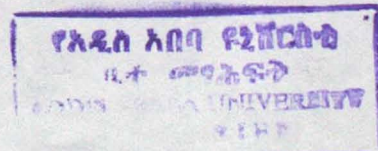


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE QUALITY OF SECONDARY PRE-SERVICE
TEACHER EDUCATION IN ETHIOPIA: THE CASE
OF BAHIR DAR UNIVERSITY

SARA JEHI

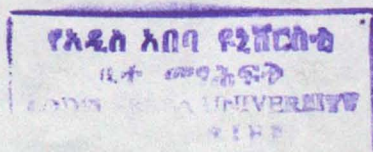


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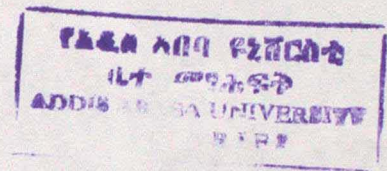
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BAHIR DAR UNIVERSITY

BY

SARA JEHI



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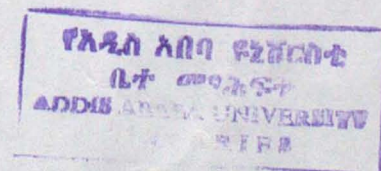
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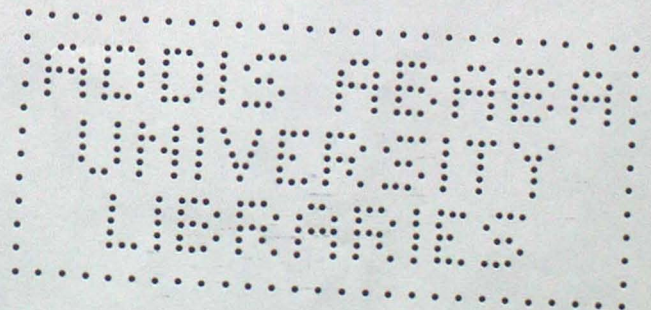
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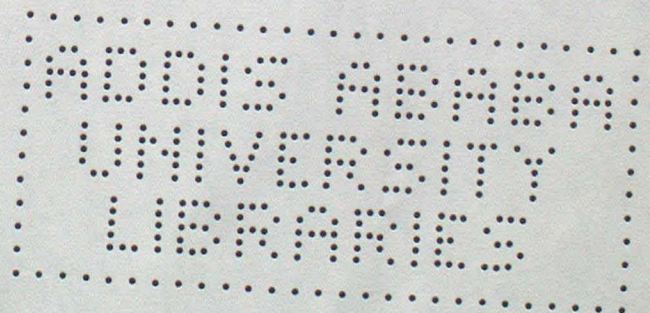
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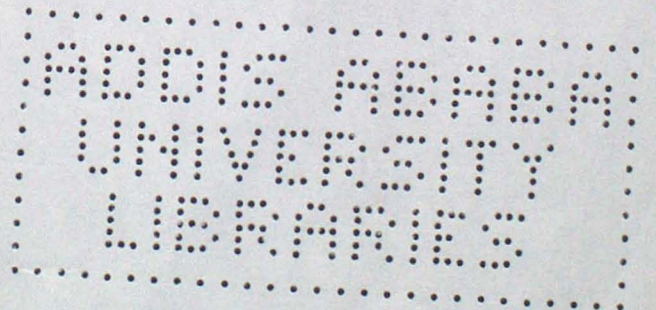
Abstract

A study conducted by Ministry of Education to address problems in the education system of Ethiopia under the title "The Quality and Effectiveness of Teacher Education System in Ethiopia ", called for teacher education reform all over the country. This study was started by a preliminary survey about the opinions of teacher educators concerning the reformed teacher education program. They have perceived the program as a program that claims obedience and which is difficult to implement. Also student teachers lack of necessary background knowledge and problems related with curriculum and infrastructure were pinpointed as problems that exist in the teacher education program. Their perceptions lead to study the quality of the teacher education program. The study was conducted with a qualitative case study design. The data collection methods that were used in the study were interview with student teachers and teacher educators, document analysis, and field observation. The study, using the conceptual framework of UNESCO(2004)to understand quality of education, has revealed that factors such as external influence in the economic context of the teacher education program and the strategy of recruiting students to the program has put the quality of the teacher education program at risk.



Acronyms

BDU	Bahir Dar University
ETP	Education and Training Policy
TEI	Teacher Education Institute
TESO	Teacher Education System Overhaul
MOE	Ministry of Education
UNESCO	United Nations Educational Scientific and Cultural Organization



CHAPTER ONE

1. Introduction

1.1. Background of the Study

The necessity of quality has happened to be one of the most important concerns in higher education. Because quality of higher education's staff, students, programs, infrastructure and academic environment are all pre-requisites for meeting the needs and anticipation that society has for higher education. Therefore, there should be both institutional and system-wide improvement of quality in higher education (UNESCO, 1998). Not a soul can disagree with the idea that there should be an improvement of quality in education.

Quality doesn't have a clear-cut definition. Especially when it comes to higher education it is a multi dimensional concept. One of the approaches to understand quality in higher education is by seeing its fused concept - quality assurance which implies that quality can be understood as adaptation to what is required by the institution, i.e. that the goals set have been reached in a manner consistent with fixed quality criteria (UNESCO, 1998).

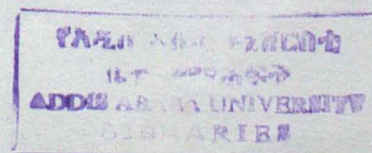
Concerning quality in teacher education, Kealy(1995:45) cited in Adane and Dawit(2002) states that it is "the degree to which teacher education students can cause their students to learn." Likewise, Bridges (1998:365) emphasizes about quality in teacher education by stating

Real quality in teacher education, it seems to me, requires that new generations of teachers can draw both on a) the closeness to the origination and

construction of knowledge, the embrace of theory and the intellectual independence and criticism (including the capacity to question social and educational policy) which are the characteristics of the university and of those tertiary institutions which are modeled to a greater or lesser degree on the culture of a university, and b) the often tacit applied professional knowledge and skill which is a feature of professional community of practicing teachers

A demand for new teachers at different school levels with all its qualities is increasing in several countries due to various reasons. Relating to this Schleicher et al. (2001), argues that in most countries especially in those with lowest economic development, a mounting population of school age together with increasing enrollment rate is raising the demand of new teachers. Such an increase in demand for new teacher has a considerable implication for teacher training and recruitment. Countries must think about the financial resource which they are going to spend on education along with teacher training and recruitment in order to realize universal education for all children of primary -school age and also to add to or simply to maintain the existing enrollment rate in secondary education.

This demand for new teachers has shifted the attention of educational reforms to a larger emphasis on the educational outcome of students, which in turn puts a huge expectation on teachers. Relating to this, Schleicher et al. (2001) keep on arguing that educational reforms in most countries are focusing in the improvement of students' educational outcomes. The achievement of educational reforms seriously



depends on the skills of teachers in making sure that there is an acquisition of knowledge and skills young adults to continue learning through out life and to integrate these goals into their daily teaching. However, the demand that is placed on teachers should be considered against what teachers have obtained during their pre-service education, their continuing training, and also their working condition. Both the society and policy makers have high expectations as experts in their field and in a wide range of areas, role models, and also as community leaders. Besides teachers are also expected to handle the extensive changes both in and outside schools and to put into practice the multifaceted reforms of educational systems that are happening in most countries.

1.2. Statement of the Problem

It is commonly complained that teacher education programs are deficient in a formulated set of aims and purposes, consist of a collection of isolated course work and disconnected fieldwork, and as a consequence end up haphazardly training rather than thoughtfully educating prospective teachers. Schools of education mission statements are rarely followed. The situation is not hopeful. At times it seems that there is unchangeable institutional logic, which resists purposeful direction, and that the aims of teacher education have not been given adequate thought by the participants. At other times it seems that state authorities and national accrediting agencies seriously limit teacher education (Liston and Zeichner, 1990).

According to MOE (2003) a study conducted to address serious problems present in the education system in Ethiopia- 'The Quality and Effectiveness of the Teacher Education System in Ethiopia' has exposed that so many things are responsible for the presence of the serious problem. These are

- ◆ The professional competence of teachers is deficient
- ◆ The content knowledge of teachers is unsatisfactory
- ◆ The teaching skills and techniques are very basic
- ◆ Teachers do not match up to the standards and expectations of their profession
- ◆ There are failures in school management and administration including lack of knowledge of ETP and proper implementation of the career structure
- ◆ There is mismatch between teacher education and school education
- ◆ There is lack of professionalism, and ethical values in the teacher education program
- ◆ The quality of courses and methods of teaching are theoretical and teacher centered
- ◆ The practicum receives inadequate emphasis and is inefficiently implemented at all levels of teacher education
- ◆ Student assessment does not adequately identify difficulties and potential in order to enhance students' learning
- ◆ Action research is given little or no attention at all levels of teacher education
- ◆ TEIs, schools and communities have insufficient links between them.

Consequently, all these factors called for a teacher education system overhaul. Therefore, the Ministry of Education took the initiative to repair the entire system of teacher education in Ethiopia. Subsequently Teacher Education System Overhaul (TESO) was put in operation since 2003.

In a preliminary survey that the researcher made to look into the status of teacher education program some time after the Teacher Education System Overhaul has been put in effect in May, 2005, the researcher managed to collect the opinion of nine teacher educators from five universities- from Addis Ababa University, Alemaya University, Bahir Dar University, Debu University and Mekelle University. The opinion of nine teacher educators was collected through an open-ended question which was stated as 'How do you evaluate the current status of teacher education?' the response of the nine teacher educators reads as follows.

Respondent one

I found the current Ethiopian teacher education difficult to implement. This was due to its imposition from above, and it demands only the compliance of teacher educators. There were suggestions given by teacher educators on Ethiopian teacher education. But deaf ears were given to their ideas; they were classifying them as opposers, resisters and acceptors. During the implementation of the new Ethiopian teacher education policy, we teacher educators are facing problems. For example, when we go out for practicum course, about three weeks were spent. This has created problem in covering the other courses. In addition high schools were facing problems due to

assignment of student teachers. The schools were not able to run their program as they planned. Thus there is implementation problem which is also related to the contents of the Ethiopian teacher education.

