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Reforms in the Ethiopian Teachers' Training Programme and Its Implication on Education Quality


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Abstract

This study examined the reforms in teacher training programme in Ethiopia since 1994. The year 1994 is taken as a point of departure in Ethiopian education system because the education policy, which previously assumed socialist ideology was shifted to pragmatist ideology during this period. The year also marked a fundamental shift in terms of expanding access of education for citizens. The quality of education however suffers a lot because of the frequent changes in various aspect of the education sector such as curriculum, teacher trainings, the structure and governance system. The most noticeable reform was the one made on teacher training program. To mention some; the pre-TESO (pre Teacher Education System Overhaul) program, the TESO, the PGDT (Post Graduate Diploma in Teaching) and currently the integrated teacher training programs are the major ones. Thus, the cons and pones of the reforms in terms of the professional competence, commitment & pedagogical skills of teachers trained in each of the three reforms need to be examined so as to maintain the strong sides of each reform and learn from their weaknesses for future. To this end, the study employed a comparative analysis of the competencies of the graduates in those three different training modalities. Data were gathered from teachers who were trained in those three different modalities (Pre-TESO, TESO, and PGDT programs). It was found that the TESO graduates are more competent in terms of subject matter mastery and pedagogical skills while the pre-TESO graduates are more skilled in terms of proper evaluation of students' learning and strong professional commitment. The PGDT graduates are found better only in terms of building rapport with their students. Thus, it is suggested that the strong sides of each of the three modalities need to be maintained with a lot to learn from the TESO program for future teachers training program.

Keywords: Reforms, Teachers Training Program, Quality, Teacher Training Modalities



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INTRODUCTION

It is normal and healthy for any organization to undergo through reforms so as to exist in ever changing environment. The change could be planned or natural change. The issue however is not the introduction or occurrence of the change, in whatever form, but how and why the change occurs and what impact it has brought, that usually attracts the attention of practitioners as well as policy makers. In similar talk, no change would be fully free from any kind of drawbacks and limitations. Whenever a given change is introduced, it results in various kinds of visible and invisible positive and negative consequences. There are frequent changes on different aspects of the Ethiopian education system since 1994, which are predominantly anchored around constructivist thinking, such as changes in the curriculum, changes in the methodology, changes in the duration of trainings, the administration and management of national exam, and changes in modes of training. Those changes were in fact introduced to bring about improvement in the education sector, mainly in terms of quality. Since the changes are very frequent however, most of them were banned without even assessing their real impact and achievements on the beneficiaries. The Dakar framework, in 2000, declared that education quality mainly pertains to the four major dimensions like students (they must be healthy and motivated), Process (this mainly concerns competent teachers who use active pedagogy), Content (this refers to relevant curriculum) and the System (good governance and equitable resource allocation). Thus, the framework tried to address quality in terms of these four pillars. Of these pillars I would like to focus on the process and thus further investigate how the changes are positively contributing or adversely affecting the production of competent teachers.

A study by Florida teachers' and teaching profession association (2003) on the quality of education indicated that the most important factor affecting the quality of education is the quality of the individual teacher in the classroom. The study further explained that there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student achievement. Regardless of the resources that are provided, rules that are adopted and curriculum that is revised, the primary source of learning for students remains the classroom teacher. More critically, the importance of good teaching to the academic success of students is intuitively obvious to any parent.

As well known, there were various initiatives and reforms undertaken and are still underway to ensure the quality of education at various levels in schooling in Ethiopia. The quality related reforms were clearly stipulated in ESDP IV, in GEQIP and partly in ESDP III. Those reforms were introduced at different levels of education, from primary schools to higher education and at various hierarchies; starting from system level to programme level. Although it is impossible to deny the improvements and achievements gained in terms of improving the quality of education as a result of those changes, it is equally naive to deny the dark sides of those changes and their adverse effect on the quality of education.

