

An Exploration of Student-Teachers' Views about the Practice of Postgraduate Diploma in Teaching: English Major Prospective Teachers in Bahir Dar and Haromaya Universities, Ethiopia

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Abstract. The present study explored the views and perceptions of trainee teachers towards Post Graduate Diploma in Teaching (PGDT) training in general and the teaching profession in particular. A descriptive survey research design which incorporated both qualitative and quantitative data types was employed. The total population of the study was all available fifty (50) prospective teachers who were enrolled in two Ethiopian universities in the year 2014/15. Questionnaire, key informant interview, and focus group discussion were the data collection tools employed. Descriptive statistics and content analysis were the techniques used to analyze the data. The findings of this study disclosed that majority of the trainee teachers joined PGDT program due to lack of other job options. This in return, revealed lack of the trainees' inherent interest towards teaching profession. Moreover, promotion about the importance of teacher education is not so far made by the stakeholders to attract graduates to the teaching profession. The PGDT implementation guideline in admitting trainees and follow up procedures are not uniform across universities. Likewise, there are inadequacies of material and financial resources too. To the betterment of the program, stakeholders need to promote the teaching profession. Course modules should also be revised to meet the trainees' needs. Equally important, the shortage of time allotted for teaching practice, and the per diem paid to the trainees during practicum should be reassessed together with the other shortcomings of the program.

Keywords: Postgraduate Diploma in Teaching, view, student teachers, education.

Introduction

The introduction of modern education in Ethiopia is traced back to Emperor Menelik II regime (1889-1993). However, a noticeable development in Ethiopian modern education was registered during the period of Emperor Haile Selassie I (1930 -1974) though it was limited to few elites. Because of this, the Faculty of Education was established at Haile Sellassie I University, the now Addis Ababa

University, in 1961. This university was named right after the emperor's name; it was the only pioneer institution in the country to train secondary school teachers for several decades (Marew et al., 2000 as cited in Ahmed, 2013). Nevertheless, changes in educational system and educational services continued during the imperial period (1934-1974) and the Derg regime (1974-1991) respectively.

Above all, the most significant turn in Ethiopian education sector took place in 1991 when the country's political system was changed. The Federal Democratic Republic Government of Ethiopia (FDRGE) introduced a new educational reform, which brought about a major change in the history of Ethiopian education system. Thus, the new Ethiopian Education and Training Policy was adopted in 1994 to assert four educational goals of the nation: quality, access, relevance, and equity. Accordingly, the major policies and reforms introduced to advance the education scheme in the country were 'Education and Training Policy' (1994), 'Teacher Education System Overhaul Program (TESO)', and 'Teacher Development Programs (TDPs)'. Therefore, teacher education programs in Ethiopia have undergone structural changes over the years (Ahmed, 2013).

Currently, Ethiopian primary school teachers are trained through Cluster and Linear models, and the candidates are awarded a diploma in teaching with a 10+3 education program (MOE, 2013). However, secondary school teachers are obliged to pass through different training program. For example, earlier to 2010, teachers were given training for three consecutive years in which applied, pedagogy, and practical courses were offered simultaneously. However, starting from 2011, Post Graduate Diploma in Teaching (PGDT), which is a new system of secondary teacher education, came into effect. Accordingly, the four years pre-service secondary school teacher education was reshaped to three years training period to qualify candidates for applied degree, and later on after their graduation, teacher trainees are required to attend pedagogical and practical training for one year before they go to secondary schools for the actual teaching. However, Ethiopia achieved remarkable achievements due to this educational policy and mass enrollment of trained and skilled teachers; their proficiency and their perception towards the profession remains questionable.

In line to the changes to Ethiopian policy, literature dictates few local studies conducted so far on the Postgraduate Diploma in Teaching program. For instance, a study conducted by Adugna (2012) revealed PGDT trainees join the teaching profession to advance their education, and get job opportunities. Similarly, according to study conducted by Koye (2014) the primary motive of trainees to join the teaching profession was lack of any other career opportunities. Similarly, Koye and Yonas (2013) studied that change of modality, lack of understanding between the Ministry of Education (MoE) and other stakeholders, low motivation of students, shortage of appropriate mentors, and absence of organized teaching materials were the main problems of PGDT implementation.

According to Muhammed et al (2014), lack of experienced mentors and insufficiency of materials and facilities to properly carry out practicum activities were among the main problems to affect PGDT program smooth run. Related overseas study conducted by Tefo (2005) showed student teachers chose the teaching profession mainly for extrinsic reasons such as job security and economic advancement while some of them chose teaching as a career to serve the community.