Respondent two

Teacher education through out the world is in problem. This is due to various factors. I put the Ethiopian teacher education in the African socio-political and economic context. The African continent is dependent today on the political and economic will of its previous colonizers. In Ethiopia this fact is evident in different ways. The Ethiopian teacher education is under the influence of the World Bank and the country's educational policy is an imposed policy. Even the what we train, who we train and why we train, we have to get direction from the World Bank and other donors. This view come from my own analysis of the policy of education and from my own observation of what is happening in teacher education institute, schools and individual home. Some of the schools and the serious problems of our current teacher education are over planning, lack of power, uncertainty, deprivation of the right of ownership.

Respondent three

The present Ethiopian teacher education system is a kind of hotchpotch. I mean its approach is western 'wine' but in an Ethiopian 'bottle'. In other words, the discourse and the practice are far apart. That is why it is hitting snug from the very beginning. It is misunderstood, abused, and impracticable and doomed to failure due to lack of

manpower, finance, and interest (both on trainers and trainees parts).

Respondent four

It is in the state of change as well as confusion. The change is, as claimed and practiced by MOE, for paradigm shift in terms of professionalizing teaching and teacher education through school -based training (practicum). One cannot deny the value of such school experiences. Unfortunately, the time devoted to practicum and the amount of work (learning experiences) the student teachers get from school (particularly vis-à-vis the plasma TV) are not compatible. Currently, modular approaches are recommended for all courses. Although I am not quite clear about the value of producing these modules for each and similar courses in each university/ college, I believe that the modules (particularly for subject-content- courses) are merely copies of textbooks from abroad. I don't think that a clear attempt is made to integrate the teacher education courses with the respective school syllabuses.

Respondent five

The Ethiopian teacher education can be characterized as contradictory efforts and commitments imposed on practitioners. It is in a state of turbulence in which the society and practitioners are expressing their dissatisfaction in many ways. To cite some of the contradictory aspects of teacher-education in Ethiopia, I may point to what is going on at TEIs and secondary schools. For example, what official documents argue and teacher education courses are incompatible. While documents emphasize student-centered education, teacher educators

emphasize teacher-centered practice. While there is a claim for student teachers to have experience through school practice, they do nothing at secondary schools for plasma has replaced teachers. While subject method courses focus on teaching methods at school, practicing teachers are simply practicing to operate satellite TV. Therefore, there are several contradictory aspects in the current teacher education.

Respondent six

It seems to me the current Ethiopian teacher education is under crisis situation. We see some felt problems in many aspects. These include among other problems related to the curriculum, teaching, learning methods, management and infrastructure. I believe these problems are related to the parasitic attachment of countries of the fragile economy like Ethiopia to the donors. We are uncritically importing foreign paradigms and trying to implement them in our context. As a consequence, we are facing implementation difficulties. Teachers are now victims of the on-going development. They are in most cases overburdened and confused. Policy guidelines or directives are simply channeled to the grass root level, and it is the practitioner to shoulder all this burden. This corroborates the saying that when a policy is channeled towards the bottom, it turns out to be a police rather than a guide. The students are equally affected by the current crisis. They are victims of some new developments such as 'plasma television'. In most cases quality is obscured by quantity. It seems that the future looks a bit frustrating.

Respondent seven

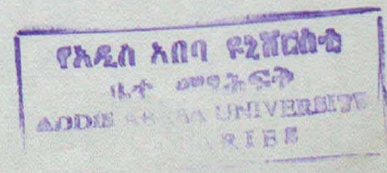
It is a top-down show, un-contextualized, lacking all the necessary inputs, deskilling for teachers... I am also wondering why so much money is wasted to train student teachers whose jobs have already been taken over by the actors on the plasma TV. I don't know about the future. What I know is that the current Ethiopian teacher education program will sooner or later negate itself and disappear. I think I will have to wait and see what happens.

Respondent eight

"It is undertaken by both government and private institution as it is based on TESO policy, the current education has content and methodology problems, though there can be some gap of experience that can be used for the benefit of learners. With regards to government, the student teachers who came from preparatory program mostly fail to have background knowledge. Except few students, most of them have their own academic problems. The current practicum which has 25 to 29 credit hours has an advantage for students to score high grades and thus they may get of this and may also succeed to be schoolteachers.

Respondent nine

The current Ethiopian education has been implemented only for the last two years. Therefore, it is too early to evaluate it. Actually I can give you just my mere opinion since I am involved in it. Basically, the content coverage is not enough to qualify student teachers for their profile. Regarding the professional courses, I think, it has contained more than enough even though its practicality is still under question.



A program that was intended to repair the entire system has been perceived as a program that insist obedience and which is difficult to implement. Also student teachers lack of necessary background knowledge and problems related with curriculum and infrastructure were pinpointed as problems that exist in the teacher education program. Such opinions click a grand curiosity as to how its quality is in preparing student teachers for the great expectation that policy makers and society have for teachers.

This study is going to answer the following research questions.

1. What is the quality of the secondary pre-service teacher education program?
 - 1.1. How do teacher educators feel about the professional competence of student teachers?
 - 1.2. How does student recruitment strategy determine the quality of the secondary teacher education program?
 - 1.3. What is the economic context in which the secondary teacher education operates?

1.3. Objectives of the Study

The general objective of this study is to explore the quality of secondary pre-service teacher education in Ethiopia with particular reference to Bahir Dar University. The specific objectives of this study are

- to describe the reflections of teacher educators about the professional competence of student teachers.

- to understand the economic context in which the teacher education operates.
- to analyze the inputs, process and outcomes of the secondary pre-service teacher education by taking the case of Bahir Dar University.

1.4. Significance of the Study

This study may be significant to teacher education institutes in Ethiopia because it stumble upon an ever-growing concept- quality in teacher education. The study would also be significant in showing areas where there are good qualities and areas where qualities lack in teacher education.

It is also supposed that the end results of this study are helpful to education decision makers specially those concerned with teacher education from the Ministry of Education in improving and maintaining the inputs to secondary teacher education program.

This particular study is hoped to add on the knowledge about quality of secondary teacher education.

The study will also be helpful to parents and community at large in letting them know who is going to teach their children and what preparation is there for those who will teach their children.

Student teachers may be benefited from this study in that it will help them know better about the program they have attended (are attending).

1.5. Limitation of the Study

The limitation in this study arose due to data collection strategy. Class room observations that would tell a lot about the enacted curriculum in the teacher education program were not conducted in this study because of time constraint.

CHAPTER TWO

2. Review of Related Literature

2.1. Teacher Education

2.1.1. The Notion of Teacher Education

Unlike the education of other professions such as medicine, engineering, and agronomy, which is mainly similar everywhere, the form of teacher education that is frequently restricted to teacher training is vigorously reliant on social context and the level of economic development. We can find teacher education program ranging from no specific preparation to complicated university education. In the present day world, we find a variety of teacher education, because it is extremely influenced by the local culture and history (Landsheere, 1987). It is hardly possible to find a uniform teacher education in all places.

Even if there are varieties of teacher education, similar problems exist almost everywhere. Regarding this, Landsheere (1987) stated that there are many problems of teacher education worth to mention, however, a single problem exists almost everywhere, that is lots of teachers are right away needed. This will be difficult for developing countries to afford training hundreds of university-trained professionals.

2.1.2. Curriculum of Teacher Education

In different countries and cultures the curriculum of pre-service teacher education possibly will differ in main features, such as institutional context, content areas,

time allocation, and the forms of practical experiences for students. Regardless of this inconsistency, nearly all programs share some ordinary curricular facets. By and large, the curriculum of teacher education program centers itself on four elements: subject-matter studies, foundation of education studies, professional studies (such as methods courses), and the practicum (Ben-Peretz, 1994).

Discourse on the curriculum of teacher education program would be imperfect if it lacks a mention to the hidden curriculum. Ginsburg and Clift (1990) in Ben-Peretz (1994) tried to tell us in a fine way about the hidden curriculum of teacher education as the messages transmitted to students through the institutional context, as well as the structure and processes of the programs themselves. They declared that these messages correlate to several premises. Initially, teaching is a low-status profession and teachers as a professional group lack power. Student teachers field experiences will make them face up to the low professional status of teaching. Student teachers' course work conveys the message that college teachers possess power over students and are inferior to administration and politicians. Such perception of teachers' lack of power is again strengthened by the idea that curriculum decision-making is not a central component of teacher's professional role. Next, the hidden curriculum of teacher education is inclined to communicate a disjointed view of knowledge, both in course work and in field experiences. Besides, knowledge is "given" and uncomplicated. These outlooks of knowledge are possible to become rather challenging as teachers gain experience.

Flinders et al. (1986) in Ben-Peretz (1994) characterize teacher education programs also by their null curriculum namely, what is not included in the curriculum. Instances consist of the moral principles of teaching and the biological roots of human behavior. Katz and Raths (1985) in Ben-Peretz (1994) state that the maturity of professional dispositions (e.g. the disposition to suspend judgment about children, the consideration of alternative interpretations of situations) is not commonly included as a goal of teacher education program.

Exposing the null curriculum of teacher education programs may have extensive implications for the development of programs. It is essential to note that many reform movements have proposed that pre-service teacher education ought to be extensive and made more academically demanding. Simultaneously, nonetheless, students are demanded to play a livelier role in planning and directing their programs and the education experiences they encounter with them (Ben-Peretz, 1994).

2.1.3. Types of Teacher Education

Anderson and Ching(1987) and Houston (1987) identified two types of teacher education: affective teacher education and competency-based teacher education.

2.1.3.1. Affective Teacher Education

In planning any educational program the contemplation of goals is something which is inevitable. With regard to this, Anderson and Ching(1987) argue that there should be a



consideration of goals in planning teacher education program. There are many ways that are used to classify the goals. Often, three categories of goals are recommended: teacher knowledge, teaching skills, and teacher feelings and self-awareness. According to Anderson and Ching (1987) the focus of Affective teacher education program is mainly on teacher feelings and self-awareness. However, lately affective teacher education programs have started to address interpersonal and human relation skills.