It is eloquently said that the teacher training programme has strong impact on the quality of education. Thus, the changes made in teacher training programme have their own implication on the quality of education. In this regard, many changes have been undertaken in teacher training programme in Ethiopia since 1994. The well-known ones are; the pre-TESO programme (which was not hosted by separate college/faculty but pedagogical courses, about 18 credits, was used to be delivered to students in each department), The Teacher Education System Overhaul (TESO); 2003 to 2011, Post Graduate Diploma in Teaching (PGDT); 2011 till present.

The emphasis given to different components of teacher education varies in all the three subsequent programmes. For instance, the pre-TESO programme used to give much attention to the subject matter courses while the TESO programme was said to bring about major paradigm shift with due emphasis to active learning with remarkable weight for practicum courses. Accordingly, the main emphases of TESO were to support teacher capacity to teach effectively according to the new active-learning-based curriculum that was introduced in 1994, using appropriate new student-centred and problem-solving approaches. The program, based on provision of localized ongoing teacher professional development support, formed clusters of schools and a program of teacher learning that took place in the clusters. The program helped teachers improve their subject-matter knowledge based

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on the content of the new and the new teaching approaches that required teachers to engage students in the development of higher-order thinking skills as opposed to the rote memory learning. Another important goal of the program was to help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity. As a result of the program teachers were to know a range of active learning classroom approaches in various subject areas that were appropriate to the new curriculum.

Whereas in TESO the subject matter courses were reduced from 50 credits to 30 credits while practicum courses increase from 4 to 25 credits. The PGDT programme on the other hand is different from the previous two in that the pedagogical courses and subject matter courses are delivered in linear form, which used to be delivered in integrated form in the pre-TESO and TESO programmes. Moreover, TESO aims to produce generic teachers while PGDT focuses on producing specialist teachers who specialize only in one subject. In the PGDT program students first graduate and certified with pure subject matter and join the teaching profession, usually if they can't find job with their speciality, whereby they are required to undergo a one year pedagogics training.

The following are some of the problems that were reported to have been observed in the pre-TESO teacher education programme and inspired the introduction of the TESO programme according to the MOE (2003, p. 43). The professional competence of teachers is deficient, the content knowledge of teachers is unsatisfactory, teachers' competence is below the standards and expectations, the practicum component receives inadequate emphasis and is insufficiently implemented, the quality of courses and methods of teaching are theoretical and teacher centred, and lack of professionalism and ethical values in the Ethiopian teacher education program.

Based on the recommendations of multiple studies conducted on the quality and effectiveness of teacher education in Ethiopia, the MOE established a task force to produce a national framework for teacher Education System Overhaul (TESO), which was officially launched in 2003 for implementation. Again after about eight years of implementation TESO was also criticized for the following problems and was replaced by post graduate diploma in teaching (PGDT) program; in fact without adequate research backings. The TESO program was criticized for;

Inadequate teachers' subject matter mastery, lack of proper implementation of active learning methods in schools, lack of teachers' professional commitment and work ethics, low interest of teachers to follow up and assist students, and poor school community relationship.

Therefore, the PGDT program in which candidates who graduate from different fields come back and join the university for further training on pedagogical and other relevant teacher training courses, for at least one year, was introduced.

In brief, the pre-TESO programme was designed for four years of training and focused on improving teachers' subject-matter knowledge and the new teaching approaches that required them to engage students in critical thinking. It also emphasized to build teachers professional ethics and moral values in shaping children. In TESO program better emphasis was given to professional courses, unlike the previous curriculum, which highly emphasized subject areas competence. The PGDT program has reduced the study time and also changed the modality from integrated to linear approach. The students first study pure subject matter for three years and graduate. Then, those who want to join the teaching profession need to re-join higher institution and take professional and pedagogical courses for one more year in the form of add-on program.