Therefore, the present study was conducted to contribute to the existing body of knowledge and to address the research gap focusing on PGDT trainees who were enrolled in two Ethiopian universities. Consequently, the study is different from the previously discussed studies in terms of the focus groups and scope of the study. While the above studies focused on PGDT trainees in general, this study focused on English major prospective teachers who were attending their PGDT training in Haromaya and Bahir Dar universities.

Statement of the Problem

The transfer of Ethiopian student-teachers' education and specialty in teaching profession from the B.Ed. degree program, in which prospective teachers were trained to teach at secondary schools, to Postgraduate Diploma in Teaching is a very recent experience; it was commenced here in Ethiopia in 2011. Obviously, the on-going developments in education and a number of other related variables likely influence changes to teachers training education, especially at Postgraduate Diploma in Teaching level. Nevertheless, since PGDT is recently introduced to Ethiopia's teacher education program, its practicality in terms of trainees' motivation, skill, knowledge, competence, perceived academic satisfaction and trainees views about the training and the teaching profession has remained less studied.

Graduates' willingness is one of the admission parameters used to recruit applicants to the training program. However, the investigators previous observation witnessed that prospective teachers were not interested and dedicated to attend the training. Consequently, many student teachers dropped out the training. Pertinent to this scenario, a study conducted by Koye (2014), showed that the main motive of prospective teachers for choosing teaching as a career was absence of any other job opportunities. Thus, trainee teachers might leave the program either at the middle of the training or immediately after completion when they get any other job. Muhammed et al (2014) pointed out "PGDT practicum implementation is among the major challenging areas in the current teacher-training program and more importantly, it needs unreserved interventions across the nation (p.3)." They further highlighted that even though the challenges of PGDT practicum implementation are tackling the development of teacher education here in Ethiopia, the issue has not gained substantial attention by scholars in the field of higher education.

Although there are few local studies carried out on this area, no study was conducted that focused on English major PGDT trainees. Therefore, this study sought to explore English major PGDT trainees' views towards postgraduate diploma in teaching training, and it assessed the participants' acquisition of

knowledge and skills from the training. Therefore, the research objectives listed beneath were addressed by this study:

Objectives of the Study

This study was aimed at exploring English major Ethiopian public universities student teachers' views about the practice of PGDT program in general and the teaching profession in particular: perception, expectation, satisfaction, skill, and knowledge. Precisely, this study had the following specified research objectives:

1. to identify student-teachers perceptions of teaching profession and the PGDT program;
2. to examine student-teachers expectations of PGDT training;
3. to find out student teachers' views towards their teachers and the training implementations;
4. to identify trainees perceived academic satisfaction, knowledge and skills in teaching education;
5. to check trainees reflection on their mentors and supervisors on PGDT training; and
6. to point out if the training has met trainees needs and expectations

Review of Related Literature

1. An Overview of Teacher Education in Ethiopia and the Birth of PGDT

The major themes of the 1994 Ethiopia's education and training strategy are expansion of the educational infrastructure, access to educational opportunity, and improvement of quality of education. Ahmad (2013) further explained that quality, access, relevance, and equity are the four educational goals that were focused by the 1994 Education and Training Policy framework. Thus, the policy was drafted to meet the overall educational development challenges within the country with greater stress on the teacher education programs (Ahmad, 2013). Pertinent to this, training qualified teachers was planned and carried out concurrently with the development of the education scheme. Moreover, new teacher training colleges were also established aiming at upgrading and improving the quality of education as well as the academic qualification of teachers. The reform directed colleges and institutions not only to provide educational and ethical values, but also to improve methodological approaches of teachers. More specifically, the Ethiopian Educational Training Policy dictates, "teachers are expected to have the ability, diligence, and professional interest, and the physical and mental fitness appropriate for the profession (Ministry of Education 2012 cited in Ahmad 2013:12)."

Moreover, according to Adugna (2012), previously, Ethiopian secondary school teachers were trained at universities in four-year degree program that combined

educational coursework and teaching practicum, and student teachers majoring in various disciplines enrolled in different departments for three years stay at universities. However, starting from 2011 the recruitment standard and the education plan of secondary school teachers is revised. As per the change, teaching methodology coursework were set to be offered by faculties of education after graduates successfully complete their applied degree in different disciplines. Accordingly, qualification requirements were amended in 2010, and primary school teachers' training was changed from a one-year certificate to a three-year diploma program. Similarly, secondary school teachers training programme was reshaped from a three years B.Ed. (bachelor of education degree) to a three-year BA degree. Students were also made to rejoin universities after they have already secured their BA degree, and they were required to have one additional year on professional teacher training to obtain a Post-Graduate Diploma in Teaching (PGDT).

