

Teacher Preparation for Secondary Education in Ethiopia: Assessment of the Implementation of Post-Graduate Diploma In Teaching (PGDT) Program in Public Universities

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Abstract

This study was conducted to assess the design and the implementation of Postgraduate Diploma in Teaching (PGDT) program in three public universities. Mixed methods research approach was used to address the research questions. Data was collected through interviews, questionnaires, observations and document review; and analyzed using narrative and statistical techniques. Findings of the study show that PGDT, like its predecessors, was benchmarked on the foreign practice (i.e., the UK and South African teacher preparation systems); it was introduced to address limitations found with previous programs; the implementation of PGDT was not as intended to be and affected by different factors, like anomalies in candidate selection and admission and in course preparation, delivery and assessment; scarcity of resources and facilities; lack of interest in the program on the part of universities' management, teacher educators and candidates; absence of strong follow-up; and lack of collaboration among key stakeholders.

Keywords: Curriculum, Curriculum Implementation, Mixed Method Research, PGDT, Secondary Education, Teacher Education, Teacher Preparation Program, the Concurrent Model, the Consecutive Model

Introduction and Background

Teacher education has been regarded as a key target and lever of educational reform (Cochran-Smith & Zeichner, 2005; Rao & Rao, 2005); the bedrock for national development (Ogunyinka, Okeke & Adedoyin, 2015). It is a teacher education program that takes a lion share to translate the needed skill, knowledge and attitudes to meet societal needs; to produce well qualified professionals in all aspects of sects; and to produce good teachers for all school levels (Ogunyinka et al, 2015). In general, teacher education is highly interlocked with national development, and the role of teachers in making sustainable development is unquestionable because teacher is a responsible person on translating educational policy into practical action.

The concept *teacher education*, though conceived from different vantage of points, is usually viewed as the process of professional preparation of both prospective and in-service teachers towards the attainment of competencies and skills considered desirable so as to make them efficient and effective in their teaching (Feuer et al., 2013; Zogla, 2009; UNESCO, 2002 & 1990; Osuji, 2009). In broader sense, teacher education includes training occurring before commencement of service and during service, which is designed to equip teachers with the knowledge, skills, attitude and behaviors required to discharge their professional responsibilities and roles effectively.

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Different modalities of teacher education have been used across the world. The most common models are the *concurrent* and the *consecutive* models of teacher education (Musset, 2010; Terhart, 2003). In the concurrent modality, candidates simultaneously study both the subject-specific courses and pedagogical courses (Tehart, 2003). It has been used in countries like China, Korea, Taiwan, USA, Japan, Singapore, UK, etc. whereas, the consecutive modality, also known as the *Sequential model*, or the ‘*Add-on*’ model, is applicable on the applicants who already have bachelor degree in relevant subject area, and then study for further period to gain an additional qualification in teaching. It focuses on the *how* of teaching knowledge and pedagogical skills, not the *what* to teach and consists of both formal instruction and supervised practice (Aklilu, Alemayehu & Mekasha, 2008).

As Musset (2010) posited, the advantages of organizing teacher education program on the basis of the *concurrent model* lie in that it allows a more integrated learning experience (or it provides opportunities to integrate theory with school practice) for pedagogical training, and subject-matter training take place at the same time; enables candidates know their professional destiny from the outset; and yields sustained commitment to excellence in teaching.

On the other hand, one of the merits of the *consecutive modality* of teacher education is that it allows a flexible entry in to teacher education, or it provides opportunity for those who want to join the teaching profession (Musset, 2010; Tesfaye, 2008). To this contrast, this modality has limitations like: time consuming, little consideration to school content knowledge, lack of integration of content and pedagogical knowledge and so forth as compared with concurrent modality (Aklilu et al, 2008; Tesfaye, 2008).

Teacher education has entertained a number of arguments and debates in its long history. The outstanding contentious issues include, among other things, the nature and kind of teacher education curriculum components; the way the curriculum is prepared and delivered; the recruitment and admission of candidates; training loads for the candidates; the nature and organization of practicum courses; student assessment and evaluation methods; accreditation and certification procedures; the criteria used to measure graduate competences or to evaluate the outcomes of teacher education programs; teacher licensure requirements; the issue of maintaining a balance between subject-matter courses and professional/pedagogical courses in the training program; the proportion of and the nexus between theory and practice; and program modalities (Ahmed, 2013; CEBS/AAU, 2013; Menter, 2010; Aklilu et al, 2008).