In spite of the positive achievements brought about by the changes in this regard, there are some down sides as well, especially in terms of the deterioration of the quality of education. This could be evident by the continuous complaints from all stakeholders about the sharp decline in the quality of education despite various efforts to improve it. Thus, this study aims to investigate how the change in teacher education affects the quality of education, particularly in relation to teachers' professional commitment and pedagogical skill, by considering the three groups of graduates; the pre-TESO, TESO and PGDT graduates.

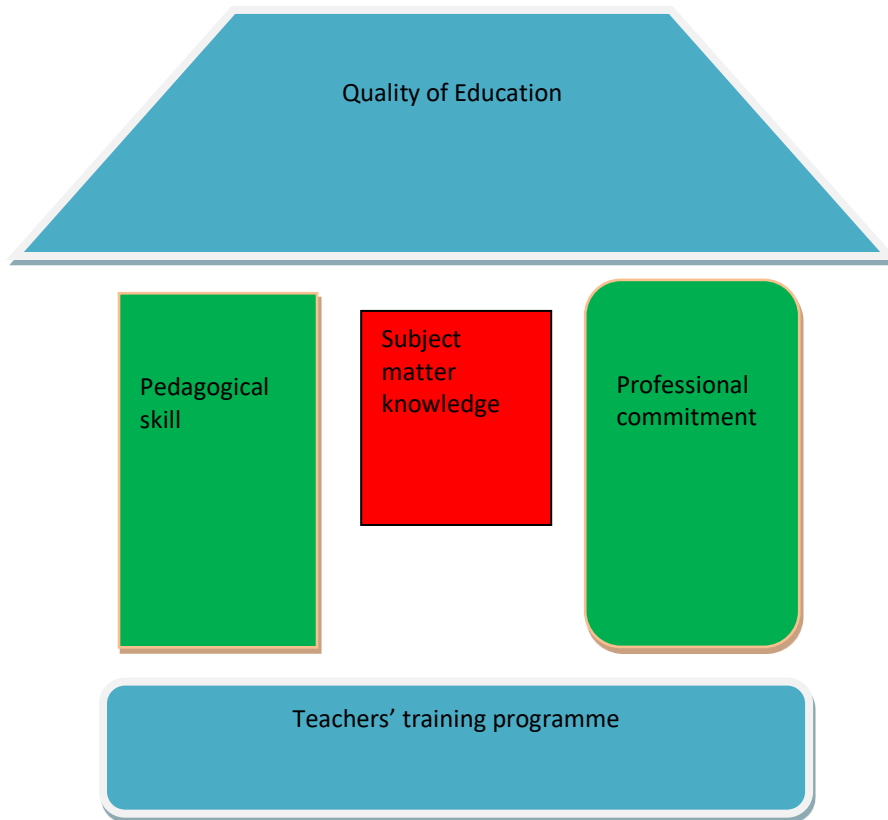
Accordingly, the researcher has set the following basic questions;

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1. What is the Professional commitment and pedagogical skills of the graduates of pre-TESO, TESO and PGDT programmes?
2. What is the professional commitment of the graduates of pre-TESO, TESO and PGDT programmes?
3. Is there significant difference among the graduates of the three programmes in terms of the overall competence and professional commitment?

Conceptual framework

The conceptual framework of this study which indicates the teacher training programme and its relation to teachers' professional commitment, subject matter mastery and pedagogical skill which in turn affect the quality of education is indicated as follows



**The pillar coloured red/subject matter mastery/ was not considered in the study as its measurement is complex to be done within the short time.*

The Role of Teachers in Promoting Quality of Education

Needless to argue on the contribution of teachers in improving the quality of education as most scholars unequivocally confirmed the strong contribution of teachers for the quality of education.

Tadesse and Meaza (2006) for instance, fervently stated that it is impossible to think the quality education without having academically qualified and professionally committed teachers in schools. The authors also emphasized that, for teachers to play their role effectively in schools and to achieve the intended outcomes of educational objectives for societal development, there must be a well-designed and teachers' training program that aims at producing teachers who are academically competent, professionally committed, and attitudinally and ethically well shaped.

