.4). The idea of importing teachers from abroad was strongly resisted by the Orthodox Church leader of the time named Abune Mawos, who was recruited from Egyptian Coptic Church (Alemayehu & Lasser 2012 p.54). The Emperor, therefore, adopted the policy of recruiting teachers from Egypt so as to handle the opposition (Alemayehu & Lasser 2012 p.54).

Subsequently, teachers from both Egypt and France (MoE 2011 p.1) were appointed to the newly established schools in different parts of the country. This indicates that the first recruitment policy of teachers in Ethiopia was the one that the Emperor adopted from Egypt. On the other hand, MoE (2011:1) stated that there are no evidences that indicate on how those teachers were selected, and recruited. The reasons for the opposition of the church to recruiting foreign teachers remain implicit until now (Alemayehu & Lasser 2012 p.54). Perhaps, the underlying reason could be for fear of losing supremacy over education, politics, and economic arena of the country which had been sustained for thousands of years in the country's history.

The objective of opening the school was to ensure peace in the country, to reconstruct the country, and to make Ethiopia become a great nation among the comity of nations (Pankhurst 1976 cited in Alemayehu & Lasser 2012 p.54). Moreover, preparation of administrators, interpreters, and technicians were also among the objectives (Alemayehu & Lasser 2012 p.54). It was during his time that the first cars, telephone, trains, and so on were imported to this country which would urge the need for trained manpower to manipulate, maintain, manage, and supervise.

Therefore, during the time between 1908 and 1935, the aim of education was highly emphasized in mastering different languages. The curriculum was then mostly composed of language courses such as French, Italian, Geez, Arabic and Amharic. Moreover, some courses in religion, mathematics, law and calligraphy were also offered (Adane 1993 cited in Alemayehu & Lasser 2012 p.54). Though Menilik II valued vocational curricula and promoted the growth and development of science and technology, a stronger emphasis was placed on languages (Pankhurst 1974 cited in Alemayehu & Lasser 2012 p.54). This could possibly be due to the

latent intention of those foreign advisors and the existence of deceptive noblemen of the time who had been working with the emperor.

### **2.2.2. Post Italian Invasion**

Teacher education in Ethiopia is progressively developed with the expansion of modern education. The modern education had been terminated during the Italian occupation between 1936 and 1941. Subsequently, after the Italians were moved out from Ethiopia, shortage of teachers was the major challenge so as to restore the education system (MoE 2006 p.4). On the other hand, the UK soldiers who had come with the Emperor to support the Ethiopian patriots, had also been selected and recruited so that to serve as teachers and principals due to the absence of trained manpower in the education system (MoE 2011 p.1).

The rapid expansion of schools during this period created a growing demand for teachers which urges the establishment of teacher training institutes. Consequently, the first teacher training college was opened at Menilik II School in 1944 which was named Teacher Training College or Normal College (MoE 2006 p.5 and MoE 2011 p.1). This training of teachers was begun in a single classroom and its development history is discussed below based on the characteristics, and major changes observed until the fall of Emperor Hale Silase I.

#### **2.2.2.1. Between 1945/1946-1965/1966**

The teacher training college, which was established in 1944, admitted 32 prospective teachers in the beginning of the academic year 1945/46 (MoE 2006 p.5). Additional 20 teachers were also admitted in this same year and the training was pursued in two classes. The selection criteria of teachers were passage of an entrance exam from among grade six graduates (MoE 2006 p.5 and MoE 2011 p.1). The length of the training were two years and out of those 32 prospective teachers who had first admitted to the program 23 of them graduated in July 1946 and joined the system (MoE 2006 p.5).

The first teacher training college which was later named Addis Ababa Teacher Training College and again renamed as Addis Ababa Teachers School had been moved to different locations in the city. First at Menilik II school then moved Wingate School and to today's Police Officers Club located at Gulele (MoE 2006 p.5). Continuing its frequent change in address, starting from 1953

the teacher training college had then moved out to Harar and continued the training of teachers for four years by admitting grade eight graduates (MoE 2006 p.5). Perhaps, this is an indicator for it didn't get the required attention and worth since the early years of its inception.

The pre-service training of teachers in this period could be illustrated in two stages based on the modality of the training:

Firstly, during the period between 1945 and 1955, the length of the training was identified as 6+2, 8+2, 6+3, 8+1, and 8+4. The selection criteria of candidates were completion of the above mentioned grade levels and passage of the entrance examinations.

The training program of the time comprised mainly academic subjects including advanced English, Amharic, Psychology, History of Education, Philosophy, Ethics, and Aesthetics. Teaching methods were also provided as key subjects (MoE 2006 p.6). The certifications provided for those who had completed the training successfully were Diploma in Teaching and Third Grade Teaching Certificate (to teach grades 1 up to 8). The teacher training colleges during this period were the Harar Teacher Training and Haile Silasie I School.

Secondly, let me review the period that covers between 1956 and 1965, which was identified with the modalities 8+1, 6+1, 7+1 for Certificate Teachers; and 8+4 and 9+3 for Diploma Teachers. Needless to say, the selection and recruitment of this period required completion of the above mentioned grades and the passage of entrance examination. This period is also recognized for the efforts bestowed to expand basic professional knowledge for the first time (MoE 2006 p.6).

During this period, teachers training were given emphasis to relate to rural development through the provision of adults learning centers establishment and methods of teaching, basic agricultural practices and improvement techniques in livelihood (MoE 2006 p.6). Moreover, teacher trainings were also provided in secondary schools at the same time during this period. The Debre Birhan Community Teachers Training and Majetie Community Teacher training colleges were added in addition to the above two colleges in the earlier period (MoE 2006 p.6) which made the total number of Teacher Training Colleges to be four. Moreover, three institutes which were supposed to provide a one year certificate program for teachers were started during this period at Jimma, Dessie, and Mekele.

In general, the main objective of teacher training during this period was to suffice the ever growing need for teachers but due to the imbalance between the supply and demand of teachers, untrained students who had completed certain grade levels were also selected and recruited as teachers (MoE 2006 p.7). On the other hand, the opening of new fields and vocational areas urge the system to make use of existing teachers (who were trained in other area) and/or recruiting secondary school students so that capacitate them through on the job trainings was a habitual experience of this period (MoE 2006 p.7). In 1965, 62.4% of primary level teachers had not been trained and completed the required grade level for the level (MoE 2006 p.7) and nothing could be known with regard to the secondary level situation.

#### **2.2.2.2. During 1966/1967 until 1974/1975**

The period is recognized for its exceptional change and growth in teacher education of Ethiopia (MoE 2006 p.7). It would be convenient to discuss this period classifying it in two sub categories; the first two years, and the remaining six years.

In the first two years (during 1966/1967-1967/1968), the Ministry of Education and Arts had formulated the teacher training policy so as ensure the uniformity of the teacher preparation in the country (MoE 2006 p.7). This, as per the knowledge of researcher, seemed the first teacher education policy developed in the land of Ethiopia since the conception of modern education.

The main points that the policy had identified according to MoE (2006:7) were:

- Termination of three and four years modality (i.e. 8+4 and 9+3)
- Renaming of training colleges from ‘Teacher Training School) to ‘Teacher Training Institute’
- The length of the training was made to be two years
- Candidates of would be teachers should uniformly be selected from among grade 10 graduates through an entrance examination

During this period the entrance examination was prepared and administered by the Ministry at national level. The teacher training modality was then 10+2 and development of a new standardized curriculum attempted which was primarily focused to harness the professional competence (MoE 2006 p.8). Prospective teachers were also differentiated from that of secondary school students and considered as freshman and senior teacher training institute

students (MoE 2006 p.8) unlike the current PGDT program which shattered the inspiration and motivation of candidates when the Ministry of Education shifted the program to Undergraduate despite its name and original design in 2011/2012.

Moreover, uniform teacher education curriculum was initiated and designed by the Ministry involving professionals from Haile Silasie I Universtiy, USAID, and UNESCO in 1966 especially for the primary level (MoE 2006 p.8). MoE (2006:8) further contend that this endeavor enabled the teacher education to obtain equivalent attention with other field of studies offered in the colleges. On the other hand, one could still see the involvement of foreign advisors generally in the educations system and the teacher education in particular till this period. These primary level teachers were supposed to teach all the subjects offered at the primary level which also called multi grade approach or self contained classroom approach (MoE 2006 p.8). In this regard, the current practice of Ethiopia at first cycle primary level is not new for us. Perhaps, that practice was replaced in subsequent years based on some sort of political or professional decision and; how could the Ministry determined to go back to this modality which had already been tested some forty years back? Probably, the education system of Ethiopia is still influenced and driven by foreign advisors who literally are responsible to authorize funds from the UN organizations or elsewhere to finance the a newly deployed educational programs and/or projects.

Be that as it may, the graduates of primary level teachers were offered two kinds of certifying diplomas; one from the training institute and the other from the Ministry of Education after passing an exam of excellence/graduation (MoE 2006 p.8). This period is also recognized with the efforts bestowed to capacitate under qualified and non-trained teachers who had been serving the system through provision of a strong on-the-job training scheme (MoE 2006 p.8). The in-service training in this case was extended to capacitate unqualified teachers through:

- Continuing education opportunity for those who didn't complete grade 8 so as to enable them complete grade 8
- Upgrading scheme for those who had been completed grades 9 to 11
- Teacher professional training for grade 12 graduates

- For home economics, health and physical education teachers a separate training programs that suit their characteristics

Generally, due all those efforts made in this period, exceptional improvements had been recorded in reducing the number of untrained teachers in the beginning of 1968/1969 academic year (MoE 2006 p.9). Despite all those details above concerning primary level teachers, nothing was said about the training and qualification of secondary school teachers in this period. Perhaps, the history of modern education in general and teacher education in particular are not well documented in the Ministry itself let alone other institutes in the country. Needless to say, this MoE (2006) document has a lot of inconsistencies in it and the researcher was obliged to skip some of them in light of personal experience as a teacher and woreda expert in education for the last few years.

In the remaining six years (between 1968/1969 and 1974/1975), all the teacher training institutes found in the country had been using a similar curriculum which comprises subjects such as Amharic, English, Mathematics, Science, Geography, Home Economics, Art, Educational Psychology, Ethics, Aesthetics, Rural Science, Hand Craft, Music, and Health Physical Education (MoE 2006 p.9). This period is also recognized in attracting remarkable and high achieving students to the teaching profession making use of the following attracting factors, as illustrated in this same MoE document p.9:

- The salary payment for qualified teachers was relatively much better than other civil servants of the time
- The job opportunity for those who had completed primary and secondary level education was very good and promising which prevailed greater societal status towards education and teachers as well.

These two attracting factors are the most important missing elements in the current PGDT program and the previous TESO too. The question here is that, how could the Ministry failed to make use of this exceptional and proven experience so as to bring high achieving, motivated, and interested students in the selection and recruitment of teachers in the last decades? I want my reader to keep this question in mind until the section which best suited to discuss the matter.

Moreover, the selection criteria employed in order to select from those applicants and the major ones noted in MoE (2006:10) were:

- Completion of grade 10
- Examined through interview
- Sit for a written exam
- Physical fit and healthy
- Age requirement above 18 years for males and above 17 years for female

Note that, almost all of the above selection criteria's mentioned above are incorporated in the selection and recruitment guide line of teachers formulated by the Ministry of Education in July 2011 (following the introduction of the PGDT program) with little or no modification. However, the most pressing criteria's such as interview, physical fitness, and health status are overlooked in the implementation of selection process both at the diploma and PGDT program as a greater number of handicapped citizens join the system as teachers in the last few years based on my personal observation and the informal discussions the researcher had with education bureau experts during the research problem identification phase for my thesis. The experts contend that the situation is getting worse from time to time as the decision made in this regard is completely political than having professional justification and insight. For instance, more than three hundred handicapped teachers (having a hearing or sight or other impairments including mental illness as well) are found based on the rough estimation obtained from Addis Ababa Education Bureau. This is not to mean that these teachers are not qualified and competent for the teaching post but their disability would hinder them from offering the best service that their students deserve and the policy stipulates that.