Advocates of Affective teacher education propose that enormous majority of teacher education programs concentrate only on the development of teacher knowledge, teaching skill or both. The conventional teacher education program is stuffed with an emphasis on programs that are believed to neglect completely the area of teacher feelings and self-awareness (Anderson and Ching, 1987).

Likewise, Berliner and Tikunoff (1976) cited in Anderson and Ching (1987) found that of 52 teacher qualities or characteristics that are used by most observers to make a distinction between more or less effective teachers 38 were affective in character and they argue that there are several indications that the affective characteristics of teachers best allow the differentiation of more effective and less effective teachers.

Joyce (1975:131) cited in Anderson and Ching (1987:83) from the viewpoint of affective teacher education argues that the "act of teaching has to be seen as an interaction between two selves, teacher and learner , neither superior nor inferior, in which the more experienced serves as the

gentlest sort of guide". As a result of Joyce's argument Anderson and Ching (1987:83) derived two general goals of affective teacher education programs- 'increased awareness of oneself and others, and improved skills in human and interpersonal relations'.

About the effectiveness of affective teacher education program Anderson and Ching (1987:84) raise two questions. 'To what extent do teachers acquire the appropriate feelings and interpersonal skills as a result of participating in these programs?' and 'To what extent are teachers who participate in such programs more effective in their classrooms than teachers who do not participate in these programs?' Anderson and Ching(1987) try to answer the questions they have raised by stating the suggestion that was forwarded by Aspy and Roebuck (1982) and Brown(1975). Aspy and Roebuck (1982) in Anderson and Ching(1987:84) proposed that 'teachers can learn to enhance their levels of interpersonal functioning when enrolled in training programs lasting approximately 18 hrs'. Brown (1975) cited in Anderson and Ching(1987:84) also notes that 'experienced classroom teachers master effective skills during training more successfully than student teachers or new teachers'.

In making a rough draft concerning the effectiveness of affective teacher education program Anderson and Ching(1987) consulted a range of research studies and suggested that interpersonal skills can be transmitted to teachers both economically and efficiently. They further pointed out that although teachers who possess affective skills are more effective on their classrooms in relation to students' behavior, attitudes, and achievement, whether

teachers' feelings or self-awareness can be changed is not at all obvious from the available research. In the same way, hardly any studies put forward a lucid relationship between teacher feelings and self-awareness and student behavior, attitudes, or achievement. In real meaning, the goals of affective teacher education programs appear to be differentially achievable. Besides, only the relationship between teacher interpersonal skills and student development has been empirically corroborated.

2.1.3.2. Competency-based Teacher Education

Competency-based teacher education was an extremely noticeable and fiercely debated teacher education program in the 1970's (Houston, 1987).

According to Houston (1987) in competency-based teacher education a huge emphasis is sited on performance-based and consequence-based competencies than on cognitive-based objectives. Teacher's knowledge about teaching looks as if it is less significant than teachers' ability to teach and bring about change in their pupils. The affective type of competence defines anticipated attitudes and values and is normally set in other competency statements.

Evaluation of student teachers is totally based on program competencies. There is no expectation on student teachers to finish requirements except those specified as competencies. In only some instances and in theory, competency statements comprise a standard in order that evaluation determines whether or not the student has demonstrated a competency to the degree beforehand

established. The response turns out to be either 'yes' or 'not yet' rather than merely pass or fail (Houston 1987).

There are so many criticisms that are laid on competency-based teacher education program. Among them is the humanistic educators' blame. According to Houston (1987), humanistic educators condemned competency-based teacher education program because of its pre-specified objectives. Their dispute revolves on whether the learner controlled his own learning or was controlled by some external system. The basic conceptualization of competency-based teacher education was anti-ethical to their outlook about education for free development and self-actualization.

Others accused competency-based teacher education with being anti-intellectual. Highlighting performance in competency-based teacher education, they reminded that an inexperienced actor could perform requirements with out the 'under grinding knowledge base'. They differentiated the actor from the professional who performs, mentioning that a good performer could receive passing marks just by imitating the actions of an effective teacher; that is by following the play. The design of competencies was disapproved because such catalog reduces the teaching process into very small pieces. The significance of cutting up general competence into a number of specific and independent objectives was questioned. Besides, restricting objectives to those leading to observable action of outcomes seem to trouble the development of experts whose individual self might lead to a wide range of successful teaching practice (Houston 1987).

2.2. Quality in Education

2.2.1. Defining Quality in Education

"Everyone is in favor of quality. But when it comes to deciding what quality is, let alone how it is best achieved, there is far less agreement" (Stone, 1997:1). Even if everybody is in support of quality, no one is in harmony about what it is and how it is going to be realized.

There exists a variety of overlapping understanding of quality. Harvey (1995) in Warn and Tranter (2001:191) pinpointed five big approaches to defining quality in higher education. 'These are quality as exceptional, perfection, fitness for purpose, value for money, and transformation'.

Melrose and Reid (2001:208) further explained Harvey's definition by stating that 'the first definition refers to meeting exceptionally high standards, the second definition equates quality with consistency'. Harvey et al. in Melrose and Reid (2001:211) remarked more on the last definition-quality as transformation. 'Transformation in educational sense, refers to the evolution of the way in which students, as active participants, approach the acquisition of knowledge and skills and relate them to a wider context'.

Quality in the milieu of education is a hard to pin down concept. It is hard to define and is likely to have extensively conflicting interpretations (Stone, 1997).

Stone (1997) made a good effort to subside the several differing outlooks that we have about quality so that we would be in advantage to make our choice about attaining it. He reflected on two broad approaches centering on customers and standards.

Customer Centered Definitions

Throughout industry, commerce and public services customer centered definitions are commonly adopted and increasingly used. Such definitions mean that customer perception is the input to understanding quality (Stone, 1997).

Stone (1997:3) classifies definitions such as 'Satisfying existing and future customer requirements'; 'delighting the customer', 'meeting customer requirements' as Customer centered definitions.

In such definitions quality is brought about when a staff who provides product or service creates customer satisfaction. If any one is bearing in mind to implement this approach, he/she might need to think about the following:

- ◆ *Quality is relative to customer expectations. It can be achieved in 100-seat lecture theatre or in a 'one to one' tutorial. It may be perceived in dictated notes or glossy course manual. Everything hinges on what the customer expects.*
- ◆ *Evidently 'quality' under this definition is linked to the level of resources.*

- ◆ The notion of keeping the customer satisfied sits comfortably with a market driven approach. Your most effective sales team are your satisfied customers.
- ◆ 'Customers' are empowered. They have an economic value to the institution and provide the income which pays the staff. Their position in the teaching-learning partnership is therefore strengthened
- ◆ The idea of the student as customer mirrors the reality of existing funding mechanisms where money follows the student.
- ◆ The deliberate use of a customer -centered model will contribute to cultural change within the institution (Stone, 1997, p.3).

However, Stone (1997:4) mentions that the classification of the customer in education is not in any way simple. 'Is it the student we seek to satisfy? How important are the parents in this equation? What about sponsoring employers or other funding agencies?'

It would be appealing to concentrate on the customer's perception of the quality of the entire learning experiences. Quality learning is normally the effect of a successful partnership between teacher and learner. Such relationships are quite abiding and throughout that time the outlook of the student will be altered. Definitely it is the duty of education to elevate the view and expectations of persons. There is substantial capacity on this route for the role of the expert to develop in the learner a sharp but reasonable set of expectations so that students depart the institution, not in a mood that they were dumped to their own most awful instincts, but that the time they had spend in the experience is meaningful (Stone, 1997).

It was not possible for customer-centered definition to run away from criticism. Relating quality to customer expectations has been condemned on lots of basis. Stone (1997:4) with regard to this stated that 'what, for example, if the customer chooses to specify 'cheap and nasty' products? In educational terms what about the student who appears perfectly happy to be left alone, makes no effort and presumably ultimately fails the course? Would the college be able to claim it had delivered a quality service?'

Standards Centered Definitions

An additional means can be noticed in the efforts to define quality in relation to objective frame of prearranged standards or written specifications. Definitions of quality that are included in this category comprise definitions such as fitness for purpose and consistently meeting specification; the ability to satisfy stated or implied needs, conformance to requirements. Instances of this method in education contain the specification output competences achievement targets (Stone, 1997).

The merits of this approach consist of: provision of measurable goals for the institute; objective can be set and progress can be measured; frequent expression of pre-determined standards in terms of performance indicators; quality objectives can be put in surplus of instantaneous customer expectations; interest is concentrated on outputs; and easiness to check outputs than processes (Stone, 1997).

As Stone (1997:5) stated the shortcomings comprise:

- ◆ *complex activities, such as education, may not be adequately described in terms of outputs;*
- ◆ *concentration on achieving targets may distract attention away from other important processes;*
- ◆ *targets can be both motivating and demotivating depending on the circumstances and the individuals involved;*
- ◆ *quality standards in education tend to be professionally rather than customer driven;*
- ◆ *They are less flexible than the customer driven model, particularly as the customers' view changes as a result of the educational process itself.*

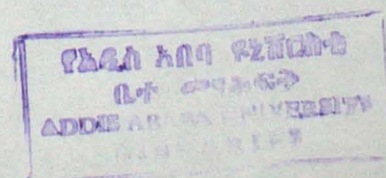
2.2.2. Measurement of Quality in Education

A chief aspect of quality in higher education is the quality of the endings achieved (Warn and Tranter, 2001:191).

Warn and Tranter (2001) argue that although quality is not a quantifiable commodity, it is possible to measure quality by using competency framework.

Karmel (1985) and Borthwick (1993) in Warn and Tranter (2001:192) defined competence as 'the ability to use skills and knowledge effectively to achieve a purpose'. The Mayer committee cited in Warn and Tranter (2001:192) defined competence extra broadly, as it acknowledged that competence depends on both skill and knowledge based understanding, and that competence includes the capacity to transfer knowledge and skill to new tasks and situations.