Adugna (2012) further explained that the one-year Professional education program consists of preparation in how-to-teach basics, schoolwork, and teaching practicum. Accordingly, graduates who are interested in the teaching profession and can satisfy the requirements of Ministry of Education (MoE) are selected, and they are enrolled in the PGDT program to become secondary school teachers. Nevertheless, literature reveals that implementing the training in line with the already set guidelines is found to be one of the main challenging issues in the current Ethiopia's teacher education program.

2. The Teaching Profession and Teachers' Perceptions

Ajayi (2004) defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skills, attitudes and values to a group of learners. According to this author, a teacher can be viewed as a professionally trained person, who imparts the necessary skills, and the one who guides and facilitates learning to take place. Teaching is a profession that comprises activities, such as initiating, guiding, smoothing, aiding, and helping so that learning can take place in line with the intended aims and goals. Thus, the person effecting all these actions is the teacher. Therefore, teacher is the key part of the teaching/learning process.

According to Halawah (2008), positive attitude towards the teaching education can be formed by taking part in the teaching profession directly, experiencing the general values and standards given to the teaching profession by the society, and by experiencing the livelihood of the teachers. These statements imply that the attitude towards teaching can be inherited from the living conditions of those who are already teachers and from the values and perceptions of the wider society in which the teacher is the part. Because of this, even though prospective teachers do not practically face the difficulties and prospects of the teaching profession, their feeling about teaching as a profession is similar to those who are already teachers.

Methodology of the Study

A descriptive survey research design, with both quantitative and qualitative data types, was used. Questionnaire, key informant interview and focus-group discussion were the research instruments employed. Forty-eight (48) statements among which 45 closed and 3 open-ended questions were used. The questionnaire was developed based on the literature review and relevant studies conducted in the area. To maintain its validity, it had been piloted before it was used in the final study. Its reliability was also checked statistically, and the Cronbach's alpha coefficient was .87. The prospective teachers who participated in the study responded to the closed ended questions on a 5 point Likert scale labeled as 5=strongly agree, 4= agree, 3= neutral, 2= disagree, 1=strongly disagree. Accordingly, the questionnaire was coded, and fed to the Statistical Package for the Social Sciences [SPSS] 20.0, and it was analyzed quantitatively. The 5-point Likert scale is merged to 3 scales to suit for interpretation; here, a similar procedure was adapted like that of Musa and Bichi (2015). To this end, strongly agree and agree merged to agree; neutral remained as it was. Likewise, disagree and strongly disagree merged to disagree. Therefore, the data obtained through questionnaire was analyzed quantitatively using descriptive statistics: frequency, percentage, means, and standard deviation whereas the open-ended items are categorized, integrated and analyzed qualitatively.

On the other hand, key informant interview was conducted with the coordinators of PGDT program in the study universities. The coordinators were purposively selected because they followed the students' situations more closely; therefore, they were found rich information about the trainees. The contents of the interview included: efforts made by universities to promote PGDT program, assessments of PGDT implementation, orientation level of stakeholders and their roles as well as problems of students during PGDT learning and practice. During the interview, a note was taken and analyzed qualitatively (organizing, categorizing, integrating, and summarizing the responses). In addition to this, focus group discussion was conducted with 20 PGDT trainees from the two universities. They were included based on their willingness to take part in the discussion. The main purpose of the trainees' FGD were to get supplementary data about trainees' motivation to join PGDT, facilities to discharge PGDT training, trainees' satisfaction and challenges as well as their effects later on their academic career as a teacher. The data obtained through FGD were analyzed qualitatively using content analysis and response summary.

As far as the size of trainee participants is concerned, the total number of English major trainee-teachers enrolled in Ethiopian universities was only 50, and they were admitted in two selected Ethiopian public universities namely: Bahir Dar and Haromaya universities. It was only this number of students that were attending the PGDT training in Ethiopian higher institutions in the year 2014/15. Thus, since the number of the population was small and manageable, all the trainees were taken using comprehensive sampling technique.