The above mentioned selection criteria had been strongly practiced and put in place till 1973/1974. Even so, following the introduction of Education Sector Review prototype in 1974/1975, prospect teachers were selected from among students who had been graduates of grades 8 to 12 and attended one year training at Deber Birhan Teacher Training Institute. Similar to the previous period, teachers who had graduated were supposed to obtain two certificates one from the Institute and the other from the Ministry after taking a certification exam. (MoE, 2006 p.10). Besides, a teaching license certificate were started to be issued, which differentiates this period, for those teachers who had completed one successful year in teaching and proved

competent (MoE 2006 p.10). Despite the existence of this proven practice decades before in the country, Teachers and Education Leaders Licensing body established at each level of the education system since the inception of the PGDT program but it is not yet become functional in the real sense.

What is worse is that the department of Teachers and Education Leaders Licensing has been equipped with the required inputs including office building, office furniture, office supplies, and education professionals waiting for the preparation of an implementation guideline for the last six years till date. The daily routine of the department cannot be asserted except its engagement in offering certification exams for newly deployed teachers every year (for not known reason in fact) and short term trainings (on awareness creation of licensing teachers to different stake holders here and there while it was not literally a new practice to the education system). The researcher dare to contend as such, comparing the existence of the department at every level of the education system for those years consuming a huge financial and other resource budget in the form of remuneration, test administration, awareness creation, and office supplies every year without issuing a single certificate to any teacher or educational leader yet.

In this same period, the upgrading process of unqualified teachers existed in the system continued strongly and the 62.4% of untrained primary teachers at the beginning of this period had been reduced to only 4.8% in three years time (MoE 2006 p.10). The teacher educators of the time had been trained in first degree level by the Addis Ababa University, Faculty of Education (MoE 2006 p.11). But their number was not found sufficient compared to the existing need back then. On the other hand, the medium of instruction at the primary level was made fully in Amharic since 1964/1965 so that the medium of instruction of the teacher training institutes were also partially shifted to Amharic to maintain coherence in 1970/1971 (MoE 2006 p.11). Together with this the Pedagogical Academy of Bahir Dar was established with the intent to replace teacher educators by Ethiopians having the support of UNESCO and UNDP (MoE 2006 p.11). The main objective of the academy was to prepare teacher educators at the degree level and that of supervisors and community development professionals at the diploma level.

From this, one could realize that the teacher educators until this period were largely foreigners. In this aspect, how could one be able to admit that the overall design of the teacher education was contextually devised to the extent of sufficing the political, economical, psychological,

cultural, professional, and societal aspirations of the country in general and prospective teachers in particular? This question is deliberately left un-attempted as it sounds farfetched and debatable. You the reader is expected to take into account that the establishment of this new academy as well was supported by the so called ‘step fathers’ of the country, UNESCO and UNDP which are member organizations of the United Nations. All the same, the PGDT program is also financed by the World Bank (also the member organization of the United Nations) through the budget named GEQIP /General Education Quality Improvement Package/.

The Bahir Dar Pedagogical Academy had admitted 100 students in the academic year 1973/1974 which were selected from among qualified and experienced primary school teachers who were found competent in an entrance examination, and interview (MoE 2006 p.11). Generally, until the end of this period, the total number of teacher training colleges found all over the country were five such as Harar, Debere Birhan, Addis Ababa, Jimma, and Bahir Dar Pedagogy Academy (MoE 2006 p.11). This Moe document didn’t tell what was happened to Majetic teacher training college in the academic year ended 1974/1975 as it was not listed together with those five colleges. Be that as it may, the overall training capacity of those five training institutes was about 2300 teachers every year as described in MoE (2006:11).

### **2.2.3. During 1975/1976 until 1990/1991**

It would be best to see the scenario of teacher education during this period if it is classified into two: the first three years (between 1975/1976 and 1978/1979) and the remaining twelve years (between 1979/1980 and 1990/1991) and discuss separately.

Firstly, between 1975/1976 and 1978/1979, following the public uprising of the time almost all students were supposed to get involved in a National Call/Champaign to eradicate poverty and illiteracy all over the country. During this time the teacher training institutes were left idle (MoE 2006 p.11). On the other hand, the number of students and primary schools had shown significant increment which resulted large shortage of qualified teachers. To overcome these situation students who had completed grades 9 up to 12 were recruited in contract, subsidy, and the like without having any professional training except some induction courses offered at the center of educational excellence found in every Aweraja for a few days (MoE 2006 p.12).

Subsequently, this strategy was considered permanent due to the ever growing need for expanding primary education for all in a short possible time; thus recruitment of untrained teachers with subsidy (Birr 100 from the government and additional support from the general public both in finance and in kind) had been made until it was terminated in 1979 (MoE 2006 p.12). This strategy was terminated due to the fact that the public failed to discharge its share which consequently challenge teacher administration and highly affected education quality.

To sum up, teacher education was totally terminated in this three years period. Due to this well over 7100 untrained primary level teachers were directly recruited (MoE 2006 p.12). One could visualize how the quality of teachers was compromised in those three years if the teacher training institutes had been made idle for that long and the specified number of untrained teachers had been joined the education system. What makes it even worse was that there was an assumption that anyone who has completed a certain grade level could teach others which strengthened the direct recruitment practice of teachers to the extent of highly compromising the teaching profession (MoE 2006 p.12). Generally, this period is recognized for leaving its own gloomy blue print in teacher education (MoE 2006:13) history of the country.

Secondly, the teacher education history of the country between 1979/1980 and 1990/1991 is discussed shortly. This period was found far better in terms of teacher education than the past three years (MoE 2006 p.13). In this period, the selection of teachers was made from among grade 12 graduates (MoE 2006:13 and 2011:1). Those students with a grade point average of 0.6 and above in ESLCE had been selected (MoE 2006 p.13). These selected prospective teachers were engaged to a one year (TTI Level), two years (Diploma Level), and four years (Degree Level) training. The major selection criteria's by the time were interview, secondary school achievement, and participation in social affairs (MoE, 2011). On the other hand, MoE (2006 p.13) explained that the selection criteria's were primarily focused on high school transcript (grades 9 up to 12), ESLCE result, ones Marxism Ideology of the time, Literacy Campaign participation, and membership in Youth Association. This MoE document further illustrated that this practice had been sustained until the end of this period.

#### **2.2.4. Post 1991/1992**

In 1994 a new Training and Education Policy formulated under Ethiopian Peoples Revolutionary Democratic Front /EPRDF/ transition government period. Under this policy Teacher Training was identified as one of the three core issues designed to achieve quality, and equity of education (MoE, 1994).

However, this focus was merely structural until 2003 (Dawit, 2008). Major teacher curricular change was made, based on different studies made in 2002, and that new teacher training program had been communicated through the document called Teacher Education System Overhaul /TESO/ Handbook. One of those studies had identified that there were observable weakness in knowledge, discipline, and commitment on the part of teachers (MoE, 2011). That same study indicated that 46% of teachers had become teachers without their consent, and only 3% female instructors were found in Teacher Training Institutes by the time. Consequently, the research asserted that this lack of female models in those institutes greatly affect the performance of female prospective teachers.

Generally, the TESO document identified around five weaknesses on the part of teachers. These were deficiency in professional competence, unsatisfactory content knowledge, inadequacy of teaching skills and techniques, inability to match up expectations and standards of the profession, and insufficiency of the practicum delivered (College of Education and Behavioral Studies (CEBS) of AAU, 2014). The primary objective of the curricular change was, therefore, to attract competitive prospects, minimize gender disparity, and bring in motivated and passionate prospects to the profession (MoE, 2011).

Consequent to the introduction of the Education and Training Policy, the selection and recruitment process of teachers was changed. In other words, primary teachers are selected from grade 10 graduates and supposed to be attending a teacher training for one to three years so as to be qualified in Certificate, and Diploma respectively. The Certificate teachers are prepared for primary first cycle while the Diploma graduates are prepared to teach at the primary second cycle level. But since the last few years all primary level teachers are expected to be Diploma graduates and for that to happen all Teacher Training Institutes all over the country are selecting prospective teachers from grade 10 graduates and train intensively every year. On the other hand,

the Certificate teachers are limited to pre-primary levels only and supposed to upgrade themselves in that specific curriculum.

On the other hand, secondary school teachers has been selected from grade 12 graduates who had obtained a passing mark for higher learning and supposed to attend a four year degree program to become a teacher until 2003. Consequent to the major curricular change through the introduction of TESO the teacher training has been made to a three year degree program until 2008. In other words, there were no Bachelor Degree graduates in Education on 2011. Starting from 2012, therefore, Post Graduate Diploma in Teaching (PGDT) program was implemented, and the modality has been changed to a sequential or PGDT program approach. What were the possible drives for this change by the time?

According to the paper presented in a consultative workshop that CEBS of AAU organized in 2014 at Hawassa, PGDT were emerged to suffice issues that the TESO failed to accomplish. These issues were identified as inadequacy of subject matter competence, lack of proper and sufficient use of active learning methods, deficiency in demonstrating professional commitment and work ethics, low interest of teachers to follow up and assist their students, and poor school-community relationships.

### **2.3. Over view on the PGDT Program Document and Original Design**

The PGDT program was launched in place of the TESO program which had been put in place from 2003/2004 until 2009/2010. The program is different from that of TESO as it follows a sequential or PGDT program approach than an integrated one and specifically designed for the secondary school teachers' preparation only. The PGDT program document set the rationale, vision, mission, objectives, modality, course list and weight, and other details. Discussing each of which would make the research holistic to the extent of enabling both the researcher and the reader to understand the analytical interpretations, and discussions made throughout the study. Thus, the current PGDT program has been reviewed hereunder in a bit more detail making use of the program document and CEBS proceedings as a source (MoE 2009 and CEBS 2013, and 2014).

## **Rationale**

The constructivist view of learning and personal development, interest in reflective model of teacher education is increasing as time goes by more than ever before. Instead of following models and imitating practices, self-study and autonomous learning are becoming effective ways of developing teachers' competencies, skills, and attitudes in teacher education programs. These trends have made researchers and teacher educators to shift to the constructivist and humanistic model instead of the behaviorist model of teacher education. Moreover, a number of teacher quality problems identified in Ethiopian secondary level education inspired the Ministry of Education to launch the PGDT program.

## **Vision**

The secondary school teacher education program in Ethiopia foresees secondary school teachers who are able, committed, and ready to lifelong learning so as to be able to produce responsible, competent, and ethical citizens. Moreover, the teachers are expected to be respectful and obey fully the democratic principles outlined in the Federal Democratic Republic of Ethiopian constitution.

## **Mission**

The Ethiopian secondary school teacher education program has the following mission statement (MoE 2009 cited in CEBS 2013 p.15):

- Commits to producing secondary school teachers who have the desired academic knowledge, adequate professional skills, good citizenship, attitudes and skills, and those ethical and democratic values enshrined in the Ethiopian constitution.
- Promotes reflective and social pragmatic principles and practices of teaching and learning,
- Undertakes relevant research, creates, and leads transparent, democratic and cost effective institutional behavior.
- Strives to produce teachers/professional who appreciate the diversity of their students and also be committed to helping them in their education/learning, and

- Endeavors for the successful implementation of Ethiopia's short and long-term plans of providing quality secondary education for all appropriate age group.

## **Objectives**

The Ethiopian secondary school teacher education is intended to achieve the following objectives (MoE 2009 cited in CEBS 2013 p.15):

1. Equip trainees with the knowledge, skills and dispositions required to become effective secondary school teachers;
2. Enable trainees to become reflective practitioners who are able to analyze, evaluate, and act to improve their own practices and develop further professional knowledge and skills;
3. Develop understanding of the nature of teacher professionalism, the responsibilities of teachers and the professional values and ethical practice expected of them;
4. Create awareness that a central characteristics of teaching as a career is engagement in a lifelong process of professional learning and development;
5. Develop trainees' capacity to engage in research to inform and develop their practice.
6. Institutionalize equity in the teaching force through equitable recruiting procedures and reach underprivileged areas in the provision of quality secondary education; and
7. Provide teacher trainees with the theoretical and practical experience they need to achieve the standards and competencies set by Ministry of Education.

## **Admission**

The PGDT program was designed originally for regular/winter training in alignment of the regular academic calendar of ten selected trainer universities of which College of Education and Behavioral Studies (CEBS) is responsible. However, these colleges are not autonomous in tailoring the program as required other than implementing it as it is stipulated in the program document no matter what. Lack of autonomy in program implementation was notified in a series of workshops organized by the College of Education and Behavioral Studies, Addis Ababa University (2013) which sounds that the ETP prescription in this regard was violated.

