



## Practices and Challenges of Postgraduate Diploma in Teaching Training Program in Ethiopian PGDT Trainer Universities

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### Abstract

The main objective of this study was to assess the current practices of PGDT training program in Ethiopian PGDT trainer Universities. It was designed to assess the current practices of PGDT in Ethiopian PGDT trainer Universities, to investigate the extent to which Ethiopian PGDT trainer Universities implement PGDT Practicum currently, to examine the extent to which PGDT stakeholders discharge their roles and responsibilities and to identify the major challenges facing currently. The target populations for this study were six randomly selected Ethiopian PGDT trainer Universities. Participants of the study were College of Education Deans, Teachers and PGDT trainees. The sampling techniques used were census sampling for College of Education Deans while simple random sampling technique was employed for teachers and students. Accordingly, 777 PGDT trainees, 60 PGDT teachers and 6 Education College Deans were selected as samples from total population of 4500 PGDT stakeholders. Both close-ended and open-ended questions were administered and distributed to teachers and PGDT students. Semi-structured interview was designed for College of Education Deans. The validity and reliability of the instruments for the final study was maintained through a pilot test in Jimma University. Both quantitative and qualitative analysis methods were employed to analyze and interpret the obtained data. These were descriptive and inferential statistical values such as percentages, aggregate mean, standard deviation and t-test. The result of the study revealed that, majority of respondents replied as PGDT guideline which was designed by Ethiopian Government is appropriate and can be practiced in Ethiopian PGDT trainer Universities uniformly, but different PGDT trainer Universities use PGDT guideline which was suspected for norm based practice. Respondents agreed as the emphasis given for PGDT training program by PGDT stakeholders is almost low. The major challenges faced the PGDT program were low interest and commitment of PGDT stake holders, less value given for marks or grades given for overall PGDT certificates, inability of the program to be uniformly applied for regular and summer modality learners, etc. The outcome of t-test dictated as there was statistically significant difference between males and females in terms of challenges face them especially during PGDT practicum ( $F(2,775)=0.001, p<0.05$ ). Finally, having strong follow up for PGDT trainees' learning, PGDT trainees attending by regular and summer modalities need to be treated differently based on their experiences and time spent in Universities, equivalent or more advantage should be given for PGDT certificate so as to persuade the others and strong effort has to be made for PGDT program by PGDT stakeholders were forwarded as recommendation.

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## INTRODUCTION

Quality teachers have a fundamental contribution for producing competent and dynamic human power that serve as bases for development in the world. In this connection, although teacher education is only one component of what is needed to enable high-quality teaching, it is essential to the success of all the other reforms urged on schools (Darling-Hammond, 2006). In addition to this, teacher expertise is the single most important factor in determining student achievement and fully trained teachers are far more effective with students than those who are not prepared (Fekede & Gemechis, 2009). Furthermore, (Paksuniemi, 2011) stated that good teacher training guarantees the functioning of good schools. Moreover, as elaborated in "Teacher Education and the Future America", one of the significant factors that affect the future of one country is the teacher education (Darling-Hammond, 2010).

In addition, to raise the quality of teaching, one must begin at the teacher level. Teacher development must be seen as a continuum of learning, with teachers located at various places along the continuum. Coexistent with this however is the fact that to improve any educational system the most important factor to be kept in mind is to improve the quality of teachers along with the standard of teaching. This is necessary because a person who educates others must be educated first and should possess a broad background of general cultural training. It is also necessary to educate teachers because only teachers who have themselves experienced a liberal and valuable education can lead the students towards development by exhibiting resourcefulness and enterprise in their work.

All major issues concerning educational changes require staff development activities to implement these changes in the educational infrastructure from top to bottom levels that is, from administrators, school principals, teachers, to technical and administrative support personnel. Moreover, with the advent of information and technologies in the education system, teachers are now under pressure to learn how to cope with these technologies in their classrooms, and how to use the hardware and software to enhance the teaching and learning process. The situation involves considering the needs of updating and developing teachers' knowledge to be competent enough to deal with the ongoing pressures. As with teaching itself, teacher education features a profusion of advice, little of which is anchored in reliable knowledge or shared across programs (Shoeb, 2013).

Teachers' education is also a part of professional development of teachers. Professional development basically refers to overall development of the profession of an individual. Various researchers have their own perspectives and definitions of professional development, such as Shoeb (2013) state that "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". The concept of professional development of teacher covers a broader aspect than the career development or the staff development aspect. When looking at professional development one must examine the content of the experiences, the processes by which the professional development will occur, and the context in

which it will take place. Previous studies confirm that development of teacher education provides teachers with satisfaction besides financial gain and it also have a positive impact on a teacher's beliefs and practices that may lead to better teaching and learning. Educational development also has a positive impact on the implementation of various educational reforms in any country.