There is an almost universal quest for greater teacher quality, and with it, a demand for high quality teacher education (Townsend & Bates, 2007). Nonetheless, barriers to ensuring quality in teacher education and of teachers are many. Some of the common problems hindering success in teacher education in the world at large are insufficient teacher remuneration, shortage of high quality applicants, poor subject-matter knowledge, poor pedagogical preparations, disconnecting theory and teaching practice, poor command of the medium of instruction, limited professional preparation of teacher educators, loose quality assurance practices, and failure to bring about favorable attitude towards the profession (UNESCO, 2013; Darling-Hammond, 2006; Aklilu et al., 2008).

Review of literature indicate that best practice teacher education programs require best practice systems for selecting, preparing and inducting teachers into the profession. Best practice principles for teacher education must consider more than the content and organization of university courses. By implication, successful preparation of a high-quality teaching workforce depends on close attention to, and the alignment of, all elements of a country’s teacher preparation *system*.

Darling-Hammond (2006a, 2006b) provides the following synthesis of best practice principles for teacher education programs. Well-designed programs have:

- *Coherence*, based on a common, clear vision of good teaching grounded in an understanding of learning, permeates all coursework and clinical experiences;
- A *strong core curriculum*, taught in the context of practice, grounded in knowledge of child and adolescent development, learning in social and cultural contexts, curriculum, assessment and subject-matter pedagogy;
- *Extensive, connected clinical experiences* that are carefully developed to support the ideas and practices presented in simultaneous, closely interwoven course work;
- *Well-defined standards of professional knowledge and practice* are used to guide and evaluate course work and clinical work;
- *Explicit strategies* that help students (1) confront their own deep-seated beliefs and assumptions about learning and students and (2) learn about the experiences of people different from themselves;
- *An inquiry approach that connects theory and practice*, including regular use of case methods, analyses of teaching, and learning, and teacher research applying learning to real problems of practice and developing teachers as reflective practitioners;
- *Strong school-university partnerships* that develop common knowledge and shared beliefs among school- and university-based faculty, allowing candidates to learn to teach in professional communities modelling state-of-the-art practice for diverse learners and collegial learning for adults; and
- *Assessment based on professional standards* that evaluates teaching through demonstration of critical skills and abilities using performance assessments and portfolios that support the development of ‘adaptive expertise.’

These best practice principles can provide a sound basis on which to benchmark Ethiopian teacher education programs.

An Overview of the Ethiopian Teacher Education

Ethiopia is the second most populous country in Africa next to Nigeria with a total population of over 120 million (UNESCO, 2015) with diverse languages, culture and topography. The country has a total area of 1.12 million square meters. Agriculture is the main economic basis of the country, engaging about 80% of the total population and contributes about 50% to the GDP. Politically, the country adopted a federal system of governance with 12 regional states and two city- administrations.

Secondary teacher education in the country was systematically initiated in the beginning of the sixties, with the establishment of the Faculty of Education of the Addis Ababa University, the then Haileselassie I University (HSIU), in 1962 (Teklehaymanot, 2000). The mission, the structure or the modality (*concurrent vs. consecutive*), the curriculum (the degree of course mix between subject matter and pedagogy) and the implementation of secondary teacher education had always been a fiercely contested terrain ever since the inception of teacher education in the country (Aweke, Eyasu, Kassa, Mulugeta, & Yenealem, 2017; Nasir &

Kedir, 2011; COE/AAU, 2008 & 2013; Teklehaimanot, 2000). As to the report of different policy documents and studies (TESO, 2003; Aklilu et al, 2008; Ambissa et al., 2008; Solomon, 2007; AAU/CEBS, 2008 & 2013), the insufficiency of secondary teachers' professional knowledge and skills, and a decline in their professional value and morale are serious problems inherent with the Ethiopian teacher education system.

Generally speaking, teacher education in the country has long been suffered from a plethora of problems. Key issues facing teacher preparation and development in Ethiopia are unfavorable attitude toward the profession, scarcity of educational resources, shortage of high quality applicant, insufficiency of teachers' subject-matter knowledge and pedagogical skills, insufficient teacher remuneration, contradictions and inconsistencies in policy and practice, poor curriculum organization (COE/AAU, 2008 & 2013; Nasir & Kedir, 2011; Solomon, 2008; Kedir, 2006; ETP, 1994; MOE, 2003).