Findings and Discussion

Table 1: Perceptions of Students for Choosing PGDT

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
I chose PGDT because it suits my personal interest	31	62.0	1	2.0	18	36.0	3.2600	.96489
I chose teaching profession because it was the only alternative for me	18	36.0	3	6.0	29	58.0	3.2200	.95383
I joined teaching because it is a noble profession	4	8.0	31	62.0	15	30.0	3.3200	.91339
I joined teaching because it grants me a respect/autonomy in the society	15	30.0	9	18.0	26	52.0	3.2200	.88733
I joined PGDT because I was advised by my parents and peers	23	46.0	11	22.0	16	32.0	2.8600	.88086
I joined PGDT to increase the chance for employment	15	30.0	5	10.0	30	60.0	3.3000	.90914

Valid N (list wise) 50*

As it is demonstrated in Table 1 above, majority of the respondents that accounts 62% asserted that PGDT training is not their personal interest where as only a few of them that accounts 36% joined the program based on their choice. Therefore, this result deduced that the trainees joined the program without their interest. On the other hand, 58% of the respondents chose teaching profession because they had no any other option, but 36% of them disagreed with this claim. Therefore, taking the opinion of the majority, the prospective teachers joined PGDT for the fact that they had no any other option. With regard to the nobility of the teaching profession, majority of them (62%), do not take sides, but 30% of them agreed that they joined teaching for it is a noble profession. Therefore, it can be deduced that majority of respondents do not think teaching is a noble profession. Thus, it is not the reason why they are attending the training. On the other hand, 52% of them agreed that they joined teaching profession for it grants them a respect and autonomy in the society. In contrast to this, 30% of them disagreed that their reason for joining the program was not the reasons stated while 18% them remained neutral. Regarding the involvement of others in their choice to join PGDT, 46% of them confirmed that they were advised by their parents and peers to do so whereas 32% of the trainees disagreed with the statement implying that their reason for joining PGDT is not others pressure. Similarly, significant number of the respondents, 60%, asserted that they took part in the training to increase their chances for employment. In contrast to this, 30% of them disagreed that the reason for joining PGDT is not

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what is stated. Thus, based on majority response, we can understand that the trainees choose PGDT for it increases the chance for employment.

Table 2: Students views towards their teachers and the training implementations

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
I found adequately trained teachers/lectures who can inspire me to teaching profession	14	28.0	4	8.0	32	64.0	3.3600	.89807
I'm learning high level of competence and commitment in teaching from my role model lectures	10	20.0	5	10.0	35	70.0	3.5000	.81441
Usually my PGDT instructors show high motivation and subject mastery in teaching	10	20.0	4	8.0	36	72.0	3.5200	.81416
I'm usually interested with all that is taught in my class	32	64.0	4	8.0	14	28.0	2.6400	.89807
I feel the lessons offered in my training can help me to be a good secondary school teacher	8	16	4	8.0	38	76.0	3.6000	.75593
I feel the courses that I'm taking are valuable	13	26.0	9	18.0	28	56.0	3.3000	.86307
The courses offered to me as a PGDT are not attractive	27	54.0	5	10.0	18	36.0	2.8200	.94091
My instructor plans usually innovative class activities, techniques and assignments	9	18.0	8	16.0	33	66.0	3.4800	.78870
Class activities are usually clear and well organized (task oriented)	13	26.0	5	10.0	32	64.0	3.3800	.87808

Valid N (listwise) 50*

With regard to the adequacy of trained teachers and lectures who let trainees inspire to teaching profession, majority of the respondents that accounts 64%, agreed that they were able to meet qualified teachers who inspired them to teaching profession where as 28% of them are not inspired by their teachers. On the other hand, 70% of the respondents agreed that they are experiencing high level of competence and commitment in teaching from their role model lectures. Thus, it is possible to infer that a significant number of PGDT trainees are developing high level of commitment and competence because of their teachers who are role models. Likewise, it can be deduced that instructors are motivated and posses subject mastery of teaching which might help the prospective teachers acquire the necessary skills and competence. However, majority of the respondents that accounts 64 % are not usually interested with courses they are taught. Moreover, significant number of the respondents (76%) confirmed that the lessons they are offered can help them to be good secondary school teachers.

On the other hand, (56%) of the participants agreed that they feel the courses that they are taking are valuable whereas (54) of them disagreed that the courses offered to them as a PGDT are attractive. Similarly, (66% and 64%) of the respondents agreed that their instructors plan usually innovative class activities, techniques and assignments; Class activities are usually clear and well organized (task oriented) respectively.