The Federal Democratic Republic of Ethiopia (FDRE) took over political power from the military regime „Derg“ in 1991. Soon after overthrowing the regime, the FDRE introduced a new Education and Training Policy (ETP). The policy was introduced in order to expand the educational infrastructure, access to educational opportunity, and to improve the quality of education. The policy aimed to achieve four educational goals namely: quality, access, relevance, and equity. International License training of qualified teachers is also part of the expansion of the education system of the Country (Abebe & Woldehanna, 2013). Unquestionably, Teachers are expected to be equipped with the necessary competencies such as ability, diligence, humor, professional interest, and the physical and mental fitness appropriate for the profession. Additionally, teaching professions are highly expected to update their knowledge and all rounded knowledge to be competent enough to deal with the ongoing pressures (Shoeb, 2013).

Following the Education and Training Policy of 1994, the Ministry of Education of Ethiopia initiated Education Sector Development Programs (ESDPs, I-V) to meet the educational goals of the nation. A policy program called Teacher Education System Overhaul (TESO) was issued in 2003 with the intention to develop the

objectives and strategies of the teacher's education. TESO policy represents a paradigm shift in line with the international trends of active learner-center training (MoE, 2003).

In addition to the new, in-out-in morality of teaching training, the Ministry of Education introduced the one-year (in-out) regular based training session as of 2015. The training has been conducted on campus for one year and trainees are expected to go through one-month teaching practice after attending the necessary subject area and pedagogy courses (MoE, 2011).

PGDT trainees' selection criteria currently, in Ethiopia, the selection criteria and the training of prospective secondary school teachers has been changed. Primarily, those who have graduated from the university with BA/BSc in applied programs will be eligible for the application. Subsequently, those with better cumulative grade point (CGPA), who are willing to join teaching profession and can satisfy the requirement of Ministry of Education will be selected for the teaching profession (MoE, 2011).

### **Statement of the Problem**

The main aim of the PGDT program was to fill the content and pedagogical gaps that were remarked in TESO program as observed in teaching and classroom practices in secondary schools (MoE, 2011). The program requires trainees who completed a three-year BA/BSc program in any subject area such as physics, mathematics, English, etc. and those who are willing to join teaching profession for one-year training as a regular program in teacher education institutes in Ethiopia. However, the initial designed mode of delivery as the one-year regular session was

suddenly changed by Ministry of Education, and a tentative new mode of delivery was introduced as the country faced a critical shortage of secondary school teachers (MoE, 2011). The new tentative mode of delivery was in-out-in modality. Following the new in-out-in modality, the program has been conducted in two summer programs, and one distance program. In addition to the new in-out-in modality of teaching training, the Ministry of Education introduced the one – year (in-out) regular based training session as of 2015. The training has been conducted on campus for one year and trainees are expected to go through one-month teaching practice after attending the necessary subject area and pedagogy courses (MoE, 2011).

The Teacher Education program in Ethiopian system is expected to shoulder missions that are far-reaching in scope through the promotion of social, economic, and political changes in schools. The preparation of teachers who can promote students' learning in schools should be a priority agenda of its programs (Worku, 2015).

As draft curriculum designed by MoE (2009) explained the following major problems of secondary school teachers and others as teachers' subject matter competence is inadequate. Active learning methods are not properly and sufficiently employed. Professional commitment and work ethics are not demonstrated as desired. Teachers' interest to follow up and assist students is low. School-community relationships are poor.

The pedagogical content knowledge of teachers has been taken lightly. Researches on teacher education show that teachers' professional knowledge base must address how they teach a specific

content in their subject areas (MOE, 2009). So, voluminous contents on learning theories, teaching methodologies, and assessment would be of little help unless candidates are assisted to see how these issues can be made meaningful in the subject they teach.

Taking into account all the problems and the shared experiences, introducing the new pre-service teachers training program, in which student teachers take professional courses coupled with the actual experience of schooling. To this end, Ethiopian Government is assigning first degree graduates to different PGDT Trainer Universities to equip them with all competencies needed in the areas of subject matter knowledge, pedagogical content knowledge and general pedagogical knowledge. However, this program hasn't been secured from the aforementioned problems. It has experienced long standing problems. It has failed to produce teachers with the expected overall general pedagogical knowledge. The researcher's position, working as the PGDT novice teacher, supervisor, Coordinator of Postgraduate Diploma in Teaching Program at College level for 4 years and other opportunities at College of Education and Behavioral sciences inspired him to have a discussion and got information with trainees that PGDT training program facing many challenges. Thus, in order to address these problems, the study seeks to answer the following basic research questions:

1. What is the status of Post Graduate Diploma in teaching program in PGDT trainer Universities?
2. To what extent does Ethiopian Post Graduate Diploma in Teaching trainer

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Universities implement Practicum currently?

3. To what extent does the Post Graduate Diploma in Teaching stakeholders discharge their roles and responsibilities?
4. What are the major challenges that the practices of Post Graduate Diploma in Teaching program facing currently?
5. Is there any statistically significant difference among Post Graduate Diploma in teaching trainees to face challenges towards PGDT practicum in terms of sex?

## MATERIALS AND METHODS

The study employed descriptive survey research design. Both qualitative and quantitative approaches were used to address the research objectives.