The policy framework for current teacher education

According to existing literature, teacher education reforms made by current Ethiopian government can be categorized as Pre-TESO (1991-2002), TESO (2003-2009) and Post-TESO (2010 onwards). The ensuing paragraphs present the backgrounds, developments and associated issues on each of these reforms.

The 1994 ETP

The 1994 education and training policy (ETP) provides policy context for teacher preparation and development initiatives in the country for that teacher education program has been one of its key priority areas. ETP's statements reveal that the central concern of teacher education program is producing competent teachers for schools; and preparation of curriculum, based on relevant standard and sound pedagogical and psychological principles, has also been one of the objectives of the policy.

In line with the guidance of the policy, the MOE adopted the Teacher Development Blue Print in 2007, a strategy guideline providing framework for teacher development initiatives. As articulated in this blue print the Ethiopian teacher education envisions seeing school teachers who are capable of producing responsible and competent citizens, committed to their profession and ready to lifelong learning, and who respect and behave in accordance with the democratic principles enshrined in the Constitution. The teacher development blue print document provides an overall guidance on the selection, training and management of teachers.

Though there was no comprehensive policy of teacher education, the 1994 ETP introduced several new initiatives, such as the four ESDPs, TDP, GEQIP, and other related reforms descended, and opened up reasonable room for teacher preparation and development.

Ethiopian Teacher education before TESO, 1994-2003

In the pre-TESO PERIOD, the education sector had developed and implemented multi-year Educational Sector Development Program (ESDP) as of 1997/98, whose main thrusts were to expand access, improve quality, relevance, efficiency and equity. Accordingly, ESDP-1 was designed in 1997 for all levels of teacher education program to benefit students, teachers, teacher educators, educational leaders and implementing technical staff. It aimed at improving teacher educators' knowledge, skills, and attitudes.

Ethiopian Teacher education during TESO, 2003-2009

In 2003, the Ethiopian government launched a reform known as Teacher Education System Overhaul (TESO) as a move against multiple drawbacks found with the previous teacher education practices like teacher's lack of teaching competence, absence of a link between what teacher educators do and what schools do (educators didn't know the school situation), teacher-centeredness of the instructional process or minimal attention to active and reflective teaching, inadequate emphasis to practicum and action research, absence of community participation in schools activities (MOE, 2003). As such, the new program was regarded as a paradigm shift in the subsector and essentially focused on recruitment and admission procedures of candidates; student-centered learning or active and reflective pedagogy; practice-oriented and skill-based training; integration of pedagogical training with the subject matter; and self-preparedness for the teaching profession (Ahmed, 2013; Aklilu et al, 2008; MOE, 2003). By doing so, TESO aimed at creating professional who would be competent in subject-matter knowledge and method of teaching or teachers equipped with pedagogical content knowledge (PCK), classroom management, values and ethics essential to professionalism (MOE, 2003).

On top of this, emphasis was also given to professional competence. TESO program includes changes like reduction of study year (reduction of a 4-year program to a 3-year program); introduction of practicum program throughout 3 years training; offering of action research courses that fosters problem-solving skill of the student-teachers; and paradigm shift from traditional teacher-centered approach to student-centered approach (Aklilu et al, 2008).

The same year, MOE launched TDP-1, a program that was planned to extend from 2003/4 through 2007/2008 and charged with supporting the reform of several portions of the teacher education system. These areas included the improvement of the quality of teacher educators at teacher education institutions (TEIs), both universities and colleges of teacher education (CTEs), the development of pre-service, particularly in the areas of practicum and selection, as well as in-service teacher professional development activities. In addition, TDP-I supported the system of teacher education, training for school leaders and management, and the quality of English language teaching and pedagogy.

Structure wise, teacher education was based on the concurrent modality whereby candidates simultaneously studied both the subject-specific courses and pedagogical courses. TESO had two components: *the pre-service teacher-training* sub-component and the *in-service teacher-training* sub-component.

Different studies and reviews conducted on the TESO program (e.g., COE/AAU, 2008 and 2013; Dawit, 2008; Temecheegn, 2007) show that the program had considerable strengths and brought remarkable achievements, for instance, it was appreciated for its relevant curriculum that had given due emphasis to practicum and action research courses; for its embodiments of foundation courses, pedagogical courses, and subject area teaching courses; and for its establishment of the culture of a strong university-school partnership.