On the other hand, Samoff (1999) argues that numerous documents affirm, overtly or covertly, that there is an essential transaction between quality and quantity. Measuring education quality, in Africa as in other places, is challenging. The complexity of measuring education quality stems both from different understandings of what education is and what it is to achieve and from obscurity of measurement, the measure of education quality mainly used lay emphasis on achievement and information acquisition and depend greatly on examination scores degrees, and official documents. Concept formation, improvement of critical thinking skills, information use rather than acquisition, learning as a process, and all that are in fact only once in a blue moon included in quality measures. Additional outlook of the education system, for instance increasing a common national identity, preparing young people for effective citizenship nurturing cooperative skills, reducing social inequalities, and resolving conflict, are included in quality measures even less often. They point to the inheritance of discrimination they inherited and to their pledge to an unrestricted future. From that point of view, right of entry to success in school must function to lessen, not embed, discrimination. In this perceptive, schools that in actual fact keep out, or do not serve well, particular section of the population cannot be considered to be of high quality, regardless of their examination outcomes. Despite the fact that education may be discriminating, it cannot assert to achieve high quality if it brings about unfairness on grounds other than ability and accomplishment where apparently fair examination, for example, in practice



deprive some portion of the population, they do not measure quality. In this outlook the idea of quality must itself comprise the quantitative increase required to equalize the discrimination of the past. Quality, quantity, and equality are linked and common goals, not alternatives.

2.2.2.1. Quality of Education in Humanistic Perspective

According to UNESCO (2004) in the humanistic perspective to quality education a curriculum which is standardized, defined, and outwardly decided is rejected. Because, such standardized curriculum are regarded as discouraging the potential of learners to make their own meanings. Also the role assessment play should inform about the feature of learners' individual learning process. And in this perspective teachers should be facilitators than being instructors.

The affective type of teacher education which was mentioned earlier in this review seems to have been influenced largely by this perspective.

2.2.2.2. Quality of Education in Behaviorist Perspective

The behaviorist perspective goes in the opposite direction to humanism about the quality of education. Unlike the humanistic perspective to quality education standardized and controlled curricula are allowed. Assessment is considered as the main feature of learning and the role that teacher play should be controller (UNESCO, 2004).

The competency-based teacher education type which was mentioned earlier in this review seems to have been

influenced largely by the behaviorist perspective perspective.

2.2.2.2. Quality of Education in Critical Approach

According to UNESCO (2004) an education system which permits in access to and outcome of education is accused in the critical approach to quality education. In this approach the role education play should not legitimize and reproduce social structures through its transmissions of a certain type of knowledge that serves certain social groups.

2.3. Overview of the TESO Document

The TESO document is comprised of different content areas such as Teacher Educators, Pre-Service Selection Criteria, Pre-Service Teacher Education Programs, Continuous Professional Development, and Special Upgrading Programs. The document was prepared as a reaction to a study that was conducted by the Ministry of Education on 'The Quality and Effectiveness of Teacher Education System in Ethiopia'

The TESO document starts off with a general introduction on which we read about great buoyancy that the Ministry of Education has on the committees who were engaged on working with TESO in transforming educational system in Ethiopia. The confidence statement was declared as Five sub-committees (The Education System, Teacher Educators, Selection, Pre-Service and In-Service) were created to write guidelines in preparation for the implementation of change. Through a shared vision the sub-committees worked together to enable the successful transformation of the

Ethiopian Education System - a paradigm shift. Though vision is becoming a common concept in organizations nowadays, looking carefully into it shows that most visions are forced by a person or a group in an organization. Such kind of vision is not a shared vision it is a vision that controls fulfillment rather than dedication. A shared vision is the one, which many people are dedicated to (Fullan, 1993). The document for Teacher Education System Overhaul has also conceptualized that it has a shared vision; however, this vision is only a vision of committees and according to Fullan (1993) which is only looking for fulfillment rather than commitment to it.

In the document there are recommendations about the entry requirement to teacher education institutions, induction for student teachers who completed the teacher education program, the need to inaugurate a system of quality assurance, effective professional development of teacher educators, preparation of handy teacher handbook, the link between regional education bureaus and teacher education institutions, inclusion of Art and Music in the school syllabus up to grade ten, a warning for teacher educators to minimize the time they spend teaching extension classes, etc.

The document under the title 'The Basis for Curriculum Development' includes the mission statement for the Ethiopian teacher education program, general objectives of teacher education in Ethiopia, profiles for the graduate teacher-academic and professional skills and in ethics and good citizenship, and competencies for Ethiopian teachers.

The document boldly explains major changes in the curriculum and why the changes are for. The major changes in the curriculum comprise practicum, cross-cutting themes, active learning, student-centered learning, assessment and strategies for considering gender issues in the curriculum.

The practicum

Under this section, the document opens up with a question stated as 'the most important question to be faced at the moment in Ethiopian education are: how do we produce effective teachers, and how do we do it quickly?' With this statement, one can be aware of how in a hurry the Ministry of Education is to be at the same time efficient and effective.

The document has laid a great hope on practicum to produce effective teachers. The practicum is a program where students have the following

- a) *an early opportunity to observe the school environment; the behavior school students, their level of performance, learning capacity and receptivity; teaching methods used in schools, etc. with guidance from their tutors.*
- b) *The chance to explore teaching methods and practices for themselves-through micro-teaching and direct experience of school teaching.*
- c) *The opportunity to reflect on their experiences, on their own, with peers, and with teachers in the school community and from their educational institutions (MOE, 2003:12).*

The parameter on which the new practicum differs from the older one has been stated in the document. The duties and responsibilities of teacher education institution, teacher educators, partner schools, school teacher assigned to the practicum are marked out in the document.

Cross-cutting themes

This section of the document speaks about themes that it considers are very important to be included in the curriculum such as civics and ethical education, life skills, global and development issues, the role of the teacher in the community, reproductive health, rural development, etc.

Active learning

This section of the document bear a resemblance to a lecture note that is intended to teach about active learning. Steps to teach by using active learning is followed by an example to teach a geography lesson through active learning.

Student-centered learning

Even if the document acknowledged that it is not achievable in the Ethiopian context to fulfill the need of each student, this part of the document calls for using student-centered learning methodologies in the given context of a big student number.



Assessment

Here the document prescribes different methods for assessing areas such as academic, professional skills, good citizenship and ethical values. There are lots of assessment methods that are mentioned under this section. An issue of formative and summative assessment has been raised, with a call towards a continuous assessment. This section even has a format about grades and corresponding descriptions that are required to be used for all courses including practicum.

Strategies for considering gender issues in the curriculum

Under this part of the document objectives for ensuring gender equity are listed. Strategies for affirmative action, for addressing gender issues in all courses of teacher education, for banning practices that discriminate against women, etc are consulted.

Secondary teacher education program

Here the document very much talks about problems that it considered exists in secondary teacher education programs.

Problems in Secondary Teaching are serious and pressing: teachers have few practical skills, relying on the use of blackboard notes to the exclusion of other methods; facing large classes, many teachers fall back on out-dated methods of classroom management; in most areas, very few female students survive to higher grades; there are

serious teacher shortages in many schools, etc (MOE, 2003:57).

The document further calls for shifts by universities towards tackling these problems.

Objectives stated in the document specific to the secondary teacher education programme are the following

To produce teachers who will:

- *be academically and professionally qualified and able to teach effectively two subjects offered in Secondary Schools and prepare students for Middle Level Technical, Vocational or Higher Education.*
- *promote students' interest in learning and enable them to work independently and co-operatively, so that they can acquire knowledge, skills of planning, analysis, organisation, research and evaluation.*
- *equip students with the confidence, understanding and skills that they need to take up their civic responsibilities, and take their place as adults within their communities in order to become responsive citizens.*
- *develop students' skills, using appropriate methods for subject content; enable students to develop cooperative and student-centred learning, and to use problem-solving techniques in a number of different situations.*
- *produce confident students who have a good understanding of their role in Ethiopian society and the wider world, and who are equipped with some skills which they will need to make a useful contribution to society.*
- *assess and identify the special needs of each student in order to provide education which is inclusive of all, appropriate for the students' grade-levels and physical and mental development, and which will enable them to fulfil their potential.*

- use strategies to empower students with disabilities and those who are under-represented at present in various areas of education e.g. because of disability, gender or ethnicity, so that they can participate equally in the school and classroom activity.
- apply democratic practices, as enshrined in the Ethiopian Constitution, and promote positive interaction in the classroom and the school.
- prepare school students to become good citizens with strong ethical values.
- inculcate in the students respect and love for labour.
- behave according to the professional code of ethics for Ethiopian teachers.
- use continuous assessment and provide feedback to enhance student learning.
- conduct action research to solve teaching and learning problems within the school.
- choose, produce and make use of local resources and educational media to enrich students' learning.
- apply managerial and planning skills needed for effective management of large classes.
- use affirmative action and continuous support to ensure that female students take full advantage of their educational rights(MOE, 2003:57)

Assumptions stated in the document that are particular to secondary teacher education are the following

1. In line with the present Education and Training policy of Ethiopia and the objectives of Secondary Teacher Education, the main emphasis of the course will be on those elements which are designed to provide skilled teachers, who are good role-models for society and who can educate young people to be good citizens.
2. Students will already have learnt content to a high level in their subject areas in Grades 11 and 12, through new Secondary School courses implying that most of the subject content of the freshman courses are already taken in these grades.

3. As part of the democratization of Ethiopian society, and as a way of motivating good teachers, students' choice of subject will be taken into account when selection for Teacher Education is made.
4. Selection for courses in Teacher Education will be based on an assessment of students' motivation and their potential for fulfilling the graduate profiles as well as academic achievement and experience.
5. The final degree will be in Education: subject teaching methods and practice will form a central part of the course, and students will study one major and one minor subject, plus a range of courses in Professional Studies.
6. Universities will work together with schools to devise a programme of school observation and practice for student teachers, including monitoring, support and further study to run throughout the year following graduation.
7. Final assessment will be by a combination of written examinations, Continuous Assessment, and evaluation of practical teaching skills, particularly during the Practicum, plus a substantial research project connected with or part of their work in schools.
8. The course will have three-year duration, with semesters of 16 weeks (MOE, 2003:58)

Program breakdown

The program breakdown comprises the title of courses with corresponding credit hours and comments. With regard to major and minor courses the document warns that there should be at least thirty percent of courses that must come from school syllabus and school textbook.

How to deliver courses

Under this section the document bans the discrete way of providing subject matter courses and call for integrated provision of courses.

The course breakdown for all the three years program is available in the document including total credit hours to be taken by students.