### Participants of the Study

The target populations for this study were Ethiopian PGDT Trainer Universities. From Ethiopian PGDT trainer Universities, six Universities; Ambo, Addis Ababa, Dilla, Assosa, Hawassa and Wollega Universities were randomly selected.

Participants of the study were College of Education Deans, Teachers and PGDT trainees, as the researcher believes that the practices of postgraduate diploma in teaching are the concerns of these bodies. Accordingly, out of 4500 total population, 843 were selected as samples for the study.

### Samples and Sampling Techniques

The sampling techniques used were census sampling for College of Education Deans while simple random sampling technique was employed for teachers and PGDT trainees for it provides equal chance for population to be selected as samples of the study. In order to collect relevant information for the study, questionnaire and interview were

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used. Both close ended and open-ended questions were administered and distributed to PGDT Teachers and PGDT Learners. Semi-structured interview was designed for college of Education Deans. The rationale is that it has the advantage of flexibility for participants to give their opinion and provides the opportunity to express their feelings, perceptions, problems and intentions related to PGDT practices.

The validity and reliability of the instruments for the final study was maintained through a pilot test. Pre-testing of the instrument was done to ensure face validity. Accordingly, in order to test the validity and reliability of the instruments for the final research, pilot study was conducted in Jimma University, which was later excluded from the main study. The questionnaire for pilot study was administered to 60 PGDT students, 20 PGDT Teachers. The responses of the participants to items of PGDT practices and status were scored for each scale. The obtained Cronbach alpha was 0.73, and 0.81 respectively. The items were used for data collection for the main study after slight edition was used to improve clarity.

### Data Analysis

Both quantitative and qualitative analysis methods were employed to analyze and interpret the obtained data. These were descriptive and inferential statistical values such as percentages, aggregate mean, standard deviation and T-test.

Frequencies and percentages were used for the proportion of responses on the perception and awareness towards PGDT practices and challenges observed. T-test was used to assess differences between males and females towards PGDT practicum challenges. Interview response summary was analyzed qualitatively.

## RESULTS AND DISCUSSION

Table 1: Demographic Characteristics of Trainee Respondents

S/N	PGDT Learner Respondents				PGDT Teacher Respondents			
			No	%		No	%	
1	Age:	20-25	523	67.3	20-30	11	18.3	
		26-30	207	26.6	31-40	25	41.7	
		31 and above	47	6	41 and above	24	40	
		Total	777	100	Total	60	100	
2	Sex	M	492	63.3	M	37	61.7	
		F	285	36.7	F	23	38.3	
		Total	777	100	Total	60	100	
3	Experience	New PGDT Novice	335	43.1	1-5	19	31.7	
		1-5	290	37.3	6-10	21	35	
		6-10	132	17	11-15	14	23.3	
		11 and above	20	2.6	16 and above	6	10	
		Total	777	100	Total	60	100	

As it can be observed from the above table, majority of respondents were found between age 20-25 (67.3%), 26.6% for age 26-30 followed by 31 and above years. Regarding gender of respondents, 63.3% were males followed by 36.7% of females. Large numbers of respondents were new PGDT novice teachers (43.1%), 37.3% teaching experience from 1-5 years, 17% 6-10 years and few respondents (2.6%) above 11 teaching experiences.

Additionally, data obtained from table

above indicated instructors participated from six Ethiopian PGDT trainer Universities by their age, sex and teaching experience. Accordingly, from age 20-30 were 11(18.3%), from 31-40 were 25(41.7%), and above 41 years 24(40%). In terms of gender, 37(61.7%) and 23(38.3%) were participated in the study. In the same table, instructors teaching pedagogy related courses were explained in terms of their teaching experience. Accordingly, from 1-5 years, 19 (31.7%), 21 (35%) from 6-10 years, 11-15, 14(23.3%) and above 16 years, 6(10%).

### PGDT Trainee Respondents Analysis of Questionnaire

Table 2: Practices of PGDT training program

Items	Response Categories											
	SA		A		UD		DA		SDA		M	
	F	%	F	%	F	%	F	%	F	%		
PGDT stakeholders are fully exercising their roles and responsibilities	502	64.6	113	14.5	51	6.6	63	8.1	48	6.2	4.23	
Different PGDT Trainer Universities implement PGDT training and practicum differently.	202	26	286	36.8	114	14.7	87	11.288	12.2	3.55		
PGDT training and practices designed by Governmentis not practicing as intended.	366	47.1	250	32.2	74	9.5	74	9.5	13	1.7	4.14	
Emphasis given for PGDT training and practices by all PGDT stakeholders are low.	77	9.9	147	18.9	127	16.3	201	25.9225	29	2.55		
Student-teachers have no interest to attend PGDT training if it is not criteria for employment.	254	32.7	202	26	98	12.6	49	6.3	174	22.4	3.40	
Student-teachers are actively involving in the lessons given in the universities.	340	43.8	238	30.6	36	4.6	99	12.764	8.2	3.89		

\*Strongly Agree= 5, Agree=4 Undecided= 3, Strongly Disagree=2, Disagree=1

As indicated on table above, 502(64.6%) of and 113(14.5%) of respondents agreed as PGDT stake holders are exercising their roles and responsibilities whereas about 51(6.6%) of respondents were selected undecided. Few respondents replied as PGDT stakeholders are not exercising their roles and responsibilities, i.e. 63(8.1%) disagree and 48(6.2%) strongly disagree respectively. are fully exercising their

roles and responsibilities of PGDT roles. Moreover, the mean value (4.23) strongly implied as PGDT stake holders are exercising their roles and responsibilities.