Nevertheless, it was reported that there was weak alignment between the teacher education curriculum at universities and the school curriculum (Solomon, 2008). That is to say, a considerable number of teachers who were teaching in secondary schools were not trained in line with the TESO intentions. Thus, there was a gap between the TESO discourse and the practice in the teacher training institutions.

Owing to the inherent limitations and some dissatisfaction in the content competencies of the TESO graduates and the TESO curriculum (embodiment of much pedagogical courses) in general, the MOE launched, in 2009, a new approach for the training of secondary teachers, the PGDT program.

Ethiopian Teacher education after TESO: the PGDT, since 2010

As the national curriculum framework (MOE, 2009) states, the rationale for launching the PGDT program relates to problems associated with previous teacher education programs (TESO/TDP program), especially continuing teacher quality problems that had been perennial to the Ethiopian secondary schools; and the government's needs to reorient the teacher education system, particularly increasing interest in the Pragmatist and the reflective models of teacher education as effective ways of developing teachers' competencies, skills, and attitudes. These are justified by the government as a driving force to make the shift in the model of teacher education. Other way, reasons for launching the PGDT program include inadequate teachers' subject-matter competence; lack of proper and sufficient implementation of active learning methods in schools; lack of demonstration of professional commitment and work ethics to the desired degree; low interest of teachers to follow up and assist students; and poor school-community relations.

PGDT, the sequential, also known as the 'add-on' model of teacher training for secondary teacher education, is a system where teacher candidates with undergraduate degrees in any subject that directly relates to secondary school subjects apply for more training in teacher education to become professional teachers (MOE, 2009). Moreover, PGDT is designed for those in-service teacher trainees who upgrading from diploma to degree program.

Initially, PGDT program was supposed to be implement in regular program consisting of three terms. However, by 2011, it turned out to be a summer modality because of the fact that regional education bureaus faced shortage of teachers and absence of graduates with first degree in teaching.

Admission Criteria to the PGDT

- B.Sc. or BA in areas directly related to secondary school subjects,
- Interview and entrance examination to assess:
 - students' readiness, predisposition, and motivation to become secondary school teachers.
 - students' language and communication skills
 - any previous engagement with children or schools.
- Teaching profession ethical standards will be considered during selection (MOE, 2009).

Nonetheless, some studies in the area (e.g., Koye, 2014 & Aweke, 2015) disclose that there was admission discrepancies in the practices of universities.

Courses taught in PGDT Program

PGDT training curriculum has five types of course or modules: *foundation courses, professional courses, subject-area teaching courses, Action research and practicum* (MOE, 2009).

Management of PGDT

Implementation of the PGDT has been involving different stakeholders, such as the MOE, regional education bureaus, sub-cities, zonal and district education offices, and secondary schools. The program is centrally coordinated by the MOE and each PGDT offering university has one PGDT coordinator who coordinates both the management and resources to the program (MOE, 2009).

Research on the implementation of the PGDT program and its perceived impacts was scant. That is, no comprehensive study was conducted on the design, development, implementation and results of the program, and this was the inspiration for this study.

The Education Development Roadmap of 2018-2030

Very recently, the Ethiopian federal government promulgated the Education Development Roadmap (2018-2030) to address the shortcomings of the 1994 ETP as related to teacher preparation and development, such as gaps in policy and strategy; discrepancies or irregularities in policy implementation; difficulties with teacher training modalities; problems in the qualification, deployment and performance of teachers; issues concerning incentive and support for teachers; teacher licensing and re-licensing; provisions for advancement, transfer and retention; and challenges related to CPD and teacher upgrading (MOE, 2018).

Statement of the Problem

Though PGDT has been implemented by ten universities for a decade, a comprehensive study on the various aspects of the program was a rare practice in the Ethiopian universities. Thus, paucity of studies on the design, implementation and outcomes of PGDT, and thus, absence of empirical evidence that could provide readers with a big picture if the issue was what triggered the interest of this researcher.

In order to address the research problem, the following four overarching basic questions were formulated and studied in detail at the three institutions:

1. How was PGDT designed and developed? Who did take part in the process?
2. How was PGDT implemented in the universities?
3. What factors affected the implementation of PGDT?
4. What are the impacts of the program on the trainees and the graduates?