Be that as it may, the design of providing the program was just abruptly shifted to the summer driven by the teachers' need of REBs'. This incidence somewhat declare the failure of the

program right from its beginning. on the one hand, the Ministry of Education would have been able to pursue the TESO program for 2010/2011 academic year so as to satisfy that possible required need of the REBs' rather than terminating it without having a backup for the year. On the other hand, the Ministry of Education should have been able project the ongoing demand for teachers ahead of time while designing and planning the implementation of PGDT program in the first place.

What is worse? The Ministry of Education couldn't be able to maintain the original design i.e. shifting to the regular program, in three years time until 2005E.C. In other words, the entry for the PGDT program had been in the summer for three consecutive years until 2005E.C. summer in the light of the inconvenience undertaking the program that way. Because the PGDT trainer universities would have been able to portray the training in the regular program especially to accomplish those 30% of the courses that are supposed to be made similar to that of practicum. However, the schools are not open in the summer all over the country and how could it be able be realized that way. The proceedings published by the College of Education and Behavioral Studies of the Addis Ababa University (CEBS 2013 and 2014) identified this problem and yet the training sustained in an in-out-in modality until now even with an increasing number of candidates.

The selection process was supposed to be made using interview, physical examination, and medical examination but in reality it is only entrance examination which has been used so far, in this regard the original plan is also compromised. What is worse is that the summer candidates are not even taking the standardized entrance examination as the regular applicants do but rather they are recruited without having any teacher training at every woreda or zone. They practice teaching without being certified. Subsequently, they sent to the PGDT training in the summer. The PGDT program has also failed to achieve its objective in this regard.

### **Curricular Contents**

The PGDT has five types of courses: Foundational courses, Professional courses, Subject area courses, Action research, and Practicum. All these areas are organized using 13 /thirteen/ courses with weighted forty credit hours. These courses were supposed to be given in three terms of the regular program. In reality, the courses were rendered in the summer for the first three

consecutive years of its implementation. In that case, the modality was changed into in-out-in (kiremet – bega – kiremet) modality (CEBS 2013).

Table 1: PGDT program Courses catalogue for Regular Admission

Terms	Courses	Credit hours	Contact hours
I	School and Society	3	4
	Psychological Foundations of Learning and Development	3	4
	Secondary School Curriculum and Instruction	4	5
	English for Secondary School Teaching and Learning	3	4
	Teaching in Multicultural Setting	2	3
II	Subject Area Teaching Method I	4	5
	Teachers as Reflective Practitioners	3	4
	Assessment and Evaluation of Learning	3	4
	Inclusive Education	3	4
	Instructional Technology	2	3
III	Subject Area Teaching Method II	4	5
	Practicum	4	1 month
	Action Research Project	2	Practicum time
Total Credit hours		40	

Source: MoE 2009 p.13

As shown above, thirteen courses with 40 credit hours are offered in the PGDT program. The entire PGDT curriculum promotes the principle of strong university-school partnership and favors strong linkage between theory and practice in teachers' professional development. Thirty percent /30%/ of the credit hours of each course are expected to be allocated to practical works and projects in schools. Not only this, every student is required to have one week intensive school observation prior to starting the training. Moreover, lengthened practicum time is

expected to be arranged after the third term is completed in order to get reflections of action research projects from every trainee so that she/he will have obtained useful feedbacks from peers and teacher educators. In this regard, efforts should be made so as to involve mentors in some of such activities. And almost all students are expected to have a one week school observation before the training is started. But the researcher's lived in it experience proved otherwise as explained above.

### **Modality of Course Offering**

The course offering was intended to be in the regular program making use of three terms together with the regular calendar of trainer Universities. However, due to immediate need for teachers, the program was launched in the summer unlike its original design. Following this urge the following course breakdown have been put in place for the first three consecutive summer entrants. This newly adapted design used suddenly when the program was first launched in a new modality so called in-out-in (Kiremet-Bega-Kiremet).

Table 2: Course offering schedule for the 'in-out-in' modality of PGDT

<b>Kiremet (Three months)</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Contact hours</b>
EDPY 541	Psychological Foundations of Learning and Development	3	4
CTPD 521	Secondary School Curriculum and Instruction	4	5
FLEE 531	English for Secondary School Teaching and Learning	3	4
CTPD 512	Teachers as Reflective Practitioners	3	4
##TM 564	Subject Area Teaching Method I	4	5
Total Credit		17	22
<b>Bega (8 months)</b>			
EDPM 501	School and Society	3	4
	Practicum	4	In School

	Action Research Project	2	In School
Total Credits		9	
Kiremet II (3 months)			
CTPD	Teaching in Multicultural Setting	2	3
EDPY 541	Assessment and Evaluation of Learning	3	4
SNED 572	Inclusive Education	3	4
CTPD 592	Instructional Technology	2	3
##TM 565	Subject Area Teaching Method II	4	5
Total Credit=		14	19

*Source: AAU 2013 p.23*

#### **2.4. Ethiopian Teachers as prescribed by the Education and Training Policy**

In this section the prescriptions made in ETP which was formulated back on June 1994 are used as a bench mark as to whether the PGDT program is effective or not. Therefore, the Education and Training Policy document specified the following major points concerning teachers in the General Education System (MoE 1994 p.20):

Article 3.4.1. Ascertain that teacher trainees have the ability, diligence, professional interest, and physical and mental fitness appropriate for the profession.

Article 3.4.2. Create a mechanism by which employers, training institutions and the Teachers Association participate in the recruitment of trainees

Article 3.4.3. Teacher education and training components will emphasize basic knowledge professional code of ethics, Methodology and practical trainings.

Article 3.4.4. Teachers will be certified before assigned to teach at any level of education.

Article 3.4.5. Teachers. Starting from kindergarten to higher education, will be required to have the necessary teaching qualification and competency in the media of instruction, through pro-service and in-service training.

Article 3.4.6. The criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance.

Article 3.4.7. A professional career structure will be developed in respect to professional development of teachers.

Article 3.4.8. Teacher training institutions, including higher education, will function, autonomously with the necessary authority, responsibility and accountability.

Article 3.4.9. Teacher training institutions of all levels will be required to gear their programs towards the appropriate educational level for which they train teachers.

Article 3.4.10. Special attention will be given to the participation of women in the recruitment, training and assignment of teachers.

Article 3.4.11. Teacher training for special education will be provided in regular teacher training programs.

Article 3.4.12. Various steps will be taken to promote incentives to motivate teachers specially to those assigned in hardship areas.

## **CHAPTER THREE**

### **3. Methodology of The Study**

#### **Introduction**

In this chapter, topics such as design of the study, sources of data, samples and sampling procedures, instruments of data collection, procedures of data collection and data analysis techniques employed are presented.

#### **3.1. Research Design**

The major objective of the study is to examine the effectiveness of the PGDT program implementation in preparing secondary school teachers. The research design selected for the study is a descriptive survey design. This method is chosen as it is found effective so as to assess the research problem in every aspect without attempting as to why and how the problem was created. Moreover, this method is found effective due to the size of the study area. The research problem exists all over the country and the study only taking a sample from the overall participants in the PGDT program to make the evaluation.

#### **3.2. Sources of Data**

Data sources were the PGDT Program graduates working in Addis Ababa city government and North Shewa Zone (in Oromia Region), REBs' of Addis Ababa, and Oromiya department of Teachers and Educational Leaders Development Core Process (in the case of Addis Ababa)/Directorate (in Oromiya). More than, 30 heads and experts are found in the two regions of that specific department but the focal persons of the PGDT program was only one in each region. One more expert who has a closer exposure about the program was also taken into account and a total of four experts are considered to have a better understanding of the program since its inception. Moreover, MoE Teachers and Educational Leaders Development Directorate, and two PGDT trainers Universities Addis Ababa (AAU), and Debre Birhan (DBU) were also used as primary data sources. In selecting universities only proximity and relative stability by the time of data collection is considered. One may ask how the researcher come up with DBU while it is not found in either of the regions. Be that as it may, there is no such thing as this university belongs to this region or that as all the universities are administered by the Federal Ministry of Education and receive PGDT admissions or others when assigned by the Ministry. To this end, no difference would it make whether one choose this university or that as long as studies like this one are concerned.

### **3.3. Samples and Sampling Procedures**

Populations of the study are education professionals who are identified as role players during program implementation. Based on the program document the role players of the program are the Ministry of Education, Region Education Bureaus', Universities, Schools, and the PGDT candidates themselves. These cannot be explicitly illustrated in number as the program has been in place for the last six years and significant dropouts and turnovers were recorded so far based on the information obtained from the region education bureaus reports and PGDT trainer universities conference and workshop proceedings.

One city administration and one region are selected for the study, Addis Ababa and Oromiya. The sampling technique used in selecting them is purposive based on the finance, time, proximity of the researcher, and presence of relative stability by the time of the study. Addis Ababa is the capital city of Ethiopia having 10 Sub cities, and 113 Woredas. On the other hand, Oromiya region encompasses 18 City administrations, 20 Zones, and 320 Woredas.

In these two areas around 197,344 teachers are found out of which 36,131 Addis Ababa and 161,213 Oromiya (MoE 2014/2015 p.1). Compared to the total number of teachers 497,737; the number of teachers in the two areas are assumed to be 39.6% of the overall teacher population of the country. In fact this amount comprises all the teachers found in the General Education System specifically kindergarten, primary, and secondary levels both in government and private schools.

When we see the secondary level teachers only a total of 81,932 are found out of which Addis Ababa has 7,315 and Oromiya 26,220. The contribution of the two regions to the total teacher population at this level is therefore 40.9% (MoE 2015 p.6). This number includes teachers working at private schools as well. However, the PGDT program is functioning till date so so as to satisfy the demands of government owned schools alone. In that case, it would be important to specifically see the number of teachers at government schools only. To this end, MoE (2015 p.6) has put it as Addis Ababa and Oromiya having 4,499 and 25,236 respectively. Note that the number of teachers at non-governmental schools of Addis Ababa is almost equal to that of government schools unlike the case in Oromiya. However, the PGDT program didn't address this population of schools at all.

Program coordinators and the program focal persons found at the AAEB, OEB, MoE, AAU, and DBU are all selected for the study. They are about two in each organization and a total of 10 educational professionals were involved. In this regard, the sampling technique employed was a purposive sampling technique. In some cases, the substitutes have been made when the primary role players are not available at the time of data collection. Purposive sampling techniques is chosen in the selection process hoping to obtain adequate and hands on experience about the overall status of the program implementation.

According to the estimation made by the MoE experts, more than 50,000 /fifty thousand/ PGDT candidates has been admitted in the last six years at the national level of which 16,753 were admitted in 2015/2016 summer. The number of candidates that were assumed to graduate by now was, therefore, around 34,000 while those 16,753 are subtracted from the total numbers who were admitted in 2016 summer. And yet, the exact number of graduates and those who are already serving in the education system were recorded by neither the MoE nor the REBs'. Moreover, the current address of these graduate teachers is untraceable in many ways as the data organization system of the REBs' found manual and 'inconsistent'.

As far as graduates of the PGDT program approach were concerned simple random sampling and systematic random sampling techniques were employed. In the first place, the researcher attempted to have the list of PGDT graduates who have graduated in the last six years and assigned in the two regions. More specifically, the list of PGDT graduates in Northern Shewa Zone only taken from OEB and the list of all PGDT graduates found in Addis Ababa were taken. No complete list of graduates' couldnot be found in those two areas. Thus, a listing was found mandatory to get the list of PGDT graduates found in the randomly selected. In doing so, only secondary schools were considered in the OEB and both primary and secondary schools were considered in the case of Addis Ababa. This was so as the PGDT graduates were found in those levels based on the preassessment made at the REBs'.

In the case of Oromia, North Shoa Zone was selected based on its proximity to the researchers residence. In this zone there were twenty seven general secondary schools. General secondary schools were selected because of the fact that PGDT trainees are prepared for teaching at this level. Nine of the schools which amount to one-third (approximately 33 per cent) were selected since the size which allows including one out of every three members of the population was

supposed to represent the characteristics of the population under study. Simple random sampling technique was used to select the sample schools since the schools are more or less similar in their characteristics and to take advantage of the technique which allows every member of the population to have equal chance to be selected as sample. Thus, by drawing lots, the following schools were selected as samples: Fital Secondary School, Tullu Milki Secondary School, Shano Secondary School, Darra Secondary School, Dirre Dalatti Secondary School, Dagam Secondary school, Mukaturi secondary school, Gohatsion Secondary School and Abdisa Aga Secondary school.