Regarding item stated as 'PGDT trainer universities implement PGDT training and practicum similarly, majority of respondents, 202(26%) of them strongly agreed, 286 (36.8%) of them agreed, 114(14.7%) undecided,

87(11.2%) disagree and the remaining 88(11.5%) of them strongly disagree. This statement was supported by mean value of (3.55).

Table 3 above also describes as PGDT training and practice designed by the Government are not practicing effectively as intended by large number of respondents, i.e. strongly agreed and agreed (47.1%, and 32.2% respectively). Some respondents selected undecided (9.5%). Few respondents replied effective implementation of PGDT.

The mean value 4.14 implies that, respondents supported statement explained above as PGDT training and practice designed by the Government is not practicing as intended. Many respondents did not support as emphasis given for PGDT by stakeholders is low. That is, 77(9.9%) of them 'strongly agree', 147(18.9%) of them 'agree', 127(16.3%) of them 'undecided', 201(25.9%) were disagree and the remaining 225(29%) of them rated strongly disagree. Additionally, it was supported by the mean value 2.55.

Respondents were responded whether PGDT trainees have interest or have no interest to attend PGDT training. Accordingly, more

than half (58.7%) of them replied as they have no more interests, 98(12.6%) 'undecided', 49(6.3%) were attend 'disagree' and the remaining 174(22.4%) of them 'strongly disagree'. In addition to this, the mean value of 3.4 shows that student teachers have no more interest to attend PGDT training especially if it is not criteria for employment.

Finally, respondents were asked to respond as student-teachers are actively involving in the lessons given in the universities and responded as majority (74.4%) of them attend unless they could be punished in different ways. Few respondents replied as they do not fully engage in different training programs. Mean value supported this statement with the result of 3.89.

**PGDT Trainees and Practicum**

PGDT Trainees competences are the main concern of this study. Thus, they share main role by giving feedback for the successful accomplishment of the study. Accordingly, nine items were presented to the respondents to be rated by the five point Likert scale: Strongly Agree (SA) =5, Agree (A) =4, Undecided (UD) =3, Disagree (DA) =2 and Strongly Disagree (SD) =1.

**Table 3: Current Practices of PGDT practicum Program**

Items	Response Categories						M
	SA	A	UD	DA	SDA		
<b>Students respect student teachers during practicum</b>	F 272	239	101	102	63		3.71
	% 35	30.8	13	13.1	8.1		
<b>Difference between student teachers and employed teachers to teach the students during practicum</b>	F 78	240	100	186	173		2.82
	% 10	30.9	12.9	23.9	22.3		
<b>I think female student teachers face more challenges than males during practicum teaching.</b>	F 199	215	112	126	125		3.31
	% 25.6	27.7	14.4	16.2	16.1		
<b>Students' respect for female student teachers</b>	F 75	124	189	213	176		2.63
	% 9.7	16	24.3	27.4	22.7		
<b>I think practicing student-teachers get good experience from practicum teaching.</b>	F 577	115	36	45	4		4.57
	% 74.3	14.8	4.6	5.79	.5		
<b>As strong partners, schools are training teachers</b>	F 325	275	62	51	64		3.96
	% 41.8	35.4	8	6.6	8.2		
<b>Instructors use similar teaching methods with first degree</b>	F 177	261	75	189	75		3.36
	% 22.8	33.6	9.7	24.3	9.7		
<b>Student-teachers Participate fully in the school activities</b>	F 364	138	64	62	149		3.65
	% 46.8	17.8	8.2	8	19.2		
<b>Student-teachers reflect on her/his experience.</b>	F 263	187	161	102	64		2.38
	% 33.8	24.1	20.7	13.1	8.2		

As can be seen from the above table, more than 60% of respondents replied as students respect PGDT trainers during practicum teaching with 30% opposes which was to mean as PGDT

trainers challenged by some students' misbehaving, intimidation, pressure, etc.

Regarding item asked respondents presence of difference between student teachers and employed teachers to teach the students during

practicum, respondents were almost fifty-fifty by being undecided by (13%) and the mean value was 2.82.

Female student teachers face more challenges than males during practicum teaching as more than fifty percent of respondents responded. Mean value (3.31) showed challenges female PGDT trainers face in different forms than males. Similarly, they

replied as some students respect female student teachers.