This study, thus, attempted to answer the stated basic research questions and their components by exploring the perspectives of the designers, the implementers and of those teachers who had taken the training and employed.

Objectives of the Study

The objectives of this studies were to:

- Explore how PGDT was designed and developed, and who involved in the process,
- Examine the implementation process, that is, how the program/training was run in the universities,

- Investigate factors affected the implementation process,
- highlight the influences of the program on the graduates,
- Provide some suggestions that would inform secondary teacher education policy and practice and set agendas for future research.

Significance of the Study

The findings of this study can have significance to the field of teacher education in different ways. It provides theoretical and empirical evidences that would inform policy-makers, curriculum developers, implementers and teacher education researchers. It can also serve as a source of information for those who would like to join the teaching profession and understand teacher education system in the country.

Research Methodology

This study adopted the mixed methods approach, based on two assumptions. First, studying the development, implementation and impacts of the PGDT program is a complex and multifaceted process that can involve the collection and analysis of both qualitative and quantitative data from diverse sources by using a blend of instruments and techniques. Second, employing the mixed-methods approach was found helpful to generate broader understanding of the educational practices under study.

Moreover, this study employed the case study design. The case study design is a strategy used to investigate a bounded and a particular unit of a study (a case) to understand its complexity and/ or the broader context in which it is situated (Kridel, 2010; Yin, 2003; Bassey, 1999; Merriam, 1998; Stake, 1995). In the same vein, Hays (2004) points out that a case study design is a good fit to answer focused questions by producing in-depth descriptions and interpretations over a relatively short period of time as well as investigate contemporary cases for purposes of illumination and understanding. As the main intent of this study was exploring the state-of-the art of PGDT program in three universities (bounded systems), the case study design was found to be appropriate design to use.

Selection of the Research Settings

Secondary teacher education has been offered in the universities. Out of 10 universities that were selected to offer a 1 year degree professional training in teaching (PGDT), three universities (AAU, BDU, and JU) were randomly selected as research settings. Once the universities were selected, this researcher directly contacted with the Colleges of Education hosting PGDT program, and selected research participants, especially those who were taking part in the design and implementation of the program.

Addis Ababa University (AAU), the first higher education institution, established in the 1950s, has a long tradition in providing teacher education and in designing its curriculum. Furthermore, it was the major (until 1980s) provider of secondary school teacher education in Ethiopia. AAU was selected by the Ministry of Education to be one of the ten national universities that were capable to run PGDT.

Bahir Dar University is located in the town of Bahir Dar, the capital of the Amhara National Regional State, in the north-western Ethiopia. BDU is relatively one of the oldest universities in Ethiopia, founded in 2000

following the merger of two sister institutions: Bahir Dar Polytechnic Institute, founded in 1962 and Bahir Dar Teachers' College launched in 1972.

Jimma University is one of the largest and comprehensive public universities in the country. The origin of JU dates back to 1952 when Jimma College of Agriculture was founded. The University got its current name in 1999 following the merger of Jimma College of Agriculture and Jimma Institute of Health Sciences, founded in 1983.

In addition to the three universities, some secondary schools were also research settings for collecting feedbacks from teachers who had taken the PGDT training and working in different schools. So, this researcher made contacts with three regional education bureaus where the sample universities located (i.e., Oromia, Amhara, and Addis Ababa City Administration education bureaus), and certain graduates of the PGDT were working.

Selection of Research Participants

The research participants were educational workers serving at different levels on PGDT program: 21 teacher-educators and 3 coordinators of PGDT program at three universities, and 152 student-teachers at the universities studied; 3 experts of pre-service secondary teacher education program at the MOE; 25 PGDT graduates; 3 regional education bureau experts, and 30 school directors. 152 PGDT trainees, out of 528, were selected from three universities by using probability sampling techniques, while the rest research participants were selected purposely based on their role, responsibility and experience in the design and implementation of the PGDT, and on their willingness to participate in the study. Overall, a total of 235 participants were included in the study as data sources.

Data Collection Techniques and Instruments

A blend of data collection techniques and instruments, such as interview guides, questionnaires, classroom observation checklists as well as document review or desk-reviews were used to collect the required data.