In the case of Addis Ababa, only 20 percent of 280 government owned schools (only primary and secondary schools) were taken using a systematic random sampling technique. In this regard the list of the schools were taken from the AAEB and the order was randomly mixed up using a computer program. Then random start and random intervals were determined so as to get the 20 percent which amounts to be 55 schools.

Consequently, the list of PGDT graduates found in those selected schools (9 in North Shewa, and 55 in Addis Ababa) were taken. To this end, a total of around 1353 PGDT graduate teachers were found in the schools of which 1152 were from Addis Ababa and the remaining 201 were from North Shewa Zone. Applying a systematic random sampling technique on the list of graduates, only 550 of them were selected. In a survey study, for populations of upto 200 the total population should be sampled, for a realistic population size upto 400, 50% should be sampled, for a population of over 1,000 require about 20% for an appropriate sample and for large populations of 5,000 or more, samples of 350 to 500 persons are often adequate (Krejcie and Morgan 1970 cited in Lodico, Spaulding, & Voegtler 2006). According to these scholars the adequate sample size for this study would have been 20% of 1152 and 50% of 201 which is going to be 331. But in this study 349 teachers were selected from Addis Ababa, and 201 teachers from North Shewa Zone were sampled making use of a systematic random sampling system, and a census respectively. Thus, a total of 550 teachers were taken as samples to enhance its representativeness.

This systematic random sampling technique was selected so as to take a representative sample from the population of PGDT graduates listed so that generalization to all of them could be done. Therefore, the data collections from those systematically selected graduates were made. To this

end, an attempt was made to maintain proportionality among graduates who have attended the program in the summer and the winter. However, due to lack of exact data in the number of graduates in each admission, and the rate of retention of the graduates; the effort bestowed in this regard might not be as efficient as it should be. Mainly teachers who were working in Addis Ababa and North Shewa Zone were involved due to proximity for the researcher in terms of time, and finance. All the same, the political instability throughout the country should also be taken into consideration. In other words, many schools were closed in the Oromia region by the time of data collection and therefore, the North Shewa Zone where I am working was relatively stable and found convenient to collect data.

Thus, two-third of those 550 i.e. 367 were summer entries, and 183 of them which amounted to be one-third were regular entries. Consequently, 550 questionnaires were distributed to the respondents and it was found out that 500 of them were completed. Even so, no attempts had been made to balance the number of respondents from the two regions as they were engaged in the program regardless of where they have first applied for the program. Moreover, there were significant numbers of PGDT graduates who are currently working in Addis Ababa who had been in other regions while they apply for the program.

### **3.4. Data Gathering Instruments**

In order to collect the data required for the study structured interview, questionnaires, and document analysis were employed.

#### **3.4.1. Questionnaire**

The questionnaire was prepared for graduates of the PGDT program. It has four main parts: demographic data about the respondents, level of satisfaction in each course, the contribution of the postgraduate program for their teaching profession and to find out the challenges graduates had faced during their study.

The number of questions in the main parts were 36 of which 13 questions were used to assess their level of satisfaction in course coverage of each course, another 22 questions were used to evaluate the implementation of the program and one open ended question was used to collect what challenges did exist during their study. The questions were constructed based on the review of related literature and the PGDT program document.

Once the questionnaire was prepared a content validity check was made by my advisor, pgdt coordinators of the selected universities, & the two regions' educations bureau experts. Besides, comments were collected from PGDT graduates who had participated in the pilot study. Comments collected in this regard were considered and the questionnaire revised accordingly. Almost all of the comments collected and used in this regard were punctuation, coherence, and related grammatical errors.

The pilot test was made by distributing around 60 questionnaires to PGDT graduates found at different schools in Addis Ababa just randomly. Out of these 60 questionnaires, only 57 were found completed and analyzed for reliability. The reliability test was made taking each of the three main parts separately as they were intended to measure different aspects of the program.

Firstly, part I (talks about the course coverage), part II (deals with the relevance of the course contents), and part III (deals with the perception of pgdt graduates towards their PGDT study in relation to their practical job experience). To this end, the Gutman Split-Half Method had been used to check the reliability of the three parts of questionnaire separately. This method was chosen as the questionnaires used a likert scale of measurement and the difficulty level of each item need not be compared to the other items. Therefore, coefficients such as 0.69, 0.48, and 0.72 were obtained for part I, II, and III respectively. Consequently, part II of the questionnaire was eliminated considering that it might not be reliable to make use of the items to make decisions with regard to the relevance of the courses for beginner teachers.

Perhaps, this might occur as the PGDT graduates didn't have as to what teacher education had to be and unable to make professional judgement as to the relevance of the PGDT curriculum. It is so as the expected reliability coefficient were greater than 0.65 as the group of the respondents had attended the program in the winter and summer modality which would make the group a heterogenous one. Moreover, the focus of the study was to find out how effectively was the program design implemented in the education system. Thus, relevance of the courses and their contents were not in the first place the focus of the study, and therefore, part II was eliminated in the questionnaire while the main data was collected.

### **3.4.2. Interview**

Both structured and unstructured interview technique was employed to collect data from coordinators at AAU, and Senior Experts at MoE, and REBs'. These two methods were used at the same time with the intention of collecting as much information as possible from the respondents. The structured interview was organized making use of the questionnaire attached in the appendix part of this report with which specific information were collected from the respondents.

Besides, the unstructured interview techniques also used to get the perceptions of these professionals about the theory, and practice of teacher education of the country in the past, and at present; and its implication towards the ongoing sequential model. The questions were prepared based on the review of literature made for the study and the program document issued by the MoE. The interview has been made using the Amharic and Oromiffa languages based on the inclination of the respondents without denying the involvement of a lot of English language words in those sessions. Oromiffa language was utilized while interviewing the OEB experts due to their working language orientation, and the mother tongue of the researcher were the same.

All of the interviews were made in a face to face setting. On the other hand, some of the numerical data collected from the interviewees' were obtained over the phone giving adequate time for them to get it ready. The interviews of the experts of the REBs' were made in groups of two at the same time. The PGDT trainer universities associate deans and their substitutes were interviewed independently similar to the interview made to the MoE experts. Each of the sessions was taken about one and half hours. Thus, overall around eight sessions were made while many phone calls (not exactly recorded) were made to suffice the numerical data collected.

### **3.5.Procedures of Data Collection**

Interviews were conducted by the researcher. In doing this, the interviewees were asked to suggest the place and time convenient for them. Consequently, data was collected using a note book and voice recording using my mobile phone with the consent of the respondents which was found effective in controlling researcher biase while narrating the responses. And except the interview made with the MoE experts all the others were taken care at the respective offices of

the interviewees'. But in the case of MoE experts as they were away from their office due to a manual preparation endeavor in a certain hotel in twon, the data were collected going to the hotel and the interview made right there choosing a quite spot which was lasted in forty five minutes.

Questionnaires were distributed and collected by the researcher. To do this, first permission was secured from the schools which have PGDT graduates. Free Periods and/or Tea Breaks of these teachers were used to administer the questionnaires. Completed questionnaires were collected on the spot.

### **3.6. Data Analysis and Interpretation**

The data collected through interview was thematically narrated, analyzed, and interpreted. In doing so document analysis was also made so as to explicitly analyze and interpret the data obtained from the interview whenever necessary.

The data collected through questionnaires from PGDT graduates were checked for completeness, coded, and SPSS software was used so as to summarize the data in tables. Moreover, this software was found helpful in calculating individual mean and grand mean.

### **3.7. Ethical Considerations**

Attention was given to ethical issues in order to get full and critical information about the research problem from all participants. A letter from the department of Curriculum and Instruction was thus taken to facilitate the process of gathering information through the above mentioned data gathering instruments to the repective bureau's and goverenement schools.

## CHAPTER FOUR

### 4. Data Presentation, Analysis, Interpretation, And Discussion

#### 4.1. Demographic Data of the Respondents

The respondents from PGDT trainer universities are lecturers in their primary role. As far as PGDT is concerned all of them have been involved in coordinating the program at different times in the two selected universities such as the AAU and DBU. When it comes to the MoE experts, they knew PGDT very well since its inception up to its current status. The two experts were selected from the two case teams found in the Teachers and Educational Leaders Development Directorate: one from the preservice training case team and the other from on-the-job training. The experts selected from the Addis Ababa city administration, and Oromiya region were not in their current position when the PGDT program was first introduced except one of the four experts. The qualification of these respondents is summarized in the following table.

Table 3: Demographic Data of the Interviewees

Respondents	Quantity	Qualification
University PGDT Coordinators	4	3PHD and 1MA
MoE Experts	2	MA
REBs' Experts	4	2 MA and 2 BSC

The PGDT graduates who were involved in the study attended the PGDT program in the summer and the regular program. As the majority of the graduates attended their study in the summer program attempts have been made to maintain proportionality. The number of selected respondent teachers is summarized based on their sex, and admission status in the following table.

Table 4: Demographic Data of PGDT graduates involved in the study

		No of Respondents
Sex	Male	297

	Female	203
Admission	Summer	319
	Regular	181

## **4.2. Overall Status of Program Implementation Reported from Role Players**

### **4.2.1. Interview Data Obtained from Coordinators of PGDT Trainer University's**

Interview sessions were held with four PGDT coordinators who have been actively involved in coordinating the PGDT program at two different universities. Each of these coordinators was consulted separately. It was the CEBSs' of the university's which are found responsible to run the program and some of the staff members from these colleges had participated during program design as well based on the information obtained from the respondents.

All of the coordinators admit that the PGDT program original design is not yet fully implemented despite the fact that the program has been put in place for the last six years. Almost all of the coordinators' agreed that the program is not yet owned by the existing system comparing the difference between the academic calendars of regular students' admission with that of PGDT candidates' admission. To put it the other way, the PGDT candidates admitted to university after the regular admission of the university takes place and dormitories and other facilities are already taken.

Three of the coordinators contend that the program design had a lot of flaws and many improvement proposals were forwarded to the Ministry of Education through reflections and researches in a series of workshops. For instance, the implementation gaps identified by the CBES of AAU which are discussed in the statement of the problem portion of this paper can be considered. However, the respondents revealed that the Ministry of Education didn't take any of those proposals into account and made no improvements to the design so far.

Interviewee 3 even went on saying that the program seems "donor driven" than initiated by the state itself. According to this coordinator, the government should own and bear complete responsibility in some areas like education, health, and so forth otherwise the quality would be

compromised like what has been observed in PGDT and the previous teacher education endeavors as well.

Interviewee 2 & 3 revealed that the universities were introduced about the PGDT program in May 2011. At that time the Ministry of Education had declared to launch the program in the academic year 2011/2012 which was about four months later. However, the program was launched in July 2011 due to irresistible need of teachers all over the country which was a surprise for almost all PGDT trainer universities by the time as the respondents contend. They went on saying, that the universities were not ready in any way back then.

Be that as it may, first batch students were admitted in July 2011. On the other hand, Interviewee 2 & 3 affirmed that the program was introduced as a post graduate one and the candidates were promised to get full salary and benefits while the study is on progress. In reality, the course instructors were paid as being serving post graduate students in that first summer but the promise for the students could not be maintained.

Interviewee 3 explained that right next summer the program was shifted to the undergraduate program so as to avoid the quest for remuneration and prestige on the part of the candidates in a letter. According to this respondent the letter written back then amounts “one line and half only”.

Interviewee 1, 2, & 4 responded that the program was originally designed to offer 40 credit hours in three terms making use of the university regular calendar. All the same, the program was shifted to the summer with an in-out-in modality. This was made in the first three years of program implementation which indicated that the Ministry of Education couldn't maintain the original design. Probably, the MoE preferred to leave it as it was. In other words, the summer entry had been continued as the only option for the first three consecutive years of the program life and till date together with the regular program.