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Similarly, Kumar and Ratnalikar, (2005, P. 150) stated that “...of all factors influencing the quality of education, the competence, professional dedication and personal character of teacher are undoubtedly the most significant.”

The research conducted by Bekalo and Welford, (2001), on the factors affecting the quality of education in Ethiopia also indicated that the primary bottleneck for the quality of education in the nation is not the lack of facilities or equipment but the competence and commitment of teacher. The authors recommend that seamless attention should be given to the teachers' training program.

In general, the scholars in the area of education commonly agree that teachers are at the centre of the quality of education which implies that teacher training programme needs special attention and any change and reform in this regard should be informed by rigorous scientific research and careful decision.

Scholars who researched on Ethiopian teacher education program such as Kedir (2007), Dawit (2008), Ayalew (2006), Nigussie (2008) however question whether the changes in the Ethiopian teacher training programme is really backed by sufficient researches and whether the central problem is clearly identified. They convincingly argue that most of the changes in the teacher training programme are top down and lacks thorough discussion with stakeholders at grass root level. Kedir (2007) for instance, put that changes in the teacher training programme in Ethiopia is fully a managerial approach and involves peripheralization of pedagogical practitioners in a sense that it is simply a kind of imposition from the authorities to the practitioners without justifiable research based evidence and fall short of thorough debate and discussion with the scholars.

The Trajectory of Teacher Training Programme in Ethiopia

Official documents and empirical researches put that training of teachers in Ethiopia began in 1944 in one classroom in Minilik II School MOE, (Nigussie, 2008). Then the Faculty of Education which emerged at the then Hailesillassie I University (now Addis Ababa University) in 1961 over took the programme and started the first university-based program of teacher preparation. It was the first faculty that specialized in the preparation of secondary school teachers (Marew, Birara, Nardos, & Mekwanit, 2000). Since then however, the programme has undergone many changes in its various dimensions including the changes made by the current government in 1994.

Kedir (2007) vividly put the two noticeable major reform tasks that had taken place in Ethiopia Prior to the general reform efforts made by EPRDF in 1994. During the imperial period (1934–1974) and the Dergue regime (1974–1991), reform attempts were made to restructure the educational system in general and teacher education in particular. Due to regime change, however, the reform efforts were immediately reversed and replaced by another reform initiatives. The changes in the system of education implied new institutional structuring for teacher preparation activities, which ultimately requires some revisions of the curriculum and modalities to accommodate the changes.

Tirusew (2006) notes, in the previous two regimes, various structures of delivery of teacher training programs were in effect which include: community teacher training (Grade 8 +1); primary teacher preparation (Grade 8+1, 8+4,10+2, 12+1); secondary teacher education (Grade 12+4); and technical and vocational teacher education (Grade, 10+3, 12+3). Tirusew argues that such restructuring activities were not built on empirical evidence and plausible premises. Consequently, the efforts were dubious as far as issues such as continuity and discontinuity, power and knowledge, and vision and ideological propensity of teacher education were concerned. The efforts to restructure the system were merely to create a new public image by appearing committed and envisioned for a better formal education system (Kedir, 2007).

Scholars such as Tom, (1997); Zeichner, Grant, Gay, Gillette, Valli, & Villegas, (1998) explain that the major factors that inspire changes in the teacher training programmes includes; the public demand for improved quality of education, the rise of alternative teacher education programs, changing accreditation requirements, and the demographic shift in the public school student population. In this regard, the public demand for improved education is the prime factor that dictates the changes in teacher education programme in Ethiopia.

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In fact the reforms observed so far in the Ethiopian education sector could be classified as access oriented, quality oriented and to a limited extent equity oriented reforms. The first one seems more successful than the second and third because the effort to create access to education is remarkably visible than the effort to ensure the quality of education. Practitioners argue that the quality oriented reforms fail mainly because of the faulty direction on the teacher training programmes; as teachers are the fulcrum of quality education.