Interview guides were prepared to collect data from 21 teacher-educators, 3 coordinators of PGDT program at three universities, 3 experts of pre-service secondary teacher education program at the MOE; 25 PGDT graduates; 3 regional education bureau experts, and 30 school directors. An interview guide that contained 9 questions and their sub questions was designed and used in the interview conducted with for three experts of the MOE, 3 regional education bureau experts, and 30 school directors; an interview guide that contained 10 questions was designed for teacher educators in the three universities; and an interview guide that contained 10 questions about the management of PGT was constructed for the coordinators of PGDT in the universities.

In this study, two sets of structured questionnaires were developed to collect quantitative and some qualitative data from the PGDT trainees and PGDT graduates. The questionnaires consisted of both close ended and open-ended questions, and the contents are aligned to the themes of the interview guideline. The close-ended questions questionnaire that was devised to collect data from the trainee-teachers contained 7 questions and their sub-questions. It aimed at measuring trainee-teachers' attitudes towards the overall aspects of the PGDT training. such as the nature of support system by the university leadership, the overall characteristics of the teacher-educators as well as the behaviors of the trainees, implementation of practicum and Action research, the nature of the courses and the training time.

Observation checklists prepared to collect data from 21 teacher-educators. It consisted of items related to teachers' instructional activities, students' learning activities as well as classroom setup. Data collection through observation involved pre-observation discussion and post-observation reflection with the teachers who taught different PGDT courses.

When it comes to the second questionnaire devised to collect feedback from the completers of the training, it consisted of 9 main questions about the overall nature of the training and their level of satisfaction with it and teaching job.

In addition to the mentioned instruments of data collection, relevant documents pertinent to the secondary teacher education were obtained and analyzed. The documents include education policy statements, proclamations, annual statistical abstracts, national curriculum frameworks, syllabi, and course modules. The document review was conducted to reveal information/data on the objectives of secondary teacher education and the very essence of the PGDT program and its curricula. Thus, the document review aimed at enriching and enhancing results obtained through interviews, and triangulate results with interview and classroom observations.

The document review was done by thematic content analysis method. For this purpose, some themes, such as purposes or objectives, contents, structure or organization of the syllabi and the courses/modules were considered as frame of references.

Data Collection Procedures

The data collection process, which lasted for seven months, involved different activities, such as developing a research protocol and establishing a rapport with the three university hosting PGDT and the research participants selected for the study, obtaining consent, and then collecting the data step-by-step. The interviews were conducted on a one-to-one conversation. Questionnaires were administered to the respondents on spot. Classroom observations were also conducted with 21 teacher educators who were offering different PGDT courses.

Data Analysis Techniques and Procedures

The data of this study were transcriptions from the interviews, statistics from the questionnaires, and notes of classroom observations and document review or desk-review. Qualitative data collected through interviews were transcribed, coded and interpreted thematically using vignettes and texts or narrations. The data collected through questionnaire were also coded, entered, cleaned and analyzed statistically using the SPSS 20 computer software. That is, the quantitative data was reduced into descriptive statistics and inferential statistics, such as correlations, t-tests, and one-way ANOVA while responses for the open-ended questions were analyzed using narrations. The thematic approach was followed to display the analyses and findings from all data.

The data collected from the three universities was analyzed in two phases. In phase one, data collected from each university was analyzed separately. In phase two, inter-universities analysis was made, or the implementation processes of the three universities were compared and contrasted against the major themes created. This technique aimed to see similarities and differences in practice of the three institutions, and then draw conclusions.

Summary, Conclusions and Implications of the Study

Summary of the Findings

This study aimed at examining the design and execution of PGDT at three public universities. Both desk review and field survey were conducted to obtain data. Summary of the findings obtained from all data are integrated and presented under key areas that represent the basic research questions formulated.

The design and development of PGDT

With the federal government initiative, PGDT program was designed by a taskforce, which was composed of representatives from old universities, and senior experts working in the ministry of education. The task force used the experiences of UK and South Africa (of the Cambridge University and of the University of South Africa) in benchmarking PGDT.