Almost all of the interviewees' have also blamed the program design in being unrealistic when it formulates the training to be delivered with a collaborative effort of Schools, and Universities. On the one hand, the program didn't take into account the need for compensating mentors for their support and contribution in training teachers. On the other hand, due to the sudden shift to the in-out-in modality, the PGDT candidates of the university coming from all

over the country are supposed to attend practicum, action research, and the course school and society with nearby PGDT trainer university in the winter time /bega/. This approach didn't seem admitted by four of these respondents and they contend that it's not pedagogically effective. Moreover, the program design had prescribed that 30% of each course should be offered in practical and participatory fashion; however, schools are closed all over the country in the summer which made the design impracticable as the respondents affirmed. The respondents revealed that there are also other departures in program design and its implementation.

In the first place the program was intended to be offered in the regular calendar but it was launched in the summer and continued that way for the first three years (see the table below). The three term scheme, therefore, changed to in-out-in (kiremet-bega-kiremet) modality which is not considered impractical in real sense. In this modality the students are expected to stay until the end of September, however, the student-teachers demand early release contending that they are also employees similar to other summer upgrading teachers as these respondents reported. Due to this challenge they caused the trainer universities to release them early.

On the other hand, in some instances the universities were ordered for early release from political leaders for anonymous reasons. Based on the data obtained from these interviewees' there were no time that the summer program continued to September 30 in the last six years. Based on the information obtained in this regard, most of the time the summer candidates have been released in mid September. In the case of AAU for instance; the PGDT candidates of last summer admitted in July 22/2016 and released in September 13/2016 without taking final examination. Even more, the 1<sup>st</sup> summer PGDT trainers didn't take course modules that should have been covered in the 'bega' /winter/ period and 2<sup>nd</sup> summer students were not fortunate to complete their study (see the table below). In fact, this admission schedule is seemingly applied to all trainer universities as it was caused by the very late delivery of the National Higher Education Entrance Examination.

Interviewees 1 & 4 have concerns on the uniformity of course coverage throughout PGDT trainer universities. Considering the case of the last summer, almost all other PGDT trainer universities had offered final examinations by the time the candidates went back to the work place except AAU. The way that those PGDT trainer universities pursued is questionable

compared to the program design as these respondents asserted. The courses were expected to be offered one after the other as they designed modular, however, what these respondents asserted from the experience of other universities was that, those universities offer all the courses designed for the summer at the same time simply to fulfill course coverage. Being course instructors themselves, these respondents suggest that it would challenge the candidates to offer them more than ten credit hours in 15 days or less and desired results could not be realized that way. These respondents blame the Ministry of Education for not making appropriate follow up to maintain the quality of program implementation. They argued that the program is implemented differently at different universities.

Interviewee 1 even went on saying that there are PGDT trainer universities that issue certificates without fully covering the courses. According to this respondent, the MoE is also ineffective so as to make adequate followups to identify this kind of gaps observed in some universities.

Interviewees 2 & 3 also revealed that the course instructors are not well motivated and doubt the service they offer to the PGDT candidates in that the instructors didn't believe in the program except that they do it as part of their job. Almost all of the course instructors do have concerns about the program while they lack the autonomy to make adjustments based on the reflections made in the series of workshops organized so far. Besides, the information obtained from these respondents implied that it's not the Colleges of Education and Behavioral Studies which are responsible for the teacher education but rather other colleges in some universities which are authorized to run the program. In other words, the responsibility and ownership of summer upgrading program for teachers (both at the first and second degree levels) in some universities has not been that of CEBS since the last few years. For instance, Interviewee 3 proved that, this responsibility was given to the College of Humanities, Language Studies, Journalism, and Communication in the case of AAU. This decision, therefore, might somehow distract the teaching staff from offering the best they have for the PGDT program.

Interviewee 3 even went on saying that this arrangement has affected the moral of most lecturers found in the CEBS as they are invited to handle classes of upgrading teachers as guests by the college of humanities. Therefore, the respondent concluded that the lecturers only cover the assigned period to meet the 12 period per week requirement only but not passionately

as it was the case before. According to this respondent this arrangement of assigning teacher education in the college of humanities is initiated by the leaders of the University for Not Known Reasons.

The admission of the PGDT candidates to PGDT trainer universities were summarized in a table below according to rough estimations obtained from the coordinators:

Table 5: Admission of PGDT candidates as reported by University PGDT Coordinators

Academic Year	Summer	Winter	Remark
2010/2011	July # to Sep 30	None	There were no regular candidate in this year
2011/2012	July # to Sep 30	None	There were no regular candidate in this year
2012/2013	July # to Sep 30	None	One of the two university's didn't admit students
2013/2014	July # to Sep 30	December	The regular students were admitted in October
2014/2015	July # to Sep 30	None/January	One of the two university refused to admit students this year and the other admitted them in January
2015/2016	July 22 to Sep 03	October	The summer schedule is interrupted.

According to these respondents, the program could not be able to achieve producing ideal teachers prescribed in the Education and Training Policy. In their opinion, the prescription made in the policy was possible and even more could have been done if the concerned bodies would have been willing and committed. But the situation is even getting worse with the passage of time as the veteran teacher educators found in the universities are marginalized as far as teacher education is concerned.

Moreover, these respondents also affirmed that significant numbers of student-teachers are dropped out every year. The underlying possible reasons forwarded by the respondents for this observed educational wastage were lack of interest to become teachers, lack of family support, and lack of promising future in becoming a teacher. Due to this much of their time is spent finding employment than attending classes as reported by Interviewee 3.

#### **4.2.2. Interpretation of Interview Data from MoE Experts**

The respondents from the Ministry of Education were two senior experts who have had a direct involvement in the sequential program beginning from its design. They have revealed that the program was designed to fill the identified gaps in the TESO. In their opinion, TESO was not found effective in equipping teachers with adequate subject matter knowledge and couldn't been able to impress competent and motivated candidates. Therefore, the development of the PGDT program initiated by the MoE with the intent of selecting competent and motivated candidates from among the applied graduates who presumably are 'full of' the required subject matter knowledge. Moreover, these participants do not believe that this and other programs initiated by the Ministry are not donor driven without denying the involvement of foreign advisor in almost all of the newly introduced programs so far. According to the respondents the donations are requested once the MoE has developed the required program document and in this way the PGDT program has been partially financed by the World Bank through the endeavor so called GEQIP.

Interviewees 1 & 2 reported that the first applied graduates were admitted to the university in 2008/2009 academic year which is two years earlier from the inauguration of the PGDT program. This shift from the integrated approach to the sequential one was technically denied the existence of Colleges of Education in Universities all over the country. The respondents went on saying that due to this reason there was an immense resistance on the part of Teacher Educators when the sequential program was first introduced.

Subsequently, there were no BEd graduates at the end of 2010/2011 which created "irresistible need" for teachers in the country, Interviewee 1 said. This contends the MoE to rewire the original design/plan of admitting candidates in September next year. The modality was suddenly changed and the summer in-out-in modality appeared to be a way out for that single year. However, the summer admission has been continued only because of the ever growing demand of teachers and recruitment of applied graduates by the regions as this same respondent reported. Even though, this departure from the original design should be the primary responsibility of the MoE. Being owner of the program, it should have to been able to maintain its implementation involving all other role players just in time.

Table 6: National Level PGDT Admission in the last six years

		2010/11	2011/12	2012/13	2013/2014	2014/15	2015/16
Modality	Summer	*	*	*	10,201	12,700	16,753
	Winter	None	None	None	*	2,739	2,927

*\*data was not available at the time of collection.*

*Source: MoE Teachers and Educational Leaders Development Core Process*

Interviewee 2 emphasised without the need and consent of the MoE the number of admissions found much greater in summer than the regular to the extent that the program seemed an upgrading one rather than a pre-service training (see Table 6). What is worse was that according to these respondents, the majority of summer candidates were the ones who couldn't pass the entrance examination for the regular program. These interviewees also revealed that the MoE has the intent to fully terminate the summer modality for this and so many other reasons.

Interviewee 1 also proved that the initial number of PGDT trainer universities were not more than ten at first but it is eventually increasing due to the pressing needs especially in the in-out-in modality as the number of candidates is immensely increasing year after year (See Table 6). According to the Interviewees about 24 universities were given chance to train PGDT by the academic year 2016 summer. In other words, it was 20 universities identified as PGDT trainer by the MoE but due to the pressing needs of teachers this number has increased to 24 probably for 2015/2016 summer only as the MoE has planned to terminate the modality altogether starting from the following academic year.

On the other hand, Interviewees 1 & 2 do not admit that regardless of the term 'postgraduate' in the program's name, no postgraduate privilege and postgraduate label has been given to PGDT starting from its inception. In other words the respondents revealed that PGDT has been designed to be treated in the undergraduate program. The respondents went on saying that there were no promises of pocket money for candidates during their study unlike the information obtained from university coordinators. These experts reported for not knowing about the

postgraduate payment scheme made in PGDT trainer universities in that first summer of the PGDT program. On the other hand, these experts revealed that the MoE plan to pay pocket money starting from 2016/2017 to the regular candidates with the intent of closing and discouraging the summer entry.

Interviewee 1 & 2 couldn't exactly remember the dates but both of them admitted that the regular admission of PGDT candidates has never been matched the regular admission calendar of universities in three consecutive years. Not only that, but they also admit that the quality of the training has been compromised in most universities due to the mismatch of calendar. In this regard, they believe that they are making progresses taking 2015/2016 regular admission as an example compared to the previous years. On the other hand, these respondents admitted that the summer program is much more compromised in that some universities only engage the candidates for not more than a month. Even though the calendar is from July 01 until September 30, some PGDT trainer universities released the student-teachers usually at the end of August and/or beginning of September. However, no corrective actions have been taken and/or no consensuses have been reached according to the information obtained from these respondents from the MoE.

As far as, Interviewee 1 is concerned, monitoring and evaluations has been made every year except the academic year 2015/2016 due to political instability occurred in the country. These experts went on saying that the feedbacks of the evaluations have always been presented and a written copy offered to each PGDT trainer university. In these discussion sessions challenges, strengths, and weaknesses are identified so as to learn from them and design a way out. According to this experts, almost all of the Teacher Educators who have been involved in the program do believe that the program has no any defect as far its design is concerned except the problems occurred in its implementation like failure to meet the academic calendar of trainer universities, absence of incentives to mentors at school, permeability of the program and so on. This expert does not buy the idea that Teacher Educators are denied autonomy, and have concerns towards the program unlike what has been identified in the proceedings of CEBS of AAU and the information obtained from program coordinators of those two universities.

Both interviewees 1 & 2 admitted that in some universities CEBS is not authorized to play the leading role in teacher education especially in summer upgrading programs but rather the

responsibility has been assigned to other colleges. They themselves didn't know why the universities do that and didn't believe that they are ordered from MoE to do so. According to these respondents, these inconsistencies might probably arise from the universities' leadership itself. But they didn't admit that it would affect the teacher training in anyway.

Interviewees 1 & 2 admitted that compensations to mentors who have been involved in the training of teachers were essential. However, due to financial constraints the MoE didn't ever make any compensation techniques for them. Moreover, the budget allocated for student-teachers during their school based trainings (basically practicum, and action research) has not been as such adequate and they are proposing for them to have constant pocket money taking this into account as well as many other things.

Interviewee 1 even went on saying that the mentors are supposed to take perdimis eventhough the amount cannot be argued as adequate based on their contribution. But he continued, the PGDT trainer universities are the ones responsible to manage the budget and they could be able to reconsider it while making payements if they were committed. But sorry to say so, they mostly worry about what goes into their pocket only than others he concluded. This respondent even criticizes more people found at AAU in that they are not collaborative as efficient as the other universities in the implementation of the PGDT program.

#### **4.2.3. Presentation and Interpretation of Interview Data from REB Experts**

Data gathered in this section was obtained from four teacher development experts found in Addis Ababa and Oromiya Education Bureaus'. The experience and exposure of these experts were found different in that only one of them was working at regional level when the program was launched. Be that as it may, they all have forwarded very useful information concerning the implementation of the program.

The REBs' are involved in the selection and recruitment of candidates. Moreover, the experts at AA Education Bureau are found to have some sort of involvement in the practicum and action research course offering for summer candidates unlike the experts found in Oromiya based on the information obtained from them. Therefore, data collected is going to be narrated and discussed accordingly.

Both of the regions had been selecting PGDT candidates in the last six years straight. But due to unavailability of data the summary table below could not show the complete number of candidates from the two regions. Not only that the data provided as well is not promised to be accurate due to the existence of candidates who might not sit for the exam, went to the university assigned, and dropped out. All of which are not possible with the realm of the regions education bureau as it is not as such to follow them up throughout the year. Be that as it may, the data presented in the table would enable the study to make some points concerning the program without denying all those gaps mentioned above.