In this regard study by Teklehymanot (2000), indicated that teacher education program does not attract academically able and professionally motivated students towards the teaching stream. This implies that although quality education is believed to be a base for national development and that quality education could not be realized without competent, motivated and committed teachers, the emphasis given to the profession proves inadequate from the very beginning of trainees/student admission as the majority of the students joining this profession are usually low achievers and sadly enough, for most of the students teaching is their last option, including those who join the profession. Consequently, the motivation and commitment of the students for the profession is strikingly low. Generally speaking, most of the students who join the teaching profession are less competent and to add insult on injury, they are less motivated and less committed.

Besides, the evidently low salary scale for teachers, which cannot cover their living cost, led to the decreasing societal value for the teaching profession. Consequently, large number of teachers consider schools only as a temporary place to stay until they secure better job instead of focussing on the profession and make all the possible efforts to improve the quality of education, as maintained by Kedir, (2007).

METHOD

This research employed a Concurrent nested Mixed Design (Quan-qual) where both quantitative (survey) and qualitative data are gathered simultaneously and analysed accordingly. Moreover, the study utilized a comparative method where by the competences of teachers who graduate under the three training programmes (before 2003, between 2003 and 2011, and after 2011 are considered in terms of their professional commitment and pedagogical skills, which are supposed to directly influence the quality of education.

Data for this research were collected through questionnaire from the three groups of teachers, interviews from experts in the Ministry of Education and Addis Ababa education bureau as well as observation check list. The questionnaire was adapted from OECD teaching and learning inventory tool (2007). It consists of 32 items pertaining to pedagogical skill and 30 items pertaining to professional commitment of teachers. The items were designed in the form of 4 points likert scale running from 4 to 1 where (4) indicates very high, (3) high, (2) low, (1) very low. It was used after being pilot tested. Besides, interview guides were developed in line with the basic questions to gather information from experts at MOE, education bureau and school principals & v/principals. Each interview was conducted for a minimum of one hour.

The data collected for this research were analysed quantitatively using mean, percentage and ANOVA and complemented by thematic analysis of qualitative data. Mean and percentage were used to see the level of teachers' professional commitment and pedagogical skill while ANOVA, at alpha 0.05, was used to see whether significant difference exist among the graduates of the three programs in terms of pedagogical skill and professional commitment. The mean scores for pedagogical skill items were classified in to three in which case means of 32 to 60 indicate low competence, means between 61 and 90 indicate medium competence while means between 91 and 128 indicate high competence of the teachers.

Similarly, mean scores for professional commitment were also classified in to three in which case means of 30 to 58 indicate low professional commitment, means between 59 and 88 indicate medium professional commitment while means between 89 and 120 indicate high professional commitment of the teachers. All the quantitative data were analysed by using SPSS-24.

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Samples

The teachers were classified into three clusters; pre-2003 graduates (pre-TESO), graduated between 2003 and 2011 (TESO) and post 2011 graduates (PGDT). Thus, 120 teachers from six secondary schools in Addis Ababa were selected using cluster sampling based on the modality they undergo during their training. Moreover, six school principals (one from each school) and six vice principals were approached for interview regarding the competence and commitment of the teachers. Besides, one expert from the MOE and one expert from Addis Ababa education bureau were selected using purposive sampling method and involved in the research. The information from the experts was obtained through interviews. The samples are summarized in the following table.