The implementation of PGDT

Data obtained from the interview, questionnaire, observation and document review disclosed that

- There was absence of strong and consistent candidate recruitment and admission policies. Admission discrepancies is noticeable in the system, that is, candidates were selected in two ways, mainly by the MOE and sometimes at the university level and even different from university to university. The selection system also led to the discontent of the hosting university or problem of ownership of the program.
- The implementation of PGDT was characterized by inconsistencies and irregularities as it was run during regular time at the initial years, and then during summer season one time, and during winter season other time and the vice-versa. Thus, the In-Out-In (summer-winter-summer) was a working modality of the training in all universities.
- With regard to implementation strategies, there was absence of uniformity among the three universities in course arrangement and delivery, implementation of practicum, and assessment of Action research, especially there was inconsistency in action research assessment, even among the various departments of the same university.
- Traditional instructional approach/lecturing by using power points/ was found to be the dominant approach, which implies absence of active and reflective pedagogy which were stipulated in the policy framework.
- There was no formal connection between the subject area course providers (various departments) and pedagogical institutions.
- What was common to the three universities is that the traditional approach of instruction, especially the lecture method was widely used to deliver courses. It implies the teaching learning process was not based on principle of active and reflective pedagogy.
- There was a mismatch between PGDT curriculum framework, the syllabi and the modules, which implies a weak integration among the curriculum components. That is, the translation of the framework to the course syllabi, and the syllabi to the modules was not done appropriately.

- Due to the fact that different university faculties or departments share (in a scattered manner) the task of preparing secondary school teachers, training at that level lacks ownership.
- PGDT also suffers from insufficient facilities/infrastructure like classrooms; laboratories, logistics for practicum, etc. Practicum related challenges include poor coordination and evaluation; shortage of materials and facilities in the schools, and inadequate mentoring of trainee teachers. Hence, teacher education in the country seems far away from aspired goal to produce teachers who are competent in subject areas and pedagogy, and who value the teaching profession as worthy career to practice and lead life in it.

Factors affected the implementation of PGDT Program

Literature (e.g., UNESCO, 2013, Ahmed 2013, Aklilu et al., 2008; Solomon, 2008; Kedir, 2006; MOE, 2003) indicate that teacher preparation programs can be affected by different factors, like unfavorable attitude toward the profession, scarcity of educational resources, shortage of high quality applicant, insufficiency of teachers' subject-matter knowledge and pedagogical skills, insufficient teacher remuneration, contradictions and inconsistencies in policy and practice, poor curriculum organization.

In this light, factors that affected the execution of the PGDT were many, to mention major ones:

- Controversy between the MOE and universities over the mandate of curriculum-making and recruitment and placement of candidate teachers. And the replacement of TESO by PGDT initially faced a lot of resistance from university academics.
- Lack of collaboration among the MOE, the universities, regional education bureaus, and secondary schools in implementing the program-- Practicum related challenges include poor coordination and evaluation; and inadequate mentoring of internees.
- Scarcity of educational materials and facilities, that is, PGDT was suffering from insufficient facilities and infrastructure like classrooms; laboratories, vehicles for practicum, etc.
- Lack of interest and motivation for the program on the part of the candidates as it was manifested in the frequent absenteeism, reluctance in doing assignments, mostly those first degree holders who were unable to get jobs in their area of specialization and decided to become secondary teachers as a temporary solution. It is found out that PGDT students believe that teachers and the teaching profession receive low social respect. It is therefore not surprising that a widespread lack of interest and motivation prevails among trainees of PGDT.
- Prevailed inconsistencies and irregularities among the studied universities in admitting the candidates and in the implementation of the practicum and Action research courses.

Outcomes of the PGDT

Data obtained from interview and questionnaire indicated that there was wide spread dissatisfaction among PGDT graduates (especially of those who joined the profession from other fields) with their working conditions in particular and the teaching profession in general. Causes for their discontent were that many of them were assigned at primary schools (the level which they were not supposed to work at nor prepared and trained for) and PGDT does not feature in the career structure of teachers, that is, teachers who had

completed PGDT and those who hadn't were put in the same basket and got the same salary. For this reason, the teachers were working with poor motivation and they didn't want to continue with the profession, but only until they would get better pasture. So, it was common to see that those teachers who were working in the towns were found looking for other job opportunities (spared much of their time in searching for job vacancies) and doing their studies in non-teaching fields so as to leave the profession, which uncover the situation of teacher turnover.

On top of this, it was reported that teachers who joined PGDT after holding their first degree in non-teaching areas could not assimilate the pedagogical training and develop a sense of professionalism as they were practicing teaching half-heartedly.

Conclusion

The introduction of PGDT was a result of the government's sudden decision to embark on new approach to teacher preparation, but with objection from some old university as it was not backed by plausible research findings. By implication, if educational reform is addressed in isolation or if it adopts only the top-down approach, it likely creates increased antagonism and unwillingness on the parts of implementers to do in the required direction, and the success of the reform would be undermined.