CHAPTER THREE

3. Research Methodology and Design

3.1. The Research Methodology

The study was planned to understand the quality of secondary pre-service teacher education program in Ethiopia with exact mentioning of Bahir Dar University. The study enquires in to the quality of a reformed teacher education program that is ready to mark off new secondary school teachers this particular year (July/August, 2006).

In order to understand the quality of secondary pre-service teacher education program, a conceptual structure for quality in education forwarded by UNESCO (2004) was used. The framework comprises components such as context, learner characteristics, enabling inputs, teaching and learning, and outcomes. The reason for this choice has been the fact that the theoretical framework is very helpful in arranging and understanding the major components of education quality.

My biases towards this study could result from the fact that I was a student in the Bahir Dar University, Faculty of Education in the department of Pedagogical Sciences for four years. And then I have been teaching in the Faculty of Education for two years before I joined the Addis Ababa University for my post-graduate studies.

3.2. The Research Design

This study is a case study which used qualitative methods. The reason for the selection of the research design is because what I intended and what the points of consideration in choosing case study matched to a greater extent. Merriam (1988) after reviewing literatures by Yin (1984) has wrote about points of consideration in choosing a design. Merriam (1988:9) stated the points as

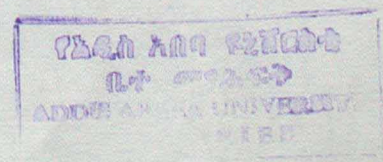
1. *The nature of the research question: "what" and "how many" are best answered by survey research. "How" and "why" questions are appropriate for case study, history, and experimental design*
2. *The amount of control: the more control one has , the more "experimental" the design. The least amount of control characterizes historical research, since no treatment is manipulated and no observations are made.*
3. *The desired end product: this factor is linked to the nature of the question asked. Will the results be presented as the end product of a cause-and-effect investigation? Will the end product be a holistic, intensive description and interpretation of a contemporary phenomenon? Or quantification of the extent and nature of certain variables with a population? Or historical analysis? These questions come in to play when one attempts to select the most appropriate research design.*

It is really interesting to understand what is happening to the quality of secondary pre-service teacher education program. As Merriam (1988:10) stated "a case might also be selected because it is itself intrinsically interesting, and one would study it to achieve as full an understanding of the phenomenon as possible."

It is only some of my research questions fail to fulfill the first criteria what Yin (2003) has said about the nature of research question that 'what' questions are best answered by surveys. However, he himself stated also that 'what' questions may either be exploratory (in which case any of the strategies could be used).

The different sub-units of the teacher education program were analyzed. The intention of analyzing the different sub units such as learner characteristics, enabling inputs, teaching-learning process and outcomes has great resemblance to what Yin (2003) mentioned as single embedded case study. Yin (2003:42) citing McClintock (1985) has stated that

The same case study may involve more than one unit of analysis. This occurs when, within a single case, attention is also given to a subunit or subunits. For instance, even though a case study might be about a single organization, such as a hospital, the analysis might include outcomes about the clinical services and staff employed by the hospital (and possibly even some quantitative analyses based on the employee records of the staff). In an evaluation study, the single case might be a public program that involves large numbers of funded projects-which would then be the embedded units. In either situation, these embedded units can be selected, through sampling or cluster techniques. No matter how the units are selected the resulting design would be called an embedded case study design.



3.3. Key informants

Seven student teachers who are in their last year to finish the teacher education program were interviewed. The selection to interview final year students was a deliberate selection. The reason for selecting to interview from final year students is with an assumption that these students have a lot to say about the teacher education program than other students. Also another assumption was that these students once were the inputs, who passed through the process and who happened to be the outcome of the teacher education program will make them one who is in front to tell about the program.

Likewise, five teacher educators were interviewed from those who were assigned to observe student teachers during their last practicum session. This deliberate selection is because such teacher educators had a chance to meet with student teachers both in classrooms and in the field. Such encounter would give them chance to know better about student teachers who went through the teacher education program.

3.4. Methods and Instruments of Data Collection

3.4.1. Interview

A semi-structured interview was prepared to understand the conviction that student teachers have about the teacher education program in preparing them for the teaching profession and also to find out the belief of student teachers if the teacher education program has helped them

to acquire knowledge and skills that are necessary to continue learning through out life. The interview was designed in such a way that it is possible to elicit student teachers' reflection on the professional and subject matter courses and also on the major themes of TESO such as active learning and practicum. The first interview guide was a little bit modified after listening to the first interview.

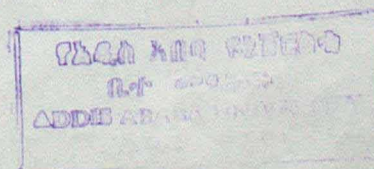
The interview that was made with teacher educators was also a semi-structured interview. The interview was designed in a way that helps to understand the confidence that teacher educators have concerning the competence of student teachers who went through the secondary pre-service teacher education program. Like wise, the first interview guide was modified a little bit after listening to the first interview.

Both interviews- interviews with student teachers and teacher educators- were done with the help of tape recorder with their consent.

The dean of the Faculty of Education was also interviewed to get information about the financial and material resource of the program.

3.4.2. Field Observation

The field observation was conducted during the period of conducting the interview. Some events that are observed in the field were recorded and used for holistic understanding of the quality of the teacher education program.



3.4.3. Documents

Documents such as the University's legislation, the Teacher Education System Overhaul, Memorandum of Understanding between the government of Ethiopia and those who provide fund to the teacher education program, and profile of Bahir Dar University were used. In addition, an unofficial document from the Ministry of Education that is written in Amharic about the procedures and criterion for recruiting students to the higher education was used. Initially my interest was to interview the head for Human Recourse Management in the Ministry of Education about the recruitment strategy. She preferred to give me the document than being interviewed. She told me that I possibly would get enough information about the recruitment strategy from the document.

3.5. Method of Data Analysis

The data analysis method that was used in this study is interpretational analysis. Gall et al. (1996:562) defined interpretational analysis as 'the process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied'.

The data that were collected through the interviews were transcribed throughout the data collection period. The interviews were done in Amharic language for better understanding between the interviewees and me. So the transcription includes translating the data into English language.

Then I categorized the transcribed interview into different categories such as student teachers recruitment, teaching learning process, and competence of student teachers. In so doing there was a chance to see ideas that meet and ideas that are differing.

According to Merriam (1988:127) 'data analysis is the process of making sense out of one's data.'

So I have tried to make sense about the quality of the secondary pre-service teacher education program, by analyzing the data under the sub-units context, input, process and outcome. About the data from the documents and field observation, they were used for triangulation and full understanding of the quality of secondary pre-service teacher education program.

3.6. Trustworthiness of the Study

There are four tests that are commonly used to set up the quality of any empirical social research. These are construct validity, internal validity, external validity and reliability. Case study research is no exception to escape to be evaluated through these tests (Yin, 2003).

3.6.1. Construct Validity

Construct validity is made by establishing correct operational measures for the concepts being studied (Yin, 2003:34). Yin has also stated that one can increase the construct of case study by using various sources of evidence in a manner convergent line of inquiry during data collection and also through giving for reviews to key informants.

An attempt was made to increase this by using multiple evidences such as interviews from teacher educators, student teachers, field observation, and document analysis. I have attempted to get the feed back of (some if not all) key informants after giving the draft. The attempt of reviewing the differing definitions of quality also helps to increase the construct validity.

3.6.2. Internal validity

Internal validity 'is carried out by establishing a causal relationship, where by certain conditions shown to lead to other conditions as distinguished from spurious relationships' (Yin, 2003:34). Yin (2003: 36) further states that "internal validity is only a concern of causal (explanatory) case studies in which an investigator is trying to determine whether event x led to event y".

On the other hand Merriam (1988:166) citing Taylor and Bogdan, (1984:98) stated that 'internal validity deals with the question of how one's findings match reality' and that 'the qualitative researcher is interested in perspectives rather than truth per se, and it is the researchers obligation to present a more or less honest rendering of how informants actually view themselves and their experiences. According to Merriam (1988) triangulation can be used to increase internal validity.

It is true that sometimes data that are collected through multiple data gathering techniques, may contradict one another even among themselves. A lot has been tried to triangulate the perspectives of teacher educators and student teachers plus the documents to have holistic understanding of the quality of the pre-service teacher education program.

3.6.3. External validity

According to Yin (2003:37) this 'test deals with the problem of knowing whether a study's findings are generalizable beyond the immediate case study' or not.

This seems a problem, which is inherent to the case study as a research methodology.

Yin (2003:37) in response to the criticisms that are put on the generalizability of case study, states that

such critics are implicitly contrasting the situation to survey research, in which a sample (if selected correctly) readily generalizes to a larger universe. This analogy to samples and universes is incorrect when dealing with case studies. Survey researches rely on statistical generalization where as case studies (as with experiments) rely on analytical generalization. In analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory.

The analysis that was made in this study such as about student teachers recruitment, teacher educators qualification, and the process in the teacher education program are useful to be incorporated to a broad theory about education quality.

3.6.4. Reliability

'The objective is to be sure that if a later investigator followed the same procedures as described by an earlier investigator and conducted the same case study all over again' (Yin, 2003:37).

According to Merriam (1988:170) 'reliability refers to the extent to which one's findings can be replicated. She further pointed out that 'qualitative research, however, is not seeking to isolate laws of human behavior. Rather, it seeks to describe and explain the world as those in the world interpret it. Since there are many interpretations of what is happening, there is no benchmark by which one can take repeated measures and establish reliability in the traditional sense.'

Merriam (1988) after reviewing literatures by Goetz and LeCompte (1984) summarized the technique by which an investigator increases the dependability of the results 'by describing in detail how the study was conducted and how the findings were derived from the data.

An explanation in a great deal about the research methodology was an attempt to increase the reliability. The attempt was done in explaining how key informants were selected and also explaining about the theory and assumptions behind this study.

Also triangulation can be used as a technique especially in terms of using multiple methods of data gathering (Merriam, 1988). Interviews, field observation, and documents were used as methods of data gathering.

3.7. Ethics

"In a qualitative case study, ethical dilemmas are likely to emerge at two points: during the collection of data and in the dissemination of findings" (Merriam 1988:179).