Table 3: Students Perceptions/Views to Infrastructure

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
I think my class room and the overall learning environments are not attractive	21	42.0	5	10.0	24	48.0	3.0600	.95640
I feel I'm getting adequate services as a PGDT trainee	28	56.0	4	8.0	18	36.0	2.8000	.94761
My university provides me adequate materials	26	52.0	5	10.0	19	38.0	2.8600	.94782
Schools work allocation and residence for PGDT students is suitable	30	60.0	6	12.0	14	28.0	2.6800	.89077

Valid N (listwise) 50*

As it is vividly illustrated in table 3 above, majority of the respondents that accounts 48% agreed that their classrooms and the overall learning environments are not attractive; nonetheless, 42% of them disagreed with this statement. The remaining 10% of the participants do not take either of the sides. On the other hand, it is possible to deduce from the significant number of the trainees (56%) that they are not getting adequate services. In contrasts to this, 36% of them did not sense the inadequacy of services. Similarly, most of the respondents (52%) claimed their university did not provide them adequate materials that would support them in the training. This result is consistent with the results obtained from the key informant interview and focus group discussion. Regarding the schoolwork allocation and residence provision of the trainees, it can be possible to deduce from the majority of the students (60%) that the aforementioned services are not suitable for the prospective teachers' trainees.

Table 4: Perceived Academic Satisfaction of Students

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
I'm satisfied with my performance in the tests/assessments	14	28.0	7	14.0	29	58.0	3.3000	.88641

I think attendance and pass mark is enough for me	22	44.0	6	12.0	22	44.0	3.0000	.94761
I feel PGDT courses could have been offered before I completed my applied degree in English	10	20.0	5	10.0	35	70.0	3.5000	.81441
I feel my applied degree in English is enough to be a secondary school teacher (PGDT is a waste of time)	20	40.0	12	24.0	18	36.0	2.9600	.87970
I know graduated students in applied English are already teachers at secondary schools	15	30.0	7	14.0	28	56.0	3.2600	.89921
I'm proud to be a teacher, and I'm proud to express it	10	20.0	5	10.0	35	70.0	3.5000	.81441
I think I will not be a teacher in my entire career/life	16	32.0	6	12.0	28	56.0	3.0000	.94761
I would like to have another profession other than teaching as soon as I get it	10	20.0	8	16.0	32	64.0	3.4400	.81215
I feel teaching is a despised profession; not wanted by many.	18	36.0	9	18.0	23	46.0	2.9800	.91451

Valid N (listwise) 50*

As it is demonstrated in the above table 4, 58% of the respondents agreed that they are satisfied with their performance in the tests and assessments while 44% of them agreed attendance and pass mark is enough for them. In contrast, equal number (44%) of respondents disagreed to this claim. Regarding the timing of the training, a majority of the respondents that accounts 70% felt the PGDT courses could have been give parallel to their applied degree in English courses. This result is also consistent with the result obtained from the focus group discussion. Nonetheless, 40 % of respondents sensed their applied degree in English is not enough to be a secondary school teacher showing that PGDT is not a waste of time while 36% of them agreed that their applied degree in English is enough to be a secondary school teacher implying that PGDT is not needed. On the other hand, 56% of participants replied that they knew graduated students in applied English are already teachers at secondary schools. Moreover, a majority of the respondent that accounts (70) % asserted that they are proud to be a teacher. However, 56% of the respondents do not want to pursue their career in the teaching profession. Furthermore, a majority (64%) of the prospective teacher like to have another profession other than teaching. It is also summarized in the above table 4 that 46% of the respondents confirmed that they feel teaching is a despised field. In contrast to this, 36% of the respondents claimed teaching is not a despised profession. The result summarized in above table 4 is consistent with the findings obtained from the FGD data.

Table 5: Perceived Knowledge/Skills into Teaching Education

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
In my practice as a student teacher, I inculcated positive moral value through my teaching	10	20.0	5	10.0	35	70.0	3.5000	.81441
The training enables me to demonstrate professional commitment and work ethics	10	20.0	2	4.0	38	76.0	3.5600	.81215
I feel I'm ready to implement ministry of education initiatives into class room practice	10	20.0	5	10.0	35	70.0	3.5000	.81441
I plan lessons that take into account the different abilities of students	8	16.0	4	8.0	38	76.0	3.6000	.75593
I work well with colleagues at school	6	12.0	2	4.0	42	84.0	3.7200	.67128
I'm being able to evaluate myself for improvement	4	8.0	1	2.0	45	90.0	3.8200	.56025
I usually participate actively and attentively in class discussions and activities	4	8.0	6	12.0	40	80.0	3.7200	.60744
I clearly know Ministry of Education plans and goals about PGDT and teacher education	19	38.0	9	18.0	22	44.0	3.0600	.91272
I am satisfied with the knowledge, concepts, procedures and principles of teaching profession I acquired from the training.	14	28.0	6	12.0	30	60.0	3.3200	.89077
I am ready and motivated to implement the practice in the workplace	8	16.0	6	12.0	36	72.0	3.5600	.76024
The training enables me to further develop my language(English) and communication skills	8	16.0	4	8.0	38	76.0	3.6000	.75593