Table 1. Summary of samples and sampling techniques

Category	Sampling technique	Sample size	Data gathering technique
Teachers	Cluster random sampling	120	Questionnaire
Principals and vice principals	Comprehensive sampling	12	Interview
Expert from Ministry of Education	Purposive	1	Interview
Expert from Addis Ababa Education Bureau	Purposive	1	Interview

Results and Discussion

Table 2. Characteristics of the respondents

Sex		Teachers			Principals & V/principals		MoE & Education bureau experts				
M	F	Training modality			Service years						
75	45	PGDT graduates	TESO graduates	pre-TESO graduates	1-5 yrs	6-10 yrs	1-5 yrs	6-10 yrs	1-5 yrs	6-10 yrs	
Total		34	46	40	8	4	1		1		

As the above table indicates, out of the 120 teachers involved in filling the questionnaires 34 (28.3%) were PGDT graduates, 46(38.3%) were TESO graduates while 40(33.3%) were pre-TESO graduates. So, samples from the three groups of graduates were fairly represented in the study.

Table 3. Comparison of the pedagogical skills of the three groups of teachers

Items	Mean scores			P-value
	Pre-TESO	TESO	PGDT	
preparing and using lesson plan	75	78	76	0.24
Proper assessment of students' learning	84	69	56	0.03*

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The use of active learning	69	78	67	0.04*
Proper utilization of instructional time	87	89	68	0.08
Smooth and friendly interaction with students	85	81	88	0.02*
Use of various teaching aids	82	86	72	0.09
Ability of classroom management	89	91	72	0.13

NB. Significance level is at alpha 0.05

As indicated on table 3, the means for the three groups of teachers who were trained under different modalities generally suggest different competency levels. Accordingly, significant difference was observed in terms of students assessment skill where the pre-TESO graduates outperform the other two groups. Likewise, there is significant difference among the three groups regarding the use of active method in classroom in which case the TESO graduates outperform the other two groups. Finally, significant difference was observed among the three groups in terms of creating smooth interaction with students where the PGDT, recent graduates, were found to have better quality in this regard.

Interview with principals also confirmed that the pre TESO graduates use relevant and appropriate assessment tools and techniques when they evaluate students' performance. The use of appropriate and relevant assessment tools and techniques is one of the indicators of quality education.

Regarding the proper utilization of instructional time the TESO graduates stood first followed by the pre-TESO graduates. The PGDT graduates still remain behind. Interview with principals also indicated that most of the PGDT graduates spend quite lots of their time on classroom management as they cannot easily handle students' behaviour.

In terms of building smooth relationship with students however, the PGDT graduates are better than the rest two groups. Principals also stated that as most of these graduates are youngsters, students can easily and freely approach them and build smooth interaction as compared to the pre-TESO and TESO graduates, which in fact could not be directly attributed to the training they obtain.

The utilization of various teaching aids is used to promote better understanding and comprehension of a given content. In this regard therefore, those who graduate under the TESO programme were indeed found better. The data obtained indicated that this group utilizes various teaching aids when they teach their students. The qualitative data obtained from MoE expert also attested that there is consistent reports from schools that these group are better in preparing and utilizing different teaching aids. Another indicator of quality in teaching is better management of classrooms during instruction. In this regard, the TESO graduates were by far better than the other two groups.

The test of significance revealed that there is significant difference in the overall competence of the three groups ($P=0.02$) where the TESO graduates were rated as pedagogically more competent than the other two. On the other hand, the test has shown no significant difference among the three groups in terms of preparing and using lesson plan ($P=0.24$), proper utilization of instructional time ($p=0.08$), use of teaching aids ($p=0.09$) as well as classroom management skill ($p=0.13$). However, it was observed that there is statistically significant difference among the three groups concerning proper evaluation of students' learning ($P=0.03$), whereby the graduates of pre-TESO program were found to have higher skill (mean= 84) than the other two groups. Besides, significant difference was observed among the three groups concerning the use of active learning ($p=0.04$) with the TESO graduates found to have better skill (mean=78) than the two groups. Finally, the area where significant difference was observed was interaction with students ($p=0.02$), whereby the PGDT graduates exhibit better skill in this regard (mean= 88).