I have attempted to deal with the issue of ethics that rise through data collection primarily by asking the permission of my informants when I interviewed them using tape recorder.

As to the dilemma that raise during dissemination of the study Merriam (1988:182) stated that 'analyzing the data one has collected may represent other ethical problems. Since the researcher is the primary instrument for data collection, data have been filtered through his or her particular theoretical position and biases'. Diener and Crandall (1978) as cited in Merriam (1988) in helping us fix the dilemma to some extent argue that 'biases that cannot be controlled should be discussed in the written report. Where the data only partly support the predictions, the report should contain enough data to let readers draw their own conclusions'. I have indicated that my biases towards the study may result from the fact that I was once a student and now I am a teacher in the institute where the study was conducted. Through out my analysis apart from my interpretations, I have presented a lot of data in the form of quotation that will help readers draw their own conclusion.

CHAPTER FOUR

4. Analysis of Data and Findings of the Study

This part of the study discusses data that were gathered through interview, document analysis and observation. As it was mentioned earlier in the research methodology section, in this study the conceptual framework that was provided by UNESCO (2004) was used in order to understand the quality of the teacher education program. This section discusses issues about the input to the teacher education program such as about student teachers recruitment, academic status of teacher educators, facilities in the teacher education program. Also the process such as teaching-learning and assessment methods, the economic context and the outcome of the teacher education program were discussed.

4.1. Who is there in the teacher education program?

The way human beings learn and how fast they learn is vigorously liable to their experience and ability. Those appraisals of quality of education that pay no attention to preliminary disparity between learners are apt to be regarded with suspicion. Among other factors the amount and nature of prior learning should be considered as one important determining characteristic. Other factors such as socio-economic background, health, place of residence, cultural and religious background are also considered as important determinant of uniqueness. If at all quality is to be enhanced, the diversity in learner distinctiveness needs frequent and particular reconsideration (UNESCO, 2004).

Nevertheless, a careful analysis of the recruitment strategy reveals that the recruitment of students in to the secondary teacher education program fails to be aware of factors such as socio-economic background, health, place of residence, cultural and religious background. First of all the

recruitment of students to the higher education program is done by using the same formula in recruiting students to all the professions. One thing the recruitment strategy is good is in relation to its attempt of incorporating the need of female students, students with special needs and students from regions where there are small number of population. This is done by reserving 25% of placement for female students to compete with each other and join all the fields in higher education institutions, assigning students with special needs to the fields that are suitable and appropriate for them and the assignment of students from regions where there are small number of population is done with a guideline from the government. All these considerations of needs seem to be a perfect model on the spot. However, a closer look at them reveals that they are not real considerations to recruit competent students to the teacher education program. At the outset reserving 25% of placement in each of the fields of higher institution to compete and take the placement do not make female students who are competent to join the teacher education program. Secondly, the reality of the country is not at all a supporting situation to fulfill the need of students with special needs, so assigning such students to the fields that are suitable and appropriate for them is not based on their needs. It is based on the need and reality of the country that is why it is common to see students with special need in only few fields. Thirdly, the assignment of students from regions where there are small number of population, which is done by the guideline that is prepared by the government, is a political decision rather than professional one.

Even if the current strategy for recruitment greatly assumes that higher institutions should prepare their own criterion for recruiting students in their respective fields; until higher education institutions are able to reach such stage the recruitment will be made on the arena, which the

ministry of education has prepared. Here it is important to note that the ministry of education has no any confidence in the higher institutions in recruiting students for themselves neither it has any trust on the potential of higher institutions to recruit students right now.

The recruitment is done by the group, which the Ministry of Education arranged by including agents from the higher institutions. The decision will be made based on equal consideration of entrance examination and transcript of preparatory learning, the country's plan in training human power, and the capacity of higher institutions to accommodate students.

The fundamental thing that is considered in assigning students to the different fields is based on the results achieved in the entrance examination and results achieved in students' preparatory study. Both the results obtained in the entrance examination and the records of preparatory study have equal value in the process of recruitment and assignment. The calculation of taking points from the transcript is based on grouping and classifying seven different fields. There are common subjects that all the time considered along with other subjects.

The procedure of recruitment starts with the provision of a form to be filled in by students that has ten options. So with this, the competition among students begins. The competition of students is measured by the result of students on two subjects plus the three common subjects. Therefore, assignment of students in the social science field, in law, teacher education (social science), and language; the result of students on geography and history subjects are considered. Also in teacher education (natural



science field), the result of students on physics and chemistry is considered.

Even if the strategy of recruitment declares unflinchingly that interests and enthusiasm for a certain field of training is considered, it admits also that a major thing considered in assigning students who has applied to join higher education institutions is the sum of the result of entrance examination and transcript of preparatory study.

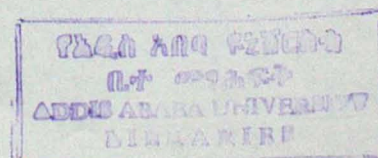
This fact is also in the head of teacher educators. A teacher educator who was asked about whether student teachers are fond of the teaching profession, replied

I don't think so. People usually like career in which they get much money, I don't think that the student teachers joined the teacher education with their interest. Their first choice is other areas such as engineering and the like. If their achievement is low they will get enrolled in the teacher education program. Like you know they prefer jobs which will make them earn more money.

It is well known that neither the working condition of teachers nor the reward of the teaching profession is attractive. Except for few the teaching professions is not a choice for the majority. This verity will make all the high achievers and low achievers to compete for those attractive professions like business and engineering.

The hitch magnifies as the number of students who are enrolled to higher institutions increase. Another teacher educator indicated when he was asked about the overall competence of student teachers.

I used to give the same course for Freshman Program Complete students (these students are students who were learned their high school program and the freshman program with the old curriculum) and Preparatory Program Complete (these are students who



are brought up with a new curriculum starting from lower grades and started their higher education in the preparatory program before joining the higher institutions). You will be surprised if you see the difference between the two group-their participation, the ideas they generate. In my opinion previously those who have a good background from the high schools used to join the teacher education program. As the number of students who join higher institutions increased, it became that those students who are the tail joined the teacher education program. Even if previously it was like that, at least the requirement to join was stronger. That system was restrictive, which do not give a chance for most people to participate in higher institutions. With an expansion, if we bring the tails to teacher education program it will be very difficult. I don't know it is a matter of deceiving to say that the students join teacher education with their interest. But I don't think so.

Even if it is a choice for some, the attitude that exists about the teaching profession puts them in a dilemma. A student teacher said

teaching is my first choice. But psychologically many things tried to pressure me. I am a student of the new policy. I joined the teacher education program with my choice and I like it very much, but when I see the attitude of most of the students in the campus it touched me negatively.

4.2. Who are the Main Actors?

The pressures that governments exert on education have apparent effect on education quality.

More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality. International aid strategies are also influential in most developing countries (UNESCO, 2004:36).

The dean for the Faculty of Education informed me that there are different financial sources for the teacher education program. Number one is government's budget (the budget varies every year, for the 1998 E.C. academic year it is 6.7 million birr). The second one is from the Teacher Development Program fund. The fund for this particular year is 11 million birr. There are also other financial sources for the secondary teacher education program. These are internal income (that is raised from the department of continuing education by educating students in the extension program, summer program, and distance education) and income that is generated by consultancy.

Of all the money in the teacher education program, the greater part of it has come from the fund donated to the Teacher Development Program (a program that is aimed at improving the quality of teacher education in Ethiopia).

The fund for the Teacher Development Program is provided by the Pooled Fund Partners. The partners are Embassy of Belgium, Embassy of Finland, Embassy of Ireland, Embassy of the Netherlands, Embassy of Sweden and Embassy of United Kingdom. It is the government of Ethiopia who appealed to the donors to grant financial and technical aid to the education sector through support of sector budget.

It has been written down in the Memorandum of Understanding between the Government of Ethiopia and the Pooled Fund Partners about the obligation of the Government of Ethiopia.

The government of Ethiopia has the overall responsibility and accountability for the performance of the sector as a whole, ensuring that all the activities in the sector, especially related to the Teacher Development Programs are consistent with and contribute to the sector goals and priorities.

In the occasion of failure by the Government of Ethiopia to put up with the agreements defined in the Memorandum of Understanding, the Pooled Fund partners will have the right to hang the expenses to the Teacher Development Program. So the government of Ethiopia should make sure that everything is according to the program implementation manual. That is how the Pooled Fund partners give life to the saying 'Beggars cannot be choosers'. Such is also the way that the Faculty of Education loses its autonomy to run its own program. In order to ensure that the money is available the faculty makes sure that everything that comes from up is put into effect despite its viability.

4.3. Who are the facilitators?

'Bahir Dar University teaches and researches for quality education.' that is the catchphrase written in the Bahir Dar University profile. In a paragraph just below this slogan it has been stated that

In order to offer quality education in tertiary levels, both the administrative and the academic staff need to be competent. Besides their numbers should be adequate to perform the various activities of the institutions.

BDU, however,

- has a dearth of permanent and competent administrative staff; thus, it is obliged to hire temporary workers who usually leave their jobs for the organizations and institutions that permanently employ them. The permanent workers themselves need refreshment training which will enable them to become competent workers.*

- has a very small number of experienced teachers. Quite the majority are novice teachers. The new employee BA holders teach before they earn adequate experience. These scholars need further training at MA and Ph.D levels.*

Those MA and PhD holders themselves require long-term and short-term training so as to enable them to offer quality education in our institution. The training these scholars gain benefits the University in running its fledging post-graduate program as well. (BDU, 2006)

Be it human or material, resources are very important for education quality; even if how and to what degree they are vital has not so far been totally agreed on. Included in the human resource input are managers, supervisors, teachers, administrators and other support staffs. Of all the human resources, teachers are the most important for the education process (UNESCO, 2004).