Valid N (listwise) 50*

As it is clearly depicted in table 5 above, a majority of the respondents (70%, 76%, & 70%) respectively agreed that they inculcated positive moral values in their practice as a student teacher; the training enabled them to demonstrate professional commitment and work ethics; and they are ready to implement the ministry of education initiatives into classroom practice. On the other hand, (76%, 84%, 90%, 80%, and 60%) of the respondents agreed that they plan lessons based on students' abilities; work well with colleagues at school; they are able to evaluate themselves for improvement; participate actively and attentively in class discussions; they are satisfied with the knowledge, concepts, procedures and principles of teaching profession they acquired from the training respectively. However, as for clearly knowing the ministry of education plan and goals about PGDT is concerned, only 44% of the participants confirmed that they are clear with the mission about PGDT and teacher education. The confusion of the remaining 56% of respondents, including those who remained neutral, implies that there is a need for an urgent refreshment and awareness creation campaign in this area. On the other hand, a majority of the respondents (72% & 76%) agreed that they are motivated and ready to implement the practice in the work place; the training enabled them to further develop their

communicative skills respectively. Therefore, based on the majority response, we can deduce that perceived academic satisfaction of students is high.

Table 6: Students' Reflection on Their Mentors and Supervisors on PGDT Training

Statements	Degree of frequency						Mean	Std. D
	Disagree		Neutral		Agree			
	N	%	N	%	N	%		
University supervisors supervise over all activities regularly	13	26.0	9	18.0	28	56.0	3.3000	.86307
Our mentors usually give us timely feedback	14	28.0	6	12.0	30	60.0	3.3200	.89077
Our performance is continuously assessed to check our progress	11	22.0	4	8.0	35	70.0	3.4800	.83885
Our mentors adhere to professional and ethical standards	12	24.0	4	8.0	34	68.0	3.4400	.86094
Our mentors dedicate their regular time to help us overcome education	13	26.0	10	20.0	27	54.0	3.2800	.85809
Our mentors understand our common problems as beginner teacher	13	26.0	4	8.0	33	66.0	3.4000	.88063

Valid N (listwise) 50*

As it is clearly depicted in table 6, it is possible to deduce from the majority of the respondents (56 %) that university supervisors supervise trainees overall activities regularly while a few them (26%) felt supervisors do not act according to the guidelines set for supervision. Similarly, significant number of the prospective teachers that accounts 60% assured their mentors usually gives them timely feedback. However, 28% of the respondents replied that their mentors do not give them timely feedback. On the other hand, from the significant number of participants (70%), it can be inferred that teachers continuously assess students' performance and progress. Similarly, regarding, mentors' professional and ethical standards, 68% of the trainees confirmed that mentors are adherent to the qualities specified.

Moreover, a majority of the respondents (54%) claimed their mentors dedicate their regular time and help trainees to overcome their education. In contrast to this, 26% of the respondents claimed their mentors do not provide them regular feedback where as 20% of the respondents remained neutral. Generally, a significant number of the respondents (66%) agreed that their mentors understand their common problems, and they have positive outlook towards PGDT trainees.

Results Obtained From Open Ended Questions

1. PGDT Trainees' Expectations

The data obtained through the last three open-ended questions were labeled based on participants' responses regarding their expectations of the training, and the responses then converted into numbers. Accordingly, nearly 45% of the participants explained that the training has met their needs and expectations in terms of the major points summarized as follows: they got both theoretical and practical knowledge that would help them to teach at secondary schools. They

also pointed out that the training enabled them to develop their skills, knowledge and confidence, and it helped them assess their performance. In addition to this, trainees were also able to experience school work and working with colleagues. In contrast to this, nearly 55% of the respondents explained that the training has not met their expectations because of the following reasons. The universities where they were assigned to attend the training do not fulfill the necessary materials for them, and lack of coordination and communication among the stakeholders made the training boring. It was also found that the training does not meet their needs and expectations. Particularly, participants who were attending their training in Bahir Dar University were made to attend the PGDT program at Agriculture Campus ('Zenzelima' Campus) where there were no relevant materials for the training. The distance of the training place from the main campus was challenge to the trainees and the supervisors. Moreover, the time given to teaching and practices was inadequate, and the per diem they were given during practicum was insufficient. Likewise, mentioning the training was essential for them, the respondents complained about the quality of some of the courses and materials they were provided as PDGT trainee. They also pointed out that they could have taken this training while they were at universities for applied degree in English, and they sometimes feel that attending this training is waste of time and finance. Moreover, they explained that the training has not met their expectations in that the number of courses they are required to take and the time given to complete the training are not proportional. This in return, made the trainees to be overloaded with courses though the time and the finance allotted for the training were not appropriate, planned and fair.