Majority of respondents realized experience gained from practicum teaching than any other

activity especially for those trainers joined PGDT training by regular program those have no teaching experience before. Mean value (4.57) was strongly supported the issue. Moreover, more than (75%) of respondents gave especial value for schools for practicum. Similarly, more than half of them replied even as they have more interest to attend all actual school experience lessons, different school activities and supervisory conferences designed at different times.

Finally, more trainees responded as if they have willingness to reflect experience they achieve from different activities.

**T-Test Analysis of PGDT Trainees’ Responses towards Challenges of Teaching Practicum**

Table 4: T-Test Analysis of PGDT Trainees’ Responses towards Challenges of Teaching Practicum

	Test for Equality of Variances	t-test for Equality of Means									
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
<b>Challenges</b>	Equal variances assumed	.06	.80	-3.38	775	.001	-.79		.23	-1.25	-.33
	Equal variances not assumed			-3.35	577.74	.001	-.79		.23	-1.26	-.33

The outcome of t-test dictated as there was statistically significant difference between males and females, i.e. the significance level of Levene’s test was  $F(2,775)=0.001, p<0.05$ . This means that the variances for the two groups (males and females) are not the same. It therefore seemed that, there was difference between males and female PGDT novice students in terms of challenges face them especially during PGDT practicum. This result implied similarly with open-ended result as females have more likely chances to be affected by culture of fear and shyness, less fear of students for novice female practitioners, pre-information of learners that female novice practitioners’ spend for short period of time, less stand of responsibility with female practitioners

and etc. that led female novice practitioners to be face more challenges than their male counterparts especially during PGDT practicum at different secondary schools.

**PDT Novice Respondents Analysis of Open-ended Items**

The general responses of PGDT trainers those are attending by regular and summer programs were thematized into four main areas and summarized as follows:

**The Status of Current PGDT Practice**

The status of PGDT program was asked respondents from different PGDT trainer Universities and their responses was summarized shortly. Current practices of the program were treated and expressed in terms of



teaching-learning aspects, practicum, over all supervision and emphasis given for the program. Since the nature of practices for summer and winter programs are different, they both treated independently basically focusing on their differences. Teaching and learning processes being on use by Ethiopian PGDT trainer Universities more or less seems similar despite of differences manifested from Institutional trends. It is obvious that, courses taught are similarly disseminated across all Universities but, the approaches used by Universities, immediately by Instructors seems different. More specifically, time used to teach distance courses seem significantly different even within one University since there is usually less supervision, lack of organized learning materials, centers and low emphasis given are hindering the summer PGDT program. Additionally, the time at which courses are delivered for summer and winter trainees is quite different.

Regarding practices of practicum, majority of respondents replied as it lacks uniformity for both modalities, specifically with the phases at which it is finished. Most Universities conduct two phases, the others three phases where as it should be finalized by three phases as the PGDT guideline. The way regular and summer trainees perform their teaching practicum seems very different. For example, summer trainees are guided as they should have to do practicum activities starting from early they start teaching and start to develop their portfolios where most of them finalize within two or three left weeks they are right to report their portfolio. Regarding the overall supervision and emphasis given, it seems as most Universities bored off, lacks to monitor, support or careless to strict to supervise overall PGDT training. This was comparable with finding of Mulugeta (2016), most serious problems in the winter program were poor communication between the coordination office and trainees, lack of study centers and facilities (library, computer), lack of supportive books in the library, lack of monitoring and support system.

Moreover, unavailability of counseling service to trainees, low concern of the university to this program and lack of orientations to trainees were other constraints in the program. In summer training program, weak communication between the coordination office and trainees, lower priority given to PGDT by University and government officials, unavailability of counseling center, lack of organized learning materials are hindering the summer PGDT program. Many trainees of summer program are experienced teachers and they are not satisfied to the practicum since they get very few or nothing from the practicum.

### **The Major Challenges of PGDT Program**

The major challenges faced the PGDT program were identified and summarized. These major Challenges are broadly treated in terms of challenges stalk from PGDT trainees, Instructors and the institution (university, colleges/faculties and Ministry of Education). These challenges were not similar for trainees attending the program by regular and summer programs.

Accordingly, PGDTtrainees are posing several challenges to the program. This was due to low interest and commitment of PGDT novice for the program. Related with these problems, absenteeism and giving less emphasis to perform different activities given for them were the major problems.

Supporting these, Mulugeta (2016) claims that PGDT training program is misconceived by trainees in that they expect additional benefit from their enrolment in this program. Besides, most of the trainees believe that the program is less worthwhile for their teaching career. The second challenge basically goes to Universities, i.e. different PGDT program Coordinators such as Colleges, departments and programs shows less responsibilities to control PGDT trainees and poor communication with Instructors assigned to teach courses. The other serious problem observed was, less value given for marks or grades given for overall PGDT certificates. That is, trainees are not given

appropriate value for their results whether high, medium or low achievements at different levels. Due to this, trainees do not give much emphasis for their achievements rather than attending for some not far from pass/fail results.