The administrative staff which gives support to the teaching staff appears to be in scarce in Bahir Dar University. The scarceness is not in number of human resources that are hired in the institutions rather it seems in the competence considered necessary to carry out the work. This exerts a huge negative influence in the process of educating professionals in the institution. 'Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed.' (UNESCO, 2004:36)

Table 1: Academic staff of Bahir Dar University

BDU	PhD Equivalent		MA/MSc		Degree		Diploma/technical assistant		Total
	M	F	M	F	M	F	M	F	
Education Faculty	12	1	145	4	123	30	20	1	336
Engineering Faculty	5	1	49	-	90	12	45	14	216
Business and Economics Faculty	1	-	11	1	49	7	-	-	69
Law Faculty	1	-	5	1	29	1	-	-	37
Agriculture Faculty	2	-	10	-	-	-	5	1	16
Grand Total	21	2	218	6	291	50	70	16	674

Source Bahir Dar University Profile, 2006

It appears that most of the staffs in all faculties of the Bahir Dar University are below the status of lecturer. Also that most of them do not have sufficient experience to share with students greatly affect the teaching and learning process.

But it is good that the teaching staff in the faculty of education are being trained the higher diploma. This will help them to update themselves. Plus participating in the higher diploma is helping since the higher diploma is considered as a tool for implementing TESO.

The number of students in the Education Faculty is 5298(BDU, 2006). And the number of staff at the faculty is 336 so with the simple calculation the teacher -student ratio will be 1/16. A glance at the teacher-student ratio in the faculty of education will be misleading that it will make someone to say 'It is such a small number!' Nevertheless, a careful analysis at the load of the academic staff in the university reveals that the number of students a teacher educator should teach is not like that. The senate legislation of Bahir Dar University states that

Any academic staff is expected to spend about 40hrs in teaching, research, administrative work, student advising, etc per week. Considering that an academic staff is expected to work for 40 hrs per week, the full teaching load of a full academic staff is 12 credit hours. This is assuming that each lecture requires 2 hours of preparation and 1 hour of delivery, which is equivalent to 3 hours of workload. Therefore, 12 credit hours are equivalent to 36 hours for work per week. Every academic staff is also required to advise/consult students for up to 4 hours a week. (Article 103.3.1, BDU,2005)

Also the legislation declares the class size for lecture type classes in the first and second year is 80 students, for above the second year 50-65, and for skill courses 40-50. So by taking 60 as an average class size, the number of students that a teacher educator who teaches for 12 credit hours will be around 240 students.

In one sense there is something good about the faculty of education teaching staff. Even if the majority of the teaching staff in the faculty of education is below the lecturer status; compared to other faculties like engineering, law and business who were trained for other professions, at least the staff in the faculty of education are those who were trained to be teachers regardless of the level for which they have been trained (secondary or tertiary).

4.4. With what facilities?

If anyone has a chance to visit Bahir Dar University he/he will be overwhelmed with the new buildings that started to come out and with a huge number of students. The big compound that is owned by Bahir Dar University is messed up with the ruins of the construction; the main road that is used by vehicles and people is out of order. The new classroom buildings seem to fail to recognize the geographical reality; as the climatic condition of Bahir Dar is warm the afternoon sun will directly enter into the new classrooms. This condition will make learning in these classrooms impossible. As someone crosses the threshold in these classrooms he/she see something worse- fixed chairs and tables that are made for three students.

Material resources are considered as influencing and making possible the teaching and learning process because they strengthen and are basically interrelated to it. 'Material resources, provided by both governments and households, include textbooks and other learning materials and the availability of classrooms, libraries school facilities and other infrastructure (UNESCO, 2004:36).

The materials that are available in the teacher education program are materials that are bought by the money gained from the different financial sources.

A teacher educator who was asked about the material resources in the teacher education program said that

The class size together with the environment of the classrooms is not attractive to use active learning methodologies. Had there been separate classrooms for teaching that have your own key and where you can go before the class begins and write something to be posted in the classroom, it would have been okay. But the classrooms are not suitable for such purposes. We have to shift from one classroom to another.

Although there are some problems related to material resources, their availability seems not to be a chronic problem in the faculty of education. Another teacher educator who was asked whether he gets sufficient resources in the teacher education program said that

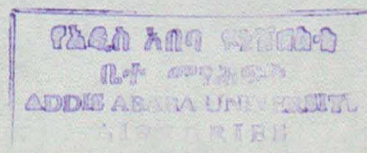
It is difficult to say it is sufficient. We can only do things with available resources. However, the library now has been improved well than earlier. I know this library when I was working as a library committee for eleven years. Previously it was very small, now I see many new libraries.

4.5. The Real Process

Frequent notices were posted here and there at the beginning of the semester in the Faculty of Education that warns teacher educators to go to the classrooms. The situation seems far-reaching if somebody hears oral warnings to start classes. A complaint that was made by a certain teacher educator reveals that there is a strong control placed on teacher educators. When the secretary tells him that "if anybody has class today he should appear in the classroom this message is sent from administrative office". And then the teacher educator grumbled that "if I got a chance to get employed in a high school I would have definitely do it because these days high school teachers have more autonomy than university lecturers".

The thing is if classes are not started as per the schedule it will make teacher educators to stick on teaching methods such as lecture method that will help them to finish the course.

Teaching and learning is a major means for human transformation and development. It is in the teaching and learning process that the substance of the curriculum is



sensed, whether the teaching methods works or not tested, and students are provoked to learn and how to learn. Despite the fact that so many input factors are related to the teaching and learning process, the real teaching and learning process, which takes place in the classroom, comprises student time spend learning, teaching technique, methods used to check students' improvement (UNESCO, 2004).

Curriculum, assessment, and teachers' role of the teacher education from the humanistic viewpoint

The curriculum of the secondary pre-service teacher education is a standardized one. Such curriculum in the humanist approach to education quality is blamed because it is seen as weakening the chance for learners to build their own meanings. Plus such educational programs fail to respond to individual learners' conditions and needs. A careful analysis of the TESO document reveals this fact. That the TESO document states in it "democratizing teacher education-giving teachers, students and citizens confidence to make decisions and take initiative, to take control of their world" might be considered as encouraging students to be creative, active learners, but then again the document is in dire need of a standardized test and of giving different experiences, skills for learners. How could students given different experiences, skills be evaluated by a standardized test? The document prescribes what methodologies to be used by teacher educators and how to use the methodologies, even how to give grades; this verity made the curriculum of secondary pre-service teacher education a curriculum that is standardized, prescribed, externally determined and controlled.

In the humanist perspective to quality education the function of assessment is to provide learners explanation and feedback about the degree of excellence of their individual learning process. Self-assessment together with peer assessment is accepted tenderly as method of building deeper understanding of learning (UNESCO, 2004).

The practice of assessment in the pre-service teacher education program is not as it is stated in the TESO document. Though teacher educators acknowledge the importance of using continuous assessment they admit that they are only able to use mid semester and final examination because of the large number students they are having. Students have underpinned this fact also. A certain student teacher stated when he was asked about the assessment methods that his teachers use in order to evaluate, replied

Paper pencil test and only sometimes there is presentation. But the course outline says that at least two exams before mid-semester examination. In practice it is only mid and final examination.

Let alone using an assessment system where students assess their own self or their peer assess them, the evaluation mechanism that is used by teacher educators is not serving as a system in which students get justification and comments about their individual learning process.

In the humanist perspective to quality education the teacher's role is more that of facilitator than instructor (UNESCO, 2004). Teacher educators maintain that they are

acting as a facilitator. A certain teacher educator replied when he was asked what type of teaching method do you use, he replied

Interactive method. It is the student who does most of the work. I am only the facilitator. I think this is a good way

Then again students are not fond of the active learning method, which is in vogue in teacher education program. students do not like to carry the burden that is placed on them in the name of active learning methodology. Also the practice that teachers give group work and fail to follow on who has done the work, made only very few students to be active learners. When a certain student was asked about the factors that hampered him to learn in the teacher education program he replied

One is the climatic condition of the department i.e. the fact that I am in the teaching stream. I don't want to be a teacher. It is only lately that I am starting to accept. I don't like evaluation with an assignment. The burden will be on one student and the rest have nothing to do so they don't have to worry. Only some students are actively participating.

Curriculum, assessment, and teachers' role of the teacher education from the behaviorist viewpoint

The curriculum of the secondary pre-service teacher education is a standardized one. Such curriculum in the behaviorist approach to education quality is approved. In the behaviorist approach to education quality, tests and examinations are regarded as essential features of learning

and the chief way of preparation and giving rewards and punishments (UNESCO, 2004). Besides in the behaviorist approach assessment is perceived as a goal measurement of learned performance against predetermined assessment principles; this fact is inherent in the behavior of teacher educators- they are using mid semester and final examinations as a primary way of giving grades for students. A student teacher who was asked about the grading system replied that

Most of the time mid and final examinations are used. The way they give us examination is that they load us with a lot of information when examination time approaches. For us it will be difficult to study.

Also in the behaviorist approach to quality education, the teacher leads learning, as the specialist who is in charge of stimuli and responses. The large number of students together with other factors forces teacher educators to be instructors with the full power of controlling both the teaching-learning process and the evaluation mechanism. A teacher educator who was asked what type of teaching method he uses responded that

I use lecture method most of the time. Sometimes I try to teach my students through student-centered method, but then I find it to be time consuming. I have to cover the course.

Although few educationists accept the full behaviorist agenda in its pure form, elements of behaviorist practice

can be observed in many countries in teacher-training programs, curricula and the ways teacher actually operate in classrooms (UNESCO, 2004). It appears that the secondary teacher education program is one of the few, which the behaviorists approach is seen.

An incident in the teacher education from the critical view point

Critical theorists focus on unfairness in admission to and outcome of education and on education's function in legitimizing and replicating social structures through its transmissions of a definite type of knowledge that serves certain social groups (UNESCO, 2004). Currently the teacher education program has two type of enrolled students-PPC [those who completed preparatory program) and FPC (those who completed freshman program). A social structure is formed between the two. The student who joined teacher education program with his choice, when he was asked about the professional courses he has taken in making him able to teach in high schools replied that

Yeah! I did get that. But what I did not get is about attitude. The attitude of most of the students did not change. Had the choice I make been here after I joined university, I wouldn't have chosen to join teacher education program. Actually, I had a strong belief in it by the time I made the choice. But things here will make you change the attitude you have; things such as the existence of two groups of students-students from Preparatory Program Complete and Freshman Program Complete students. They (Freshman Program Complete students) undermine us (Preparatory Program Complete). And teaching is seen as a low rank profession. And at one time I even

asked my self "why, I joined?" By the time I make the choice to join the teacher education program people in my community (surrounding), even my teacher asked me 'why did you join teaching'? (They don't want me to)

Ginsburg and Clift (1990) in Ben-Peretz (1994) tried to tell us in a fine way about the hidden curriculum of teacher education as the messages transmitted to students through the institutional context, as well as the structure and processes of the programs themselves. They declared that these messages correlate to several premises. Initially, teaching is a low-status profession and teachers as a professional group lack power. Student teachers field experiences will make them face up to the low professional status of teaching. Student teachers' course work conveys the message that college teachers possess power over students and are inferior to administration and politicians. Such perception of teachers' lack of power is again strengthened by the idea that curriculum decision-making is not a central component of teacher's professional role. Next, the hidden curriculum of teacher education is inclined to communicate a disjointed view of knowledge, both in course work and in the field experiences.