2. Trainees Problems and Suggested Solutions to improve the PGDT Implementation

The respondents of the present study pointed out a number of problems they faced during the training, and they suggested the following way out solutions: first, the trainees felt the time given to the training was too long and boring. Second, they added that there are no relevant and sufficient materials, references and textbooks. Besides, in very rare cases lack of experienced mentors and more skilled professional teachers was also a problem encountered. Third, lack of adequate treatment from the university society, and lack of motivation of the trainees themselves were among the problems. Lack of communication among the coordinators, the trainees and school principals was also mentioned as a problem they encountered during their training. Poor financial incentives and delayed campus placements were also the other troubles mentioned. Finally, courses they were taking tend to be more of theoretical instead of focusing on the practical English language teaching/learning aspects. To overcome, the above problems mentioned, the trainees suggested MOE to revise the program and the materials designed for the raining so as to bring about quality education and sustain the PGDT program.

Results of Key Informant Interview

The key informant interview and FGD helped the researchers of the present study to elicit an in-depth data about the issue in discussion. Therefore, the

result obtained from the key informant interview showed that there are no promotions made at university level to attract trainees to the teacher education program. Therefore, brochures, quotes and pamphlets were not even posted to attract trainees to the teaching profession. From this result, it can be possible to conclude that insignificant attention is given to the development of teachers' education and fulfillment of the necessary physical infrastructure that triggers students to come to this field of study. This situation significantly affects the quality of education and the students' career.

In connection with the implementation of PGDT program, there are inconsistencies right from the admission of the trainees to their universities. The students spent their time at home after they are already assigned; they waited at home as late as January specifically this year. Therefore, it was difficult for the universities to discharge the training on time. Thus, the key informants reported that only a month was allocated for students' practical teaching and learning at secondary school; consequently, the trainees face limited time for practice. However, the students are oriented about their way out for teaching and learning as well as for research problem identification, general ethical issues and assignments of supervisors within this limited time. Lastly, the key informants explained the challenges such as shortage of time, inadequacy of committed and qualified supervisors, lack of professional payment for supervisors and limited resources (modules, action research guidelines). In return, these inconveniences affected the smooth implementation of PGDT program.

Results of Students' FGD

The PGDT trainees discussed the reason/motivation behind joining the teacher education-training program. According to discussants' response, they had no inherent motivation to be teachers except it was the only option to get a job. In this case, the discussants reported, "Nothing motivated us to join the teacher education, but it was the only option." Moreover, the trainees claim, "We joined PGDT because it was the only means of survival for us; it was difficult to get another job." Likewise, the trainees felt that some of the modules are not well prepared and not related to the nature of their subject matter. Some of the materials are downloaded and even not edited well. This result showed that a majority of the trainees were not with the right motivation that helps them to pursue their training and bring threshold for their career.

Furthermore, the trainees discussed the evaluation of their working environment they experienced as PGDT trainee. The trainees' evaluation in this regard showed that they faced financial problems, harsh working environment, scarcity of resources and unsmooth physical infrastructure; follow-up problems, far school placement, lack of books in the practice areas, limited time allocated to collect data for action research and lack of computers. The above result showed that although experienced teachers can overcome the problems, they could be discouraging for beginner teachers such as PGDT trainees. The above unprecedented situation of the trainees possibly affects the trainees' motivation to be teachers. Equally important, the PGDT trainees discussed the support of the stakeholders in PGDT implementation. The discussants' response showed that the college is committed and very serious in offering the PGDT courses, and

the secondary school communities were supportive to the PGDT program. However, secondary school students were not willing to learn through PGDT trainees. This problem negatively affected the trainees teaching practice and confidence to be teachers.

Moreover, the trainees' focus group discussion showed high dissatisfaction of the trainees on the program. They said, "We are dissatisfied with the program. The modules, time allocations to the program, and materials are not prepared in a way we get meaningful learning out of it." Likewise, they claimed they are dissatisfied with the admission time, logistics and with the long time training schedule; they felt their applied degree could be suffice. This scenario can adversely affect the trainees teaching profession and quality of education at large.

Lastly, the trainees mentioned their challenges such as duration of the training, budget allocation and lack of relevant promotion in the area. To overcome the aforementioned mentioned challenges, they forwarded the following solutions. First, the training should be supported financially. Second, they suggested the duration of the training to be minimized to 4 months, or the PGDT courses to be offered parallel to their applied English major courses so that they can immediately go to work after graduation. This shows that the trainees do not like to stay in the teaching profession for a number of reasons among which low salary is a major cause. Moreover, they claimed the teaching and learning materials to be appropriate to nature of their subject matter and their profession. Therefore, this situation of the trainees calls for an urgent attention to promote or refresh the teacher education discipline in Ethiopian context.