Overall, for the two variables considered, teachers who graduate under the TESO programme

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were found better and it is safe to conclude that they are better in terms of their pedagogical skill followed by the Pre-TESO graduates. The PGDT graduates however, were found the least in terms of properly implementing and exercising most of the quality components from the pedagogical perspective. The interview held with the expert from the MOE indicated that although there was no adequate research that justifies the banning of the TESO programme and the introduction of the PGDT programme, the rationale is to increase teachers' professional skill and subject matter competence. The PGDT programme however, doesn't seem to attain this rationale as it stands now since the majority of the graduates of this programme lag behind when compared to the graduates under the previous two programmes. Thus, although comprehensive study is required, this survey revealed that the changes in the teacher training programmes seem to shift from the better to the worse. The study uncovered that especially the PGDT programme cannot solve the problems that it aimed to solve.

Table 4. Comparison of professional commitment of the three groups of teachers

Items	Mean score			P value
	Pre-TESO	TESO	PGDT	
Perseverance to teach under stressful situation	65	58	45	0.31
Determination to support students on spare time	68	71	66	0.06
Readiness to stay in the profession	64	60	42	0.04*
Capability to serve as role model for the students	61	56	50	0.21
Positive attitude for teaching profession	79	89	62	0.03*
Satisfaction with the teaching profession	62	65	45	0.41

As indicated in table 4 above, the means for the pre-TESO and TESO graduates generally suggest that their commitment for the teaching professional is medium while the PGDT graduates exhibit low professional commitment.

Especially, concerning the perseverance to work under stressful situation, the commitment to stay in the teaching profession as well as the overall satisfaction with the profession, the PGDT graduates have low mean scores. This means, these graduates will leave the profession sooner or later. In connection to this, one of the principals explained about the common notion among PGDT graduates told in the form of joke among them, that when asked about their job, they say "I don't have job; I am a teacher". This shows a clear detachment of the graduates from the teaching profession.

In terms of serving as role models, the Pre-TESO graduates are found better while in terms of attitude towards teaching profession, the TESO graduates are found better. The PGDT graduates have registered the minimum mean score both in terms of serving as role model as well as attitude towards the teaching profession; they do not consider teaching as a worthy profession.

Finally, in terms of the satisfaction with the teaching profession, the PGDT graduates have the lowest mean score while the Pre-TESO graduates have relatively better mean score. This implies that most of the PGDT graduates do not like the profession and hence make very little effort to deliver what they are supposed to deliver for the students which adversely affect the quality of education.

Concerning the test of significance, the ANOVA result shows that there is significant difference among the three groups of teachers in terms of 'readiness to stay in the profession' ($P=0.04$) and 'attitude towards the teaching profession' ($P=0.03$). Accordingly, the pre-TESO graduates were found to have better readiness to stay in the profession (mean=64) while the TESO graduates exhibit positive attitude for the teaching profession (mean=89).

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In general, although one of the assumptions of both TESO and PGDT programmes is to promote professional commitment of teachers, the trainings fail to enable the graduates to develop strong professional commitment to the required level, especially the PGDT graduates.

Another important factor that needs critical attention is whether the teaching profession is the primary choice of the teachers or whether they learn it simply they are just assigned to the field. This is a serious point that strongly affect the interest and passion and hence the commitment and motivation of the teachers for the profession. In this regard Tesfaye, (2014) indicated that the pool of prospective teachers admitted to the teaching profession is made up of a low-achieving group who were not able to make it for other fields of study. This means, teaching is a profession in which less competent candidates are collected. Accordingly, this study attempts to assess the choice of the three groups of teachers for the teaching profession.