4.6. So what happened is.....-the outcome

A teacher educator, who observed students during the final practicum session, said

The student teachers are empty. I see the student teachers as those who are offered with big bowls/empty bowls and

those who are asked to deliver this to students. They know only methodologies. They know nothing about the subject matter. For example, I have observed those who teach 9th grade. One of the student teacher teaches the students by saying 'might has'. Then the students asked him how do you say 'might has'? How could might and has go together? Then the student teacher replied 'nay it is correct'. Then another student asked the same question again. After that all the students started to mumble. Then he said in the book it is stated like that. Then they asked 'him is it'? He replied 'yes'. They said 'no'. Then I calmed down the class 'cause it was disturbed a lot. After the class is over, I asked the schoolteacher about it. He told me that neither the grammatical law nor the book says 'might has'. They should have learned before they teach. Everybody should learn before teaching, after that they should get prepared well with an idea in mind "what do students question me?" For example if a teacher is going to teach a passage about 'bee', he/she must answer as much as he/she can. Such kind of preparation is not there with student teachers. They never have such preparation. There are some students who make effort. But the majority of student teachers are only ready to be graduated. I don't know how they get involved with this and I don't even know what type of orientation they have?

That is really something awful to hear/read especially for those who expect eagerly to see the result of the newly reformed teacher education program.

The lack of subject matter knowledge by student teachers along with being short of language of instruction i.e.

English language worsens the situation. A teacher educator who has some hope that things may be improved with uphill struggle said that

Their (student teachers') subject matter knowledge ... I didn't get it as I expected it some times. It is not enough. They lack the communication language. I see also in some students, lack of expression. I even come across students who did not use blackboard properly. And I came across good students. What I want to say here is that may be in some students either change has occurred or they may be those who have a character of 'born teacher'. On some of students I see lack of preparation that results from undermining teaching in high school. Lack of preparation especially in science teaching will expose you because you will come upon a wrong solution for a problem. Overall, I can say that if they have a good preparation I think they can teach. But from now on much is expected from them. They lack also the details of the subject matter. Once, I had a chance to evaluate students during practicum II for peer teaching. That time I was asking them the subject matter, almost all I can say were not able to give explanation from what they have been teaching. They lack it.

A student teacher who was asked about the courses he has taken said that

I can say that the course I have taken are not enough. Specially the major courses they are reduced in relation to the previous program. I feel like there are some other courses that we are supposed to learn but we did not. Instead of the subject matter courses the practicum course took the lion's share and made us loose the subject

matter course that we were supposed to learn. The importance of practicum as a course has no doubt in it; however, it took the place of the subject matter courses because of its share.

Lack of subject matter knowledge along with being deficient in the language of instruction makes the situation 'adding insult to injuries'. A teacher educator who was advising students for the paper, which they are writing for the partial fulfillment of the degree, said when students came to get back their paper from him ' I didn't correct your paper for I cannot put a mark on the entire paper. I better put you in language school'.

This circumstance seems distressing with student teachers who were teaching through TV instruction (which is for most of them is inevitable when they are going to be hired in high schools). A teacher educator who observed students upon TV instruction explains the condition like this

In the group that I observed there is more TV instruction, you can't be able to see the role of student teachers. Mainly 35 minutes are covered with the TV instruction. Student teachers are not adapted to it (are not used to it). I can see that there is a room for them to play a role. However, they are confused as to what their role is. For example, in the TV instruction, some things were given about tense and question will be written on the screen, in my opinion there should be elaboration by student teachers. But most of the time they remain silent. May be they are mimicking a teacher who has done like that during their observation at high schools. Some of the student teachers have efforts. Anyways, the methodologies in which they are being trained and the actual thing that is happening in the high school I think there is a gap between them. And I think the

problem is raised from that. I can see that there is a possibility (room) for student teachers to ask a question and tell students to answer in order to motivate them. But the training, which is going on here, is not a training that prepares students for such kind of TV instruction. I think it is from that they are getting confused.

Such is also the concern of the faculty's dean. He told me desperately that there is a major problem in the teacher education. The problem stirred up from the fact that the government decided secondary schools should be run with the help of 'plasma TV'. 'We don't have a single plasma TV here in the university. The active learning strategy it seems that it doesn't have any use because there is a mismatch between what is going on in teacher training and the high schools'.

CHAPTER FIVE

5. Summary, Concluding Remarks, and Implications

5.1. Summary

Qualitative case study method was employed in this study. The research questions in the study were

1. What is the quality of the secondary pre-service teacher education program?
 - 1.1. How do teacher educators feel about the professional competence of student teachers?
 - 1.2. How does student recruitment strategy determine the quality of the secondary teacher education program?
 - 1.3. What is the economic context in which the secondary teacher education operates?

In dealing with the research questions mentioned, interview with student teachers and teacher educators, document analysis and field observation were used as instruments to collect data.

The study has found out that students who are less competent are recruited to the teacher education program. There is external influence in the economic context of the teacher education program. Teacher educators do not have confidence on the competence of student teachers who will be teachers after a couple of months.

5.2. Concluding Remarks

The things that put the teacher education quality at peril seem to have a great connection. It starts from a huge control on teacher education institutes. The control ranges from not allowing recruiting students for them to developing strict guidelines that should be followed by teacher education institutes. So it happened that a student teacher who is left with a couple of months to be a teacher said that

I feel like something is left to say that I am educated. But it is easy to say that I am trained. I think something is left. I don't think that I have mastered it.

The problem has root in a great reliance on external funding for the teacher education program, when donors take the vows of those who are being donated on being strict followers of implementation manuals. Kemmerer cited in Callewaert (1998:202) argues that

the donor wanting to contribute to development will not be interested in contributing to improve the existing system. The host country should be able to do that by its own effort and competence, perhaps with only some material input. The host country is thought not to be able to innovate, but also not to be able to do, by its very existence as different from the host country. And since the host country is not only not able to innovate, but also not able to sustain the innovation, the donor will engage in the innovation and the sustainment of it.

An interrelated setback in the teacher education program is seen. The sequence begins from the money that is donated to the teacher education program. The government does what ever it takes in order to make sure that the money is there. So it ended up recruiting as much students as

possible to higher education institution with a strategy that enrolls students who are less competitive to the teacher education program. In order to keep the teacher student ratio less, it resulted in hiring as much teacher educators as possible from the low academic status because those with higher academic status are in scarce. These things together with strict curriculum guidelines; will make the quality of the process of the teacher education program at risk. Which results in putting the competence of student teachers who are considered as the outcomes of the teacher education program under doubt.

To get some image about the teacher education program what a teacher educator has said about the competence of the student teachers is worth to read.

It is better to tell things a little bit from past. During the dergue regime, the situation was frustrating initially because at that time those who are educated faced serious problems. The situation was so bad particularly for teachers. The existing teaching-learning process was so damaged. Then what occurred, in order to fulfill the existing demand of teachers 'Digoma' teachers were started to be recruited from those who have completed grade twelve and who did not passed matriculation. And they started to teach what they did not know. They created improper understanding on students. So the quality of education deteriorated. But after that, things started to get improved and it reached a good condition. Students just before TESO, were

quality students, those who are capable of creating good understanding competitive students even who are capable of being competent abroad and we were so happy for it. We gradually were improving the program because we had the autonomy of designing the courses, writing materials and other efforts also we make to fulfill responsibility of citizenship. Students were also ready to accept anything. But now all these things do not exist. The students now joined teacher education with hardly any preparation so we are not getting students with good understanding. So what is left is either Mohammed has to go to the mountain or the mountain has got to come to Mohammed, so we try to teach student teachers by being certain steps down from our standard. What I fear is they may destroy us. Things should be improved. The government should make efforts to improve. If students are to be graduated with incomplete knowledge, skill, etc., they will make mess in bringing up students at schools.

5.3. Implication for Practice

According to this study, most of the problems that made the teacher education program at risk are external to the teacher education institute i.e. Bahir Dar University. Even if less competent students and standardized curriculum are there, there is room for teacher educators to look into their own practice in order to bring change in the students. This is because curriculum is felt in the classroom.

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Appendix - A

Semi-Structured Interview Guide for Student Teachers

1. What do you think about the subject matter courses you have taken in relation to
 - amount
 - relevance for teaching at secondary schools
 - helping to feel competent for a certain profession
2. What do you say about professional courses you have attended in relation to
 - making you feel that you are able to teach
3. What do you say about the value of practicum in preparing someone to the teaching profession?
 - what experiences did you get from practicum sessions
4. What do you think about the contribution of active learning throughout your training?
5. What are the assessment methods your instructors use to monitor your progress?

What do you say about the teacher education program you have attended?

Appendix -B

Semi-Structured Interview Guide for Teacher Educators

1. What do you say about student teachers competence in motivating students in the teaching and learning process?
2. How do you get student teachers' competence in assessment?
3. What do you say about the competence of student teachers in classroom organization and management?
4. What do you say about effective questioning skills of student teachers?
5. What do you say about the subject matter knowledge of student teachers?
6. What type of teaching methods do you use?
7. Are the material resources available sufficient for running the teacher education program?
8. What are the assessment methods you use to monitor students learning (progress)?
9. What is the class size for the teacher education program?
How do you evaluate the overall competence of student teachers who went through the new teacher education program?

Appendix - C

Semi-Structured Interview Guide for Administrators

1. What is the material source of the secondary pre-service teacher education program?
2. What is the financial source of the secondary pre-service teacher education program?