The third major challenge is come from the institution. The University seems as if they give low supervision and monitoring system.

**Analysis of Instructors Questionnaire**

PGDT related course instructors are the main input for the success of this study. Thus, they share main role by giving feedback for the successful accomplishment of the study. Accordingly, ten items were presented to the respondents to be rated by the five point Likert scale: Strongly Agree (SA) =5, Agree (A) =4, Undecided (UD) =3, Disagree (DA) =2 and Strongly Disagree (SD) =1 and the result of Mean & Standard deviation briefly summarized the responses below on table 6

**Table 5: Analysis of PGDT Instructors towards PGDT Training Program**

Items	Mean	Std. Deviation
I think PGDT guideline which was designed by government is appropriate and can be practiced in Ethiopian PGDT trainer Universities uniformly.	2.72	1.323
I think government gives low emphasis for PGDT program so that a practice lacks effectiveness in Ethiopian PGDT trainer Universities.	3.33	1.014
I think the emphasis given for PGDT program is low in my Universities.	3.81	1.009
I perceive as PGDT trainees have low interest/motivation to attend PGDT training.	3.19	1.283
I perceive as PGDT student-teachers attend only for the sake of getting certificate.	3.67	1.414
I think PGDT training adds pedagogical knowledge to the attendants.	4.61	.803
I think there is conducive environment for PGDT training to be practiced effectively.	2.75	1.402
I feel that there is scarcity of professional teachers to effectively teach PGDT trainees.	2.47	1.276
I think PGDT program is being performed in accordance with its goals.	2.61	1.128
I feel PGDT stakeholders are not discharging their roles and responsibilities.	3.42	.937
Sum	34.00	2.575
Valid N (list wise)		

Table above revealed as majority of respondents replied as PGDT guideline which was designed by government is appropriate and can be practiced in Ethiopian PGDT trainer Universities uniformly with mean value of 2.72. From this, since the mean value was almost near to half to show problematic of the item one can infer that, different PGDT trainer Universities use PGDT guideline which was suspected for norm based practice. This means, many PGDT trainer Universities use by contextually adjusting activities so as to make appropriate for their own trends. Regarding item stated as ‘government gives low emphasis for PGDT program so that practices lacks effectiveness in Ethiopian PGDT trainer Universities’, majority of respondents approved the reality of real existence of

problems. Specifically, respondents were asked to respond their own University comparing with the other Universities and the mean value supported as the emphasis given for PGDT program is low in their own Universities (M, 3.81). For the above mentioned problems, respondents replied as PGDT trainees have low interest to attend the program since there is no more thing to add value with PGDT certificate when compared with the others have no certificate. Accordingly, PGDT student-teachers attend only for the sake of getting certificate (M, 3.67). Almost all trainees agreed as PGDT training adds pedagogical knowledge to the attendants (M, 4.61), despite of the challenges that the program devote and inappropriate time at which many trainees get the training. Similarly,

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there is no more conducive environment for PGDT training to be practiced effectively uniformly for different trainees attending by regular and summer modalities.

More than half of respondents replied as PGDT program is being performed in accordance with its goals but it does not give more sense since it was supported by low value of mean value, (2.61). The mean value shows as the practice lacks many practices to meet the objectives of the program. Finally, majority of respondents (M, 3.42) replied as PGDT stakeholders are not discharging their roles and responsibilities so as to effectively exercise the program for the goal it was designed to achieve. Thus, the program needs further adjustments to effectively improve the practice.

## Interview Results of College of Education Deans

The interview results responded by college of education deans indicated that PGDT training program unquestionably needs special consideration to make it effective for which it was intended to achieve, but the actual practices to make it effective was below its expectation. Even though teaching professional license requirements and continuous competency improvement need to be achieved through PGDT training program, the actual practice shown currently lacks many activities. Differences are on the way to be seen across different Universities though it might be insignificant.

Teaching practicum is one part from PGDT training program at which trainees are highly expected to improve their teaching competence. In order to make trainees more effective for this, time given for teaching practice especially for regular modalities, contact of trainers evaluation & supervision and over all emphasis given needs to improved according to respondentssuggestions.

PGDT trainees attending by regular modalities were not experienced teachers since most of them join the program to be employed, but they lack interest and motivation to effectively attend the program since they have

no more advantage to be certified especially when compared with the others employed before certified.

*Moreover, one respondent seriously responded as PGDT trainees criticize for their much time (nearly one year) staying for little or no more advantage in University.*

Another interviewee on the same day responded:

*"I don't advise anyone to be a teacher currently since it could be considered as the least paid salary.... unlucky to be a teacher, no options at all."*

In summer modality, PGDT trainees' lack of interest and motivation since they have been taught for many years especially those upgraded their degree from diploma program. They get little or no more equivalent advantage for their PGDT certificate rather attending nearly being forcedly. Similar with this study, the finding of Mulugeta, (2016) indicated that, in summer PGDT program, lack of interest and commitment is mainly resulted from their belief that teacher training is less worthwhile for their teaching profession. Additionally, they believe that most of PGDT courses are taken at Diploma level and seems redundancy.