The implementation of program was fettered by different challenges and problems, and suggests a general trend that it was given little attention at all levels, particularly by the implementers, and as a consequence, it was not implemented as intended.

This study is significant as it provides empirical data or information to the teacher education policy makers (MOE) and to the implementers (universities) so that they would make important adjustments and fill in the gaps existing with the subsector.

The responsibility of universities should not end up simply with offering training and awarding of a degree. Rather, they should go beyond that and conduct evaluative research or impact assessment on their training program and obtain systematic feedback from the graduates (alumni) that can be used as the basis for further research and improvement of the program and of the conditions of the graduates. In this light, it becomes worth noting what Darling-Hammond et al (2002) and Schomburg (2003) pointed out, that is, conducting a tracer study to examine the status of graduates and make appropriate adjustments. As they suggested, tracer studies are useful tools to collect information on how well the graduates are doing in the schools; to get feedback from the graduates to modify programs and training system of the education institutions; to meet the needs of schools, etc.

Like any research practice, this study may have some limitations as some bias may incur in it with regard to the selection of research participants, data collection and analysis processes.

Overall, the findings revealed that the implementation of the PGDT program was not as it ought to be at the three universities, but the introduction of PGDT, despite all odds, is believed to have helped address shortage of teachers for secondary schools.

Implications of the Findings

It holds that success of any education policy implementation requires a wide variety of actions and basically depends on adequacy of design and presence of provisions, policy instruments or implementation strategy, commitment and capacity of the system and environmental factors. Therefore, there are several key areas where changes need to be introduced to improve the current secondary teacher education program (PGDT). The results of the study and the conclusions drawn from the findings have the following implication to be considered by the key stakeholders. Other way, the study identified issues that have to be readdressed by the MOE, the universities, colleges of education, departments offering courses, regional education bureaus and secondary schools.

First of all, the MOE, the principal owner of teacher education program, has to base its reform initiatives on plausible research, collaborate with universities as partners with mutual respect in the selection and admission of candidates, in formulating and implementing teacher education programs, and furnish the program with adequate resources and facilities.

Another important implication is that universities and the academics need to value teacher education program as relevant academic program, furnish it with educational materials and facilities required, employ standardized and consistent candidate recruitment and admission procedures; make program implementation a collaborative, team work; revise the curriculum and all existing course modules to improve quality and relevance, and conduct an impact assessment of the program and fill in the gaps.

Colleges of Education, as the host of teacher education program, need to carry out proper follow-up of the training process, make educational resources available on time, hold regular deliberations with course instructors and use feedbacks to make timely corrections; and employ active and reflective methods of course delivery.

The regional education bureaus and secondary schools also need to work closely with the universities so that practicum and action research implementation would be effective and can yield the required results. Most importantly, secondary school leaders and mentors have to work closely with the universities by welcoming and facilitating the practicum and action research projects of the student-teachers while the universities need to make avail all logistics needed for mentors at schools.

At this final point, it is possible to say that the findings and the recommendations put forth are worthy of consideration by the key stakeholders so as to alleviate the long-standing problems fettering the subsector and have a vibrant teacher education system.

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Appendices

Table 1 Profile of the Research Participants			
	Type of Participant	N	Sampling Procedure
1	MOE's Experts	3	Purposive
2	University Teachers	21	Purposive
3	PGDT Trainees	152	Random sampling
4	PGDT Graduates	25	Availability
5	PGDT Coordinators	3	Purposive
6	School directors	30	Availability
7	REB's Experts	3	Purposive
	Total	235	

Table 2 Course Breakdown for the PGDT Program			
Terms	Courses	Total credit hours	Contact hour per week
I	School & Society	3	4
	Psychological Foundations of Learning and Development	3	4
	Secondary School Curriculum & Instruction	4	5
	English for Secondary School Teaching and Learning	3	4
	Teaching in multicultural setting	2	3
II	Subject area method I	4	5
	Teachers as Reflective practitioners	3	4
	Assessment & Evaluation of Learning	3	4
	Inclusive Education	3	4
	Instructional technology	2	3
III	Practicum	4	One month
	Subject area method II	4	5
	Action research project	2	Practicum time

Source: MOE (2009)