Table 7: Data of PGDT Application, Admission, and Recruitment in two REBs’

Entry		Academic Year											
		2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
		AA	Oro	AA	Oro	AA	Oro	AA	Oro	AA	Oro	AA	Oro
Regular	Sit for entrance exam	0	0	0	0	0	0	NA	2,877	155	NA	277	3,000
	Admitted	0	0	0	0	0	0	318	1,393	99	956	139	1,635
	Graduated & Recruited	0	0	0	0	0	0	221	NA	55	NA	62	1007
Summer	Admitted	102	*	123	*	169	*	129	NA	326	NA	557	3,674
	Completed	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
*data was not available at the time of collection; NR stands for ‘Not Recorded’; AA stands for Addis Ababa; Oro stands for Oromiya													

Source: Oromiya Region & AACG Education Bureau

All the same, the data shows that the consecutive model has been functioning only in the summer in-out-in modality for the first 3 years. If you look at the number of candidates who were sent for an exam and those passed the exam then the difference is significant. This indicates how the applicants are incompetent in performing a standardized test. Similarly, the numbers of PGDT graduates are significantly lower than admitted candidates which proved the existence of high dropout rate.

On the other hand, the most important point one could learn from the above table is that the number of summer candidates are significantly greater than regular candidates. The underlying

reason for this according to the respondents was that the summer candidates didn't join the system passing through a standardized test but rather through locally organized evaluation techniques due to irresistible need for teachers in regions. In this regard, one may conclude that the PGDT program very permeable than expected. What is worse was that many disabled individuals become teachers due to this permeability and political decisions unlike what was prescribed in the education and training policy concerning teachers. For example, one of the experts at AAEB revealed that more than 56 handicapped degree graduates who didn't have a PGDT training were recruited based on political decisions in the past two years. In reality, this situation was not only arisen from the permeability of the program only but also driven by political discussions with the intention of resolving job opportunity complaints.

Diploma teachers who have upgraded to a first degree are supposed to attend a PGDT program. However, these teachers were not sent to attend the program in Oromiya but teachers from AAEB were sent to the program. On the other hand, the AAEB experts admit that teachers who didn't attend and complete PGDT obtained career promotion and second degree opportunity until 2014 but Oromiya denied its teachers this opportunity despite the fact that the program is six years old, its' not well understood and entertained in the regions in a similar fashion.

As far as practicum and action research courses for summer candidates is concerned, its only AAEB which has been involved directly in facilitation. Based on the information obtained from OREB the involvement is made at Zonal and Woreda level but the experts believed that it has been implemented at semester breaks. But the experience revealed by the AAEB show that how it could be possible to handle the two courses making use of only semester breaks which is usually around two weeks.

The AAEB experts responded that the bureau facilitates the school-university relationship in the academic year 2015/2016. Based on this experience the CEBS of AAU organized sessions twice inviting principals, mentors, and mentees. The most pressing challenge that the AAEB has been facing was in collecting accurate and complete list of PGDT summer candidates who should attend the 'bega' training. What makes this job even harder was the existence of significant number of teachers who were recruited at school level without the knowledge of both the Sub Cities, and the Education Bureau as the decentralized system enables to do so. Amongst which there are applied science graduates who completed first summer PGDT training while they had

been working in other regions. The information obtained in the REB indicated that there were significant number of such teachers coming from almost all regions recruited throughout the year which made the ‘bega’ PGDT course work very hard and costly even without being able to meet standards.

#### 4.2.4. Mixed Data Gathered from PGDT Graduates

##### 4.2.4.1. Quantitative Data Presentation and Interpretation

Table 8: Graduates Level of Satisfaction in the Course Coverage of their PGDT study for each course they had registered in percentage

Ref. No.	List of Courses	Level of Satisfaction in Course Coverage				
		VS	S	UD	US	VUS
1	School and Society	15	20	5	57	2.6
2	Psychological Foundations of Learning and Development	12	16	6.2	48	17
3	Secondary School Curriculum and Instruction	8.6	23	5.8	61	1.4
4	English for Secondary School Teaching and Learning	5.4	29	13	46	6
5	Teaching in Multicultural Setting	4.4	22	4.2	59	10.2
6	Subject Area Teaching Method I	9.8	19	12	45	14.4
7	Teachers as Reflective Practitioners	2.8	32	4.6	44	17
8	Assessment and Evaluation of Learning	3.8	35	5.8	49	6.8
9	Inclusive Education	7.4	18	11	61	1.6
10	Instructional Technology	3.4	33	6.8	54	3
11	Subject Area Teaching Method II	5.6	23	5.8	44	21.4
12	Practicum	2.6	24	13	55	5.6
13	Action Research	2.2	17	8.6	58	14.4

*Key: VS-very satisfied, S-satisfied, UD-undecided, US-unsatisfied, VUS-very unsatisfied*

In Table 8 above, the majority of the respondent PGDT graduates i.e. more than 50% of them indicated that they were unsatisfied in course coverage of the courses such as school & society (57%), secondary school curriculum & instruction (61%), teaching in multicultural setting (59%), inclusive education (61%), instructional technology (54%), practicum (55%), and action research (58%). All the same, though the percentages are a bit lower than 50%, the majority of respondents still indicated that they were not satisfied in the course coverage of the remaining

courses as well. Thus, almost all of the respondents have revealed that all of the PGDT courses coverage was not as such satisfactory.

Table 9: Graduates Experience and Opinion towards the Admission Procedure of the PGDT program

Items	SA	A	UD	D	SD
You had joined the PGDT programme due to your interest to become a teacher	0	15	0	50	35
Most PGDT graduates were not the most competent ones in their area	15	38.4	0	19.8	26.8
You had examined for physical fitness before admitted to PGDT training	0	0	24.4	54.8	20.8
You had joined the PGDT programme due to your motivation to become a teacher	3.8	15.4	8.2	49.8	22.8
Most PGDT graduates are not motivated in being a teacher	35.8	43.2	10.6	10.4	0
Most PGDT graduates were interested in becoming a teacher	5	16.8	7	42.8	28.4
Most PGDT candidates were not examined for their physical fitness	9	55.4	13	15.6	7
You had joined the PGDT programme due to lack of job opportunity in your field of specialization	20.8	53.2	13.4	8.2	4.4

Key: SA-strongly agree, A-agree, UD-undecided, D-disagree, SD-strongly disagree

In Table 9 above, we can infer that 50% of the respondents revealed that they join the program not based on their interest to become a teacher and 43.2% confirmed that most of the PGDT graduates are not as such motivated for being a teacher. Similarly, 54.8% of the respondents have confirmed no physical examination was made when they had admitted to the program and 55.4% of them as well agreed that no physical examinations had been made to other applicants as well. 38.4% of the respondents also agreed that the program didn't being able to admit the most competent applicants though this item *per se* has an error so called 'social desirability'. On the other hand, 53.2% of the respondents revealed that they had joined the program due to lack of job opportunity in their area of specialization.

Table 10: Graduates Experience and Opinion towards the Implementation and Embeddement of the PGDT program

Items	SA	A	UD	D	SD
Your PGDT training was helpful in order to make use of technology to enhance your teaching	5.8	23.8	9.6	41.6	19.2

Being a post graduate student you had been treated better than the undergraduate students in your PGDT study	0	9	12.4	60.2	18.4
You had obtained all what it requires to become a good beginner teacher from your PGDT training	8.6	22.6	7.4	43.8	17.6
Your PGDT involvement was not as such helpful for you to familiarize yourself to a school culture	15.8	57.4	8.2	12.4	6.2
Your training to become a teacher was not helpful for you to prepare accurate measurement and evaluation items	14.8	63	9	12.4	0.8
Your PGDT training enhanced your classroom management ability	9.8	19.4	11.8	57.8	1.2
The programme enabled you to make an effective continuous assessment to your students	14.8	20.8	10.4	35.6	18.4

*Key: SA-strongly agree, A-agree, UD-undecided, D-disagree, SD-strongly disagree*

In Table 10 above, we could learn that 60.2% of the respondents revealed that they were not treated like a postgraduate student in their stay at the PGDT trainer universities. On the other hand, 43.8% of the respondent graduates didn't believe to have obtained all what was required of them as a beginner teacher. Similarly, 57.4% of the respondents revealed that their involvement in the program didn't enable them to familiarize themselves to the school culture. Strengthening this, 63% of the respondents agreed that their PGDT engagement were not as such helpful for them so as to be able to prepare accurate measurement and evaluation items and 35.6% of them also disagreed with the value of program's contribution for their knowledge of continuous assessment. Finally, 57.8% of the respondents disagreed that their involvement in the PGDT program were not as such helpful to enhance their classroom management ability.

Table 11: Graduates Experience and Opinion towards the Contribution of the PGDT program for their Teaching Endeavor

Items	SA	A	UD	D	SD
Your PGDT instructors did not employ student centered approach intensively	20.8	55.2	10.6	12.2	1.2
30% of the PGDT courses you took had been offered in a practicum setting	0	11.8	20.8	49.4	18
The PGDT programme has equipped you well so as to materialize student centered approach	8.8	23	9	40.8	18.4
Your training in the PGDT programme was not as such helpful so as to adopt different teaching techniques that best suit to your students	23.4	43.6	4.2	25.8	3
Your training in the PGDT programme had been helpful for you to maintain relationship to your students' parents in particular and the community at large	11.8	31.4	12.6	41.4	2.8

You had given chance to reflect on your action research while attending the PGDT programme	12.6	23.8	5.6	40.2	17.8
You had practiced teaching with the support of a mentor or supervisor before you were assigned as a lead teacher	0	11.4	8.2	62.8	17.6

*Key: SA-strongly agree, A-agree, UD-undecided, D-disagree, SD-strongly disagree*

In Table 11 above, we could see that 55.2% of the participants reported most PGDT instructors didn't employ student centered approach intensively and consequently, 40.8% of the respondents had not been able to get equipped with the necessary skill on how to make use of learner centered approach. On the other hand, 62.8% of the participant PGDT graduates revealed that they were acting as lead teachers without having mentors and/or supervisors watching them. Similarly, 41.4% and 40.2% of the respondents reported that their involvement in the program was not as such helpful to maintain relationship with the community and didn't give them chance to reflect on their action research endeavors respectively. Finally, we could learn that 43.6% of the participants affirmed the programs failure to enable them to make use of different teaching techniques.

#### **4.2.4.2.Presentation and Interpretation of the Qualitative Data**

Graduates of the program were asked to forward the challenges encountered while attending the PGDT. When their responses are summarized thematically it would mean the following things:

- Lack of pocket money forced them to drop out as the majority of them didn't have family support.
- Lack of interest in the teaching profession as the most of them revealed that they apply for the profession due to lack of employment opportunity.
- The school environment is not as such conducive.
- Graduates of other disciplines earn a lot more than them despite the fact that they are supposed to attend one more year post graduate program.
- Students discipline, and the moral of the other teachers in the schools is not as such encouraging.
- Admission in the regular is not as such attractive compared to the summer in two ways. Firstly, the summer candidates earn a salary, and secondly, they have one more year career advantage than the regular candidates.

- Summer candidates are not supposed to pass a standardized examination like that of the regular applicants.
- Dormitory services are not conducive.
- The classes are tedious and boring in that they are offered full day long.
- Mentors are not as such willing to support their training.
- School principals didn't facilitate and offer a special attention in period allotment.
- Applicants who had sitted for an entrance exam for the regular program had been able to get employed directly and were much more previliaged than regular entrants.

### **4.3. Discussion**

Firstly, the actual program implementation was compared to its own design stated in the program document. In this regard, almost all of the data gathered confirmed that the program has not long been implemented according to its original plan due to 'irresistible situations' as the owner of the program, MoE, reported. However, other role players from the University, REB, and Candidates didn't buy this idea. They went on contending that it wouldn't have been as such an impossible issue if it had been well thought and involve as many professionals as required. The other major failure of the program was that it has been closed for private applicants who wish to attend the program. Moreover, the number of candidates admitted to the program was determined only based on the requirements of government secondary schools all over the country. In other words, the private school system which comprises 48,410 (9.7%) teachers out of the total of 497,737 teachers found all over the country is not taken into account in the selection, and admission of PGDT candidates. All the same, the program has also been found ineffective in attracting competent, interested, and motivated candidates as revealed by the data collected. Thus, one could conclude that the program was not effective in this regard as well.