Conclusions and Recommendations

1. Conclusions

Based up on the findings of the study, the following conclusions were drawn:

Trainees were not interested with the program because most of them joined the program for they had no any other job opportunity. Consequently, most of the trainees do not think teaching is a noble profession. It is also found that their parents advised trainees and peers to attend PGDT and increase their chances for employment. Therefore, this shows that prospective teachers are not intrinsically motivated to join the teaching profession. Moreover, though trainees felt that the lessons they were offered in general can help them to be good secondary school teachers, they were not interested with courses they taught in class implying that there are some irrelevant courses that they are made to take. Likewise, the classroom and the overall learning environments were not attractive and sufficient too.

Despite all the problems they are encountering, trainees are satisfied with their performance in the tests and assessments. However, the trainees perceived that PGDT courses could have been offered before they had completed their applied degree in English. It was found that trainees have inculcated positive moral values in their practice as a student teacher; the training enabled them to demonstrate professional commitment and work ethics. Although they are still

somewhat doubtful about the plans of MoE, they are ready to implement ministry of education initiatives into classroom practice.

Nonetheless, the universities where trainees are assigned to attend the training do not fulfill the necessary materials required for the training. There is lack of coordination among the stakeholders; the number of courses that trainees are required to take and the time given to complete the training are not proportional; in return all these challenges made the training boring to meet the trainees' needs and expectations. Particularly, participants who are attending their training in Bahir Dar University mentioned that they were made to attend PGDT program at Agriculture Campus where there are no relevant materials for the training. It was also found that the time given to teaching practice was inadequate, and the per diem they were given during practicum was insufficient.

The result of the study also revealed that promotions were not made at university level to attract trainees to the teacher education program. Brochures, pamphlets and quotes that encourage students' into teaching profession were not made. And all these show that much attention is not given to the development of teacher education and fulfillment of the necessary physical infrastructure that triggers students to come to this field of study. Hence, it is undeniable that this situation significantly affects the quality of education and the students' career.

There are also inconsistencies in the implementation of the PGDT program. The students spent their time at home after they were already assigned; they waited at home for months. Besides, it was difficult for the universities to discharge the training on time. Shortage of time, absence of committed and qualified supervisors, lack of professional payment for supervisors and limited resources (modules, action research guidelines) were also affecting the smooth implementation of PGDT program. These challenges negatively affected the attitude of students towards the teaching profession and career as teachers.

Lastly, the trainees had no inherent motivation to be teachers except it was the only option to get job. In addition to this, the course materials prepared for PGDT students were bulky and unmanageable. Moreover, trainees face financial problems, harsh working environment, scarcity of resources and unsmooth physical infrastructure, far school placement, lack of books in the practice areas, limited time allocation to collect data for action research and lack of computers. Therefore, this scenario can adversely affect the trainees' teaching profession and quality of education at large.

2. Recommendations

Based up on the results obtained and the conclusions drawn, the following recommendations were forwarded:

- Most of the trainees were found extrinsically motivated, and most of them were dissatisfied with the training. This scenario might have come from lack of promotion towards the PGDT program. Consequently, to

alleviate this problem and to intrinsically motivate trainees, the MoE and other stakeholders should promote the teaching profession.

- PGDT implementation cannot be effective unless stakeholders join hands together for its success. In this case, the admission date of the students, time allocation for teaching and practice, the PGDT guideline and follow up procedures, student teachers orientations about the training, supervisors follow up and timely feedback should be thought a head of time uniformly in all the institutions.
- Financial incentives energize PGDT supervisors and trainees to discharge their program successfully. In this case, supervisors and mentors should get appropriate per diems and incentives for their accomplishments. Likewise, since the trainees are assigned for PGDT practice far from their universities and harsh environments, the government should reconsider the trainees per diem and high school teachers' salary to attract graduates to the profession; otherwise, the trainees may easily lose interest towards the teaching profession.
- Learning and training materials are almost preconditions to bring trainees positive view towards the teaching profession. To this effect, the trainees' modules and materials should be revised content and profession wise to meet the trainees' needs and the program's intended outcomes. Moreover, trainees should attend the training in universities where there are adequate resources that help them to discharge their training.
- Encouragement and refreshment campaigns should be carried out before or right from the arrival of PGDT trainees in their respective institutions/universities. Consequently, influenced by this effort, trainees can value teaching profession and attend the training appropriately, though naturally resources can be limited.

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