Table 5. Comparison of choice of teaching profession by the three groups of teachers

Groups	First choice	Last choice	Others
Pre-TESO	20(58.8%)	5(14.7%)	9(26.5%)
TESO	26(56%)	10(21.7%)	10(21.7%)
PGDT	9(22.5%)	28(70%)	3(7.5%)

Needless to say that choice of individuals for a given profession determines their commitment for the profession after graduation as well as the efforts exerted for professional development. Thus, as indicated in the above table, teaching was not the first choice for the vast majority of PGDT graduates; 70% of them reported that teaching was their last choice. On the other hand, majority of the pre-TESO and TESO graduates (58.8%, and 56%) respectively said that teaching was their first choice. This implies that most of the PGDT graduates do not have the passion for the teaching profession and they joined the profession as a last resort and as a temporary shelter. Therefore, it is difficult to expect high commitment and competence from individuals who joined the profession not because they liked it but because they don't have any option. The implication here is not only the lack of interest by those who join the teaching profession but also the minimum competence of such students as the last choice is given to the less competent ones during students deployment to various fields of study. So, those who select teaching as their last choice and assigned to it are for obvious reason less competent than others.

The information obtained from experts at MoE and Addis Ababa education bureau however show that PGDT graduates have passion for the teaching profession but the environment is not attractive. In fact, the entire teaching environment might not be conducive but if they really have the passion for the profession, they would work even under such environment.

CONCLUSION

As revealed by the study, all the graduates under the three programmes have their own strengths and weaknesses. Accordingly, the TESO graduated are found to be more competent in terms of the pedagogical skill than the other two groups. The graduated of the Pre-TESO programme are found to have more professional commitment than the other two groups. The graduates under the current programme, PGDT, however are better neither in pedagogical skill nor in professional commitment. The only thing they excel others is in terms of creating smooth relation with the students and readiness to deliver tutorial services to the students but unfortunately both of these behaviours are not the direct effect of the training programme.

The study revealed that the existing teachers' training (PGDT) programme is the least effective in terms of cultivating competent and committed teachers. This is mainly because the programme lacks close scrutiny in identifying what elements of the prior programmes need improvement and what aspects need to be maintained. The programme, as witnessed by the experts from the MOE and sample principals, was introduced without rigorous discussions and debates with

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stakeholders as well as without adequate and convincing research backing. It was found that the TESO graduated are more competent in terms of the pedagogical skill than the other two groups. The graduated of pre-TESO program are found to be more professionally committed than the other two groups. It was confirmed that the PGDT graduates have neither of the two qualities.

Finally, teaching is a profession which is supposed to shape the behaviour of people; the noblest profession. Unfortunately however, there is little respect for this profession in terms of pay, the work environment, as well as the competence of those who join the profession. Competent students do not want to opt for it, instead the least competent students are assigned to the profession by the MoE. As a result of all these, the value of the society for the teaching profession has alarmingly deteriorated. Ultimately, the teaching profession, which was once considered the noblest profession, is now understood as the least valued profession by the society and even by the professionals themselves.

Therefore, the implication of the PGDT teacher training program on the quality of education is that it adversely affects quality of education because the teachers lack both competence as well as strong professional commitment.

Recommendations

Based on the findings of the study the following major recommendations were forwarded.

- Since the training programme is crucial in cultivating ardent sense of teachers' loyalty and commitment for the profession as well as to nurture the required professional and computational skill, the existing teacher training programme needs serious revision by underpinning the moral and value of the society so as to clearly know what is existing and what is lacking in the programme.
- It was observed that there are strong sides of both the Pre-TESO and the TESO programmes regarding professional commitment and pedagogical skill respectively. Thus, the specific elements of the two programmes which contributed towards those qualities need to be identified and sustained/adapted to the existing teacher training programme.
- Standard for joining teaching profession should be revised and the overall environment (institutional and policy context) should be made attractive so that teaching profession would be competitive field which invites top ranking students where the trainees join on competence base and by their own choice instead of forced assignment to the field.
- Large scale research needs to be conducted to see the overall effectiveness of the teachers across the three programmes so as to contribute viable ideas to policy makers.

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