Despite the fact that MoE argued to have long been making monitoring and evaluations of the PGDT program implementation every semester taking samples from trainer universities and present the feedbacks to them in semi-annually organized meetings with trainer universities. It could not been able to maintain the implementation of the program in accordance to its original plan. To put it the other way, the implementation of the program in the in-out-in modality was not found effective much more than the regular modality and yet it has continued for six years straight.

Secondly, the program was not found as such effective in meeting the prescriptions made in ETP in the following ways. The selection of candidates didn't take into account the requirements of physical fitness, competence, and motivation on the part of would be teachers. Moreover, the case of private schools (being part of employers) and teachers associations are not consulted in the selection, and recruitment of PGDT candidates.

What is worse? Due to the failure of program implementation as intended, the system has been much more permeable than one could imagine in that applied graduates who didn't go through the PGDT program allowed to work as 'teachers' recruited by every woredas and/or school in the two regions. Significant numbers of teachers enter into the system without sitting for the relatively standardized entrance exam prepared nationally. This permeability is revealed in the ever growing PGDT candidates who are involved in the summer modality as they are recruited passing the locally prepared evaluation tools. Not only that, these teachers are supposed to teach full load without having any professional training before admitted to the summer PGDT training which greatly violate the prescription made in ETP in this regard. It sounds absurd, failure to maintain original plan of the program, favors those who usually failed to pass the standardized test and rather join the system through locally prepared evaluations. Meaning, those who are admitted for the program in the summer are benefited in having a monthly salary, and one more year career ladder advantage than those admitted in the regular program.

The PGDT candidates are not also recognized for having professional ethics. Most of them didn't attend class regularly. Some universities had even been trying to threaten those who didn't attend class regularly for termination of dormitory and cafeteria services. This is happened to be a usual practice based on the information obtained in the informal discussions the researcher had with PGDT graduates during data collection.

The prescription of ETP stating the autonomy and functioning of teacher training institutions, including higher education, in authority, responsibility, and accountability seems not meet in todays setting. It is so as the teachers upgrading training programs in the summer are owned by colleges other than College of Education and Behavioral Studies in some universities of the country as the data collected revealed.

## CHAPTER FIVE

### **5. Summary, Conclusion, and Recommendation**

#### **5.1. Summary**

The objective of the study was to evaluate the effectiveness of PGDT implementation benchmarking its own design and original plan contained in the program document. Moreover, the prescriptions made in the Education and Training Policy was also used as a bench mark to make the evaluation. With this objective in mind, the study framed about five research questions to guide the study. The research questions were how PGDT is embedded in the existing system, how effective is its implementation in comparison to its original plan, its strengths and weaknesses, the balance between the supply and demand of secondary school teachers since the introduction of the program, and the program's effectiveness in supplying teachers that meet policy expectation.

This study was dedicated to find out how the current PGDT is embedded in the existing system, and successful in meeting the secondary school teachers' demand. Moreover, the strengths, weaknesses, and its actual implementation were also assessed. All these issues were addressed by employing a descriptive survey research design. Making use of this research design, the study collected both quantitative and qualitative data from different role players of the PGDT program. For instance, a quantitative data has been collected from five hundred PGDT graduates who were working in Addis Ababa City Administration and Oromiya region, whereas qualitative data has been collected through different interview sessions which were held with PGDT coordinators of two universities, the MoE, and the REBs'. A document review has also been made so as to triangulate the data collected from those educational experts working at the MoE, and the REBs'. To this end, the data collected has been analysed and interpreted in light of the articles framed in the ETP, and the PGDT program document issued by the Ministry of Education.

The study has then revealed that the PGDT program is not yet well embedded and owned by the higher institutions despite it is celebrating its sixth year. The PGDT candidates were treated as post graduate students, and therefore the dormitory and other services are provided for them after the regular entrants are served first. On the other hand, the implementation of the program has deviated from its original design in that the candidates have long been selected only through

entrance examinations ignoring the need to employ the other criteria such as interview, physical examination, motivation, and interest. Not only these but also the program has found to be severely permeable as the applied graduates who didn't pass the PGDT program entrance examination were given chance to become lead teachers which is also contrary to one of the articles set in the ETP. More over, the study found out that the program had not been implemented in the Winter calendar for the first three years as it was originally designed but it had been embedded to the Summer program only.

Although the Summer program was not found convenient and encourage permeability for the program in many ways, the MoE couldnot terminate it for the last six years. To the contrary, two-third of the PGDT graduates have attended their trainings in the summer and were much more compensated than their winter counterparts in some ways. This sounds paradoxical but it is the truth as the summer candidates have been fortunate to have a monthly salary, got one year hands on experience which would enable them to reach to the next career ladder earlier than those winter entrants, and didn't sit for the relatively standardized test to join the system. On the other hand, compared to its original design the program has not been implemented for full ten months even in the winter schedule. This was so because the admission of the candidates didn't match the academic calendar of the universities as the program has not yet well embedded in the system and the candidates are assigned after the regular admission has been taken place all over the country. Due to this and other problems the study founds out that two admissions has been made in December and January in two academic years.

Concerning the strengthes of the program, the study found out that the program has been successful in admitting only the number of teachers that the system can absorb. But this strength only applies when government schools are taken into account as the program is wholly financed by the MoE, and didn't take into account the demand of secondary teachers for private schools. In this regard, the program's failure to suffice the demands of private schools could also be considered as one of its weaknesses. Additionally, the study identified that the program has weaknesses such as its inability to attract motivated, interested, and competent candidates as intended as it didn't bring any significant remuneration and benefit packages with it.

In general, the PGDT program was not found successful in meeting policy expectations of qualified teachers as the selection criteria framed in the blue print are addressed, and it was not yet owned and well embedded in the existing system as explained above.

## **5.2. Conclusion**

The researcher concluded that the PGDT program seemed ineffective in meeting or achieving its own objectives and the prescriptions stated in ETP concerning teachers. The failure of the program in meeting its own objectives has been revealed in such a way that 30% of each course could not be practical and school based. Moreover, the program couldn't been able to attract competent and interested applicants on the one hand, and on the other hand, the screening process involves entrance examination only which indicates that the interview and physical inspection (which were stipulated in the ETP) werenot considered.

On the other hand, the program violated the ETP in being permeable in letting those who do not have a professional training to become teachers. In other words, the articles such as Article 3.4.1, Article 3.4.2, Article 3.4.4, Article 3.4.5, Article 3.4.8, and Article 3.4.10 were compromised in one way or the other. Thus, MoE being owner of the program should look into all those shortcomings identified in this study and act accordingly by involving all stake holders including private school owners which are the most neglected parties in the program implementation contrary to what was blue printed in the ETP document in Article 3.4.2.

## **5.3. Recommendation**

Based on the literature reviewed, the data collected, analyzed, and interpreted the following recommendations are made for those citizens who are involved in implementation of the program and interested to further investigate the effectiveness of the PGDT program:

- The summer and winter modalities should be examined separately as the nature of the challenges and implementation is significantly different.
- Teacher education, be it pre-service or in-service, should be the authority and responsibility of College of Education and Behavioral Studies than other colleges in every University throughout the country uniformly. This might build the moral and avoid feeling of marginalization on the part of teacher educators. To put it the other way, the

proceedings of a series of workshops organized by Colleges of Education of various universities should be consulted by the MoE so that the teacher educators insight and coping mechanisms towards the PGDT program in particular, and the teacher education in general would be useful if at all the Ministry wants to improve the situation. This authority and responsibility of maintaining integrity and minimizing chaos is that of the MoE. The MoE, therefore, should work on this consulting the teacher educators themselves. Consequently, corrective actions taken in this regard will ensure teacher educators feel autonomous and responsible. This will enable the staff members to be able to articulate all what they have in preparing successful and qualified teachers.

- The Ministry of Education should be able to maintain the original model of the PGDT modality due to the fact that the in-out-in modality was found full of problems and compromised the objective of the program. Six years was a very long time to do this but it is still not too late if they really care about producing competent, and quality teachers who could contribute to the quality of education. Failing to do so, won't get the quality of education anywhere.
- The calendar of the PGDT program should match the regular calendar of the university's. To ensure this, the Ministry of Education should predetermine the amount of prospective teachers ahead of time, make a timely selection, and admit them together with regular students if the teacher training is considered as the one of the disciplines offered in universities. Otherwise, talking in some way and doing in the other will not take the country anywhere.
- The Ministry of Education should take into account the reflections and concerns that teacher educators might have as far as the PGDT program is concerned. This will help not only to this program but also to other endeavors that the education system pursued.
- The program was first introduced in May 2011 and the first batch was expected to admit four months later but this original plan was suddenly changed and admission was made only in less than a month i.e. July 2011. In 2014/2015 academic year the MoE had announced that there were no regular admission for the year but in the middle of the year they were suddenly invited and told to arrange admissions. Full of surprises; and this should be avoided if the MoE truly wanted to ensure improvements in the development and training of quality teachers in particular and quality of education in general.

- Financing of the program diminishes through time contrary to the increasing number of candidates. On the other hand, the number of candidates has been increasing from time to time. Moreover, the mentors need to be compensated for the contribution in the training of teachers. In this regard, the MoE should be able to finance despite of the amount of fund released through GEQIP so as to implement effectively.
- Summer entries are overlooked as they are obliged to take over 10 credit hours in 15 days and they are supposed to attend full day classes. This should be avoided by only admitting candidates in the regular model. Not only that the calendar should perfectly match the regular admission. Otherwise the quality would be continued compromised as before.
- Most of the candidates are not found competent and motivated to become effective teachers based on the findings of the study. Therefore, the researcher believed that the program was not successful in attracting highly competent and interested candidates. Thus, the MoE should take this seriously and work on it. The salary scheme, benefit packages, working environments and so on should be taken into account in light of the prestige and status that the society does have towards the teaching profession. Moreover, this adjustment will enable the program to reduce the dropout rate significantly and the education system might be able to retain competent and motivated teachers. Consequently, the huge amount of money invested every year to train teachers will largely be minimized. Otherwise, the education system might continue investing millions every year without being able to produce competent, interested, and quality teachers.

## REFERENCES

- AAU. (2013). Postgraduate Diploma in Teaching (PGDT) Program: Practices and Challenges. Addis Ababa University Press.
- AAU. (2014). Proceedings of Consultative Workshop on the Implementation of Postgraduate Diploma in Teaching (PGDT) Program. AAU Printing Press.
- Adeosun, Oyenike. (n.d). Teacher Education Programs and the Acquisition of 21<sup>st</sup> Century Skills: Issues and Challenges in Nigeria. University of Lagos, Nigeria.
- Alemahehu Bishaw and Lasser, Jon. (2012). Education in Ethiopia: Past, Present and Future Prospects. Africa Nibula, Issue 5, 2012.
- Alemselam Fekadu and Wudu Melese. (2012). Partnership between Teacher Education Institutes and Secondary Schools in Ethiopia: Status, Challenges, and Prospect. Ethiopian Journal of Education and Science. Vol. 7 No. 2 March 2012.
- Ayalew Shibeshi. (2009). Secondary School Teacher Deployment in Ethiopia: Challenges and Policy Options for Redressing the Imbalances. Retrieved from <http://www>.
- Craft, Anna. (2000). Continuing Professional Development: A Practical Guide for Teachers and Schools. 2<sup>nd</sup> ed. London: RoutledgeFalmer.
- Darling-Hammond, Linda. (2006). Constructing 21<sup>st</sup>-Century Teacher Education. Journal of Teacher Education, Vol. 57, No. X, Month 2006 1-15. American Association of Colleges for Teacher Education.
- Darling-Hammond, Linda. (2009). Teacher Education and the American Future. Journal of Education, Stanford University. American Association of Colleges for Teacher Education. Sage Publication. Retrieved from <http://www.sagepub.com/journalsPermissions.nav> on March 29, 2016 at 17:10
- Dawit M. Mekonnen. (2008). Reflections on the Teacher Education System Overhaul (TESO) Program in Ethiopia: Promises, Pitfalls, and Propositions. Published online: 13 March 2008. Obtained upon Request through his e-mail: [dawit\\_mm@yahoo.com](mailto:dawit_mm@yahoo.com)