The other interviewee from one school responded as follow:

*I know that teaching is an interesting profession. I love it! I believe teaching is the base for all other professions, but it is tiresome and challenging while learning and also while teaching where these all challenges didn't considered still in our country.*

Respondents asked and replied regarding the major challenges that affect PGDT training program. Accordingly, lack of motivation and commitment of trainees, low incentive or special advantage of PGDT certificate, lack of uniformity of training practices across different Universities (payment and time spent for practicum), low emphasis given for the program by trainees and the others were among the major challenges

faced PGDT training program. Similar with the above statement, the study conducted by Geberew Tulu, (2017) reported that teaching is perceived as the least preferred profession and sometimes considered as a bridge for the search of better job opportunities. As the current education program requires at least having BA/BSC degree in the subject area, those who join the program can easily leave the profession as soon as they find the best options. Thus, many students depart their training soon after they found a job in other non-teaching sectors. No system of retentions was put in place at the time of the new teaching modality implementation. In connection to this, for the question, will you leave teaching profession if you are paid high salary? The same interviewees said "yes." They expressed that "nowadays, teaching is the most demanding task, especially at the high school level. High school students don't have the interest to learn, and they are misbehaving too much." Generally, responses of respondents' qualitative result are almost similar with that of quantitative result.

## **DISCUSSION**

### **The Current Status of PGDT Training program in PGDT Trainer Universities**

The result of majority of respondents replied as PGDT guideline which was designed by government is appropriate and can be practiced in Ethiopian PGDT trainer Universities uniformly, but different PGDT trainer Universities use PGDT guideline which was suspected for norm based practice. This means, many PGDT trainer Universities use contextually by adjusting activities so as to make appropriate for their own trends.

The emphasis given for PGDT training program by PGDT trainees was almost low since less value was given for PGDT certificate and especially when compared with the others have no certificate. Accordingly, PGDT student-teachers attend only for the sake of getting certificate (M, 3.67). Moreover, very less or no value was given for PGDT certificate GPA. Supporting with the above statement, the study

conducted by Geberew Tulu, (2017) revealed as "teaching is perceived as the least preferred profession and sometimes considered as a bridge for the search of better job opportunities". Additionally, the current education program requires at least having BA/BSC degree in the subject area, those who join the program can easily leave the profession as soon as they find the best options. In other words, an individual graduated from different Universities and joined teaching profession either or not trained PGDT certificate, mostly stays only up until other preferred options found. Not only this, one interviewee reported that, *"I don't advise anyone to be a teacher currently since it could be considered as the least paid salary.... unlucky to be a teacher, no options at all."* Many respondents responded that, *large number of PGDT Teachers by themselves conduct low class attendance and show less attention with their students being influenced by their students which should have to be improved.*

### **Roles and Responsibilities of PGDT Stakeholders**

The success of practicum work is determined by the effective participation of stakeholders. However, this study found out that most of the stakeholders are not effectively fulfilling all the duties and responsibilities expected in the implementation of practicum. From this, one can infer that one of the problems affecting the implementation of practicum implementation in PGDT Program is emanated from ineffective participation of stakeholders in fulfilling their roles and responsibilities for practicum work (Mulugeta, 2016). Similar with Mulugeta's finding, this study revealed that, majority of respondents (M, 3.42) replied as PGDT stakeholders are not discharging their roles and responsibilities so as to effectively exercise the program for the goal it was designed to achieve. Thus, the program needs further adjustments to effectively improve the practice.

### **The Major Challenges of PGDT Program**

The major challenges faced PGDT program was broadly treated in terms of challenges stalk from PGDT trainees, Instructors and the Institution (University, Colleges/Faculties and Ministry of Education). These challenges were not similar for trainees attending the program by regular and summer programs. Accordingly, low interest and commitment of PGDT novice for the program, different PGDT program Coordinators such as Colleges, departments and programs show less responsibilities to control PGDT trainees and poor communication with Instructors assigned to teach courses. The other serious problem observed was, less value given for marks or grades given for overall PGDT certificates. In addition to the responses of PGDT trainees, PGDT trainers (Teachers), responded almost similar with trainees in most cases. And some differences; PGDT trainees know as PGDT training adds pedagogical knowledge to the attendants, but they attend only for the sake of getting certificate.

Semi-structured interview was designed for college of education deans. Accordingly, they replied as PGDT training program unquestionably needs special consideration to make it effective for which it was intended to achieve, but the actual practices to make it effective was below its expectation. The major reasons for this were: lack of motivation and commitment of trainees, low incentive or special advantage of PGDT certificate, lack of uniformity of training practices across different Universities (payment and time spent for practicum), low emphasis given for the program by trainees. This result conformed to Mulugeta, (2016) that revealed as from trainees up to the Ministry of Education, different bodies share in responsibility for the problems and for finding solutions. Instructors and trainees were found to be less interested and committed to the program. Instructors focus more on theory than practical applications and lack creativity in applying active learning methods. Loose coordination and communication system and lack of monitoring and support were major problems observed from the faculty and coordination office.