- Dilshad, Rana M. (2010). Assessing Quality of Teacher Education: A Student Perspective. Pakistan Journal of Social Sciences. Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Pakistan. Requested and obtained through his email address [dilshadiub@hotmail.com](mailto:dilshadiub@hotmail.com)
- Fekede Tuli and Gemechis File. (2009). Practicum Experience in Teacher Education. Ethiopian Journal of Education and Science. Vol. 5 No. 1 September 2009.
- Granser, Tom. (2000). An Ambitious Vision of Professional Development for Teachers. Retrieved on 05 November 2009 from [www.bul.sagepub.com/egi/reprint/84/618/6.pdf](http://www.bul.sagepub.com/egi/reprint/84/618/6.pdf)
- Hogan, R. Lance. (2007). The Historical Development Program Evaluation: Exploring the Past and the Present. Online Journal of Workforce Education and Development. Vol-II Issue 4. Retrieved on 05 November 2009 from [www.wed.siu.edu/Journal/VolIIInum4/Article\\_4.pdf](http://www.wed.siu.edu/Journal/VolIIInum4/Article_4.pdf)
- Joshi, Rajendra D. and Verspoor, Adriaan. (n.d.). Secondary Education in Ethiopia: Supporting Growth and Transformation. A World Bank Study Disclosure to the Public.
- Kedir Assefa T. (n.d). Contradictions, Challenges, and Chaos in Ethiopian Teacher Education. Faculty of Education, Alemaya University, Ethiopia.
- Lodico, Marguerite G.; Spaulding, Dean T. & Voegtle, Katherine H. (2006). Methods in Educational Research : From Theory to Practice. Jossey-Bass Publisher. Sanfrancisco, USA.
- Ministry of Education (MoE). (1994). FDRE Education and Training Policy. FDRE Ministry of Education, Addis Ababa.
- MoE. (2003). Teacher Education System Overhaul (TESO) Handbook. Ministry of Education, Addis Ababa.
- MoE. (2006). Training handbook for Teachers, Principals, and Supervisors. FDRE Ministry of Education, Addis Ababa.

- MoE. (2009). Post Graduate Diploma For Teachers (PGDT): Curriculum Framework For Secondary School Teacher Education Program In Ethiopia. [Sic] FDRE Ministry of Education, Addis Ababa.
- MoE. (2016). Education Statistics Annual Abstract, 2007E.C (2014/2015). Released on July 2016. FDRE Ministry of Education. Retrieved from <http://www.moe.org.et> at 17:55 on August 21, 2016.
- O-Saki K. M. (2003). National Capacity Building of Lead Teacher Training Institutions. UNESCO Mission in Ethiopia.
- Reimers, Villegas Eleonora. (2003). Teacher Professional Development: an International Review of the Literature. Retrieved on October 29, 2009 from [www.unesdoc.unesco.org/imges/0013/0013301/133010e.pdf](http://www.unesdoc.unesco.org/imges/0013/0013301/133010e.pdf)
- Sara Jehi. (2006). The Quality of Secondary Pre-Service Teacher Education in Ethiopia: The Case of Bahir Dar University. Unpublished Masters Thesis, Addis Ababa University, School of Graduate Studies.
- Tadesse Walelign and Meaza Fantahun. (2007). Assessment on Problems of the new Pre-Service Teachers Training Program in Jimma University. Ethiopian Journal of Educ. and Sc. Vol. 2 No. 2
- Tekeste Negash. (1990). The Crisis of Ethiopian Education: Some Implications for Nation-Building. Department of Education: Uppsala, Sweden.
- Tekeste Negash. (2006). Discussion Paper on Education in Ethiopia: From Crisis to the Brink of Collapse. Nordiska Afrikainstitutet, Uppsala, Sweden.
- UNESCO/IICBA. (2005). In the Framework of The UNESCO Teacher Training Initiative in Sub-Saharan Africa: Country Report for Ethiopia (August 2005). UNESCO Institute for Capacity-Building in Africa (IICBA).
- White, Arlene and Malone, Ruth. (2008). Multiple Realities of Professional Development. Retrieved on October 25, 2009 from [www.dickinson.edu/prorg/nectfl/reviewarticles/61-white.pdf](http://www.dickinson.edu/prorg/nectfl/reviewarticles/61-white.pdf)

Workneh Abebe and Tassew Woldehanna. (2013). Teacher Training and Development in Ethiopia: Improving Education Quality by Developing Teacher Skills, Attitudes, and Work Conditions. Young Lives, Oxford Department of International Development (ODID), University of Oxford. Retrieved from [www.younglives.org.uk](http://www.younglives.org.uk) at 16:36 June 2016.

Worku Fentie. (2015). Evaluative Research of the Mentoring Process of the PGDT (with particular reference to cluster centers under Jimma University Facilitation). TECS Journal of Education, Jimma University, Ethiopia.

ትምህርት ሚኒስቴር። (1998ዓ.ም)። የመምህራን ልማት መርሃ ግብር በኢትዮጵያ። ትምህርት ሚኒስቴር ፣ አዲስ አበባ።

ትምህርት ሚኒስቴር። (1999ዓ.ም)። የአጠቃላይ ትምህርት ጥራት ማረጋገጫ ፓኬጅ (የተጨመቀ)። ትምህርት ሚኒስቴር ፣ አዲስ አበባ።

ትምህርት ሚኒስቴር። (2003ዓ.ም)። የኢትዮጵያ የመጀመሪያና ሁለተኛ ደረጃ ትምህርት ቤቶች መምህራን መመልመያ መመሪያ። አዲስ አበባ።

## Appendix I

### Addis Ababa University

#### College of Education and Behavioral Studies

#### School of Post Graduate

#### Questionnaire for PGDT graduates

The main objective of this questionnaire is to assess the effectiveness of the PGDT program implementation since its introduction in 2010/2011 until 2015/2016. This information is collected for fulfillment of the Degree of Master of Arts in Curriculum and Instruction at Addis Ababa University. The information you provide will only use for the purpose of the study and will kept confidential. You don't need to write your name anywhere in this questionnaire and politely asked to answer the questions carefully and honestly.

**Thank you for your cooperation in advance!**

#### Personal Information

Sex                      Male                          Female   

Admission              Summer                          Regular   

Part I/ You are expected to reveal the level of satisfaction in course coverage you experience in each course as far as your PGDT Study is concerned.

Key: VS- very satisfied, S- satisfied, UD- undecided, US- unsatisfied, VUS- very unsatisfied

Ref. No.	Items	VS	S	DR	US	VUS
1	School and Society					
2	Psychological Foundations of Learning and Development					
3	Secondary School Curriculum and Instruction					
4	English for Secondary School Teaching and Learning					

5	Teaching in Multicultural Setting					
6	Subject Area Teaching Method I					
7	Teachers as Reflective Practitioners					
8	Assessment and Evaluation of Learning					
9	Inclusive Education					
10	Instructional Technology					
11	Subject Area Teaching Method II					
12	Practicum					
13	Action Research					

Part II/ You are expected to indicate your level of agreement to the following conclusions made about the PGDT program.

Where SA- strongly agree, A-agree, UD-undecided, D-disagree, and SD-strongly disagree

No	Item	SA	A	NI	D	SD
1	You had joined the PGDT program due to your interest to become a teacher					
2	Most PGDT graduates were not the most competent ones in their area					
3	You had examined for physical fitness before admitted to PGDT training					
4	You had joined the PGDT program due to your motivation to become a teacher					
5	Most PGDT graduates are not motivated in being a teacher					
6	Most PGDT graduates were interested in becoming a teacher					
7	Being a post graduate student you had been treated better than the undergraduate students in your PGDT study					
8	Most PGDT candidates were not examined for their physical fitness					
9	Your training to become a teacher was not helpful for you to prepare accurate measurement and					

	evaluation items					
10	Your PGDT training enhanced your classroom management ability					
11	The program enabled you to make an effective continuous assessment to your students					
12	Your PGDT instructors did not employ student centered approach intensively					
13	30% of the PGDT courses you took had been offered in a practicum setting					
14	The PGDT program has equipped you well so as to materialize student centered approach					
15	Your training in the PGDT program was not as such helpful so as to adopt different teaching techniques that best suit to your students					
16	Your PGDT training was helpful in order to make use of technology to enhance your teaching					
17	Your training in the PGDT program had been helpful for you to maintain relationship to your students' parents in particular and the community at large					
18	You had joined the PGDT program due to lack of job opportunity in your field of specialization					
19	You had given chance to reflect on your action research while attending the PGDT program					
20	You had obtained all what it requires to become a good beginner teacher from your PGDT training					
21	Your PGDT involvement was not as such helpful for you to familiarize yourself to a school culture					
22	You had practiced teaching with the support of a mentor or supervisor before you were assigned as a lead teacher during your PGDT study					

23. What challenges did you face while attending the PGDT program?

---

## **Appendix II**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **School of Post Graduate**

#### **Interview Questions for PGDT Coordinators at the university (estimated time 2:00 hours)**

1. Please tell me everything you remember and know on how PGDT was first introduced, and launched?
2. Do believe that the replacement of TESO with PGDT was professionally sound?
3. How is the PGDT design implemented in the last six years?
4. What is your experience tells about PGDT admission, and dropout rates?
5. In which modality (summer or winter) does your university admit many candidates?
6. What are the strengths and weaknesses of each modality in your opinion?
7. What are the challenges faced in implementing the PGDT program?
8. What do you conclude as far the effectiveness of the program is concerned? Why do you say so?
9. How do you rate the success of the program in preparing secondary school teachers as prescribed in the ETP?
10. What should be done to improve the effectiveness of its implementation in your opinion?

## **Appendix III**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **School of Post Graduate**

#### **Interview Questions for PGDT Coordinators at the MoE (estimated time 2:00 hours)**

1. Please tell me everything you remember and know on how PGDT was initiated, designed, introduced, and launched?
2. Do believe that the replacement of TESO with PGDT was professionally reasonable?
3. How is the PGDT design implemented in the last six years? Most people argued that it was implemented in a way different from its original plan? Why was that so? Did that stem out from the design or elsewhere?
4. What was your experience telling you about PGDT admission and dropout rates?
5. In which modality (summer or winter) many applicants admitted? Why?
6. Did you believe that the summer admission had been effective? What about the regular admission?
7. How do rate the effectiveness of program implementation based on its own objectives? Compared to the prescriptions made in the ETP? What do you think should be done if you don't find it effective?
8. Did you ever made monitoring and evaluations on its implementation? Was there any modification or revision ever made? Why?
9. What challenges did you face in implementing the PGDT program in the last six years? What remedial actions had been employed to alleviate each of them?
10. Are there any other ways for secondary school teachers to enter into the system since PGDT has been in action? Why? How?

## **Appendix IV**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **School of Post Graduate**

#### **Interview Questions for PGDT Coordinators at the REBs' (estimated time 2:00 hours)**

1. Please tell me everything you remember and you knew on how PGDT was first introduced, and launched?
2. How was the PGDT design implemented in the last six years?
3. What is your experience tells about PGDT admission, and dropout rates based on the data you have before and after?
4. In which modality (summer or winter) your bureau received many applications?
5. What challenges did your bureau face in implementing preparing secondary school teachers in the PGDT program?
6. Do you think the supply of secondary school teachers had been adequate in the last six years in your region? Considering both the government and private schools found in your region?
7. What do you conclude as far the effectiveness of the program is concerned? Why do you say so?
8. Do you know the University-School relation during PGDT course work? If 'yes' how do you describe the intimacy and efficiency of the relationship so as to assist the effectiveness of teacher training?
9. What should be done to improve the effectiveness of the program implementation in your opinion?
10. Are there any other ways for secondary school teachers to enter into the system since PGDT has been in action? Why? How?

## **DECLARATION**

I, the under signed, declared that this thesis is my original work and has not been presented for the award of a degree in any other university, and that all source of materials used for this thesis have been duly acknowledged.

Name: Gashaw Aklilu Nadew

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This is to certify that the thesis entitled “Evaluative Research on the Effectiveness of the PGDT Program in Preparing Secondary School Teachers” is the original work of Gashaw Aklilu Nadew, done under my close guidance and submitted for examination with my approval as a university advisor.

Name: Teshome Tola (PhD)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_