In addition, teacher trainees are posing several challenges to PGDT program. Most of the trainees are found to be less interested and committed in this program. Absenteeism was another major problem observed from the trainees. Similar findings were indicated from the research works of the practices and challenges of PGDT program at Haramaya University. This training program is also misconceived by trainees in that they expect additional benefit from their enrolment in this program. Besides, most of the trainees believe that the program is less worthwhile for their teaching career.

In general, respondents expressed different opinions by both quantitative and qualitative result regarding the program; the majority was not interested in the program while some others were in favor of the program. In connection to this idea, *Demis, Hailesillassie & Dawit*, (2015) also agreed that the current teacher education modality had affected the trainee's interest toward the program. He further argued that "There is a lack of coordination among the stakeholders; the number of courses that trainees are required to take and the given time to complete the training is not proportional. Furthermore, the government doesn't give serious attention to this teacher training program and posed considerable problems.

Moreover, to increase the interest and commitment of trainees, incentive mechanism must be devised by government. This study supports the above statement by stating as PGDT trainees have low interest and commitment for the program. The university is not valuing PGDT as one of its focus and show low sense of ownership. The university itself has to take a serious responsibility for this program and follow each activity. The university is urged to treat these trainees as regular students by providing various books, practicum opportunities, meet their instructors, discuss with the management bodies and access different resources like internet and computer.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of the study which

have been discussed in the foregoing sections, the following conclusions have been drawn:

The result dictated as majority of respondents replied as PGDT guideline which was designed by government is appropriate and can be practiced in Ethiopian PGDT trainer Universities uniformly, but different PGDT trainer Universities use PGDT guideline which was suspected for norm based practice. This means, many PGDT trainer Universities use contextually by adjusting activities so as to make appropriate for their own trends.

The emphasis given for PGDT training program by PGDT trainees was almost low since less value was given for PGDT certificate and especially when compared with the others have no certificate. Accordingly, PGDT student-teachers attend only for the sake of getting certificate (M, 3.67). Moreover, very less or no value was given for PGDT certificate GPA.

On the other hand, almost all trainees agreed as PGDT training adds pedagogical knowledge to the attendants (M, 4.61), despite of the challenges that the program devote and inappropriate time at which many trainees get the training. Similarly, there is no more conducive environment for PGDT training to be practiced effectively and uniformly for different trainees attending by regular and summer modalities.

The major challenges faced PGDT program was broadly treated in terms of challenges stalk from PGDT trainees, Instructors and the institution (university, colleges/faculties and Ministry of Education). These challenges were not similar for trainees attending the program by regular and summer programs. Accordingly, low interest and commitment of PGDT novice for the program, different PGDT program

Coordinators such as Colleges, departments and programs show less responsibilities to control PGDT trainees and poor communication with Instructors assigned to teach courses. The other serious problem observed was, less value given for marks or grades given for overall PGDT certificates.

The outcome of t-test dictated as there was statistically significant difference between males and females in terms of challenges face them especially during PGDT practicum ( $F(2,775)=0.001, p<0.05$ ). PGDT trainers (Teachers), responded as PGDT trainees know as PGDT training adds pedagogical knowledge to the attendants, but they attend only for the sake of getting certificate.

PGDT trainees attending by regular modalities were not experienced teachers since most of them join the program to be employed, but they lack interest and motivation to effectively attend the program since they have no more advantage to be certified especially when compared with the others employed before certified. In summer modality, PGDT trainees' lack of interest and motivation since they have been taught relatively for some years than those attend PGDT training before being employed. They get little or no more equivalent advantage for their PGDT certificate rather attending nearly being forcedly.

In order to make PGDT program successful and to play the role for which it was intended in Ethiopian PGDT trainer Universities, it requires concerted efforts from all the stakeholders in the education process. In the light of this, the researchers proposed the following recommendations:

Since education is base for a nation building process, teacher-educators need to be competent. Thus, strong effort has to be made by the Ministry of Education in

collaboration with PGDT trainer Universities especially to implement PGDT guidelines uniformly. Since PGDT trainees lack interest, motivation and commitment, Colleges, departments and instructors should have strong follow up for PGDT trainees' learning. PGDT trainees attending by regular and summer modalities need to be treated differently based on their experiences and time spent in Universities. Ethiopian Secondary school Teacher Education Program is committed to producing secondary school teachers who have the desired academic knowledge, sufficient professional skills, good citizenship, attitudes and skills. Therefore, equivalent or more advantage should be given for PGDT certificate so as to persuade the others. Since outcome of t-test dictated as there was statistically significant difference between males and females in terms of challenges face them especially

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during PGDT practicum, especial attention should be given by all students and PGDT stake holders to minimize their challenges. The researcher recommended further researchers to conduct similar and more researches in related Higher Educational Institutions regarding practices of PGDT training program.

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