

## Review

# The Impact of the PGDT Program on Ethiopian Secondary School Teachers As Reported By Original Research Journals from Different Universities of Ethiopia

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The aim of this article is to review the literature on the impact of the PGDT program on Ethiopian secondary school teachers as reported by about ten original research journals from Ethiopian universities such as Dire Dawa, Jimma, Addis Ababa, Wollega, Haromaya, Hawasa, Adigrat and Bahir Dar. In this article, the attitude and motivation of student teachers on PGDT program, the practice and implementation of the PGDT training in Ethiopian universities, the satisfaction of PGDT students during their stay at universities, the challenges of the trainer and the trainees of PGDT and institutional challenges were scanned.

**Keywords:** Impact, Profession, PGDT, Attitude, Satisfaction, Teacher Students, Secondary School, Bridge, Promotion, Practice, Implementation

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## INTRODUCTION

Quality education plays the most important role in creating proficient and skillful teachers who are able to influence their students with their ability in knowledge of the subject matter, and in understanding the teaching profession with its essential mechanisms in general. Sintayehu B. (2016) suggests that as quality of education is strongly assessed with quality of teachers, teacher training program is mandated to equip trainees with required competence, knowledge, skill and attitude. Ankomah (2005) cited in Workineh A. and Tassew W.(2013) also disputes that schools without trained teachers cannot do their job effectively. This is because

teachers play a pivotal role in educational provision and thus they, significantly affect education quality.

Post-Graduate-Diploma in Teaching was introduced in Ethiopia in July of 2011 to cope with teacher shortage (Ministry of Education (2011) cited in AbrahamT. (2019). Geberew (2017) furthermore, explains that according to Ministry of Education, the program requires trainees who completed a three-year BA/BSc program in any subject area such as physics, mathematics, English, chemistry, biology and 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 initially designed mode of delivery as the one-year regular session was suddenly changed by Ministry of

Education, and a tentative new mode of delivery (in-out-in modality) was introduced as the country faced a critical shortage of secondary school teachers. Following this modality, the program has been conducted in two summer programs, and one distance program (Geberew and Demoze, 2014; Merdassa, 2012; Ministry of Education, 2011) cited in Geberew (2017).

The fact with the summer program (the in-out-in modality for PGDT students) is that it has only 4 months, and it is uncertain to generate a secondary school teacher with in this short period of time. There are courses such as subject area methodology, classroom management, material preparation, assessment and evaluation, syllabus design...which need time to practice the skills expected by the courses and to master them... because one learns and practices ideas so that he / she will implement it in her / his work place as *John Holt* quotes, 'We learn to do something by doing it. There is no other way.' In addition to following the shortage of time, institutes and instructors themselves appear to become the other problems to the PGDT student that hinder them/ the students from being motivated and attracted to the teaching profession which will be elaborated in the next section of this article. Furthermore, the PGDT students fail to score satisfactory results and they also dropout because of shortcomings from the institutes and other stake holders. Thus, it is the aim of the reviewer to synthesis the above problems from different original researches and to reveal the reality to anybody who is responsible about the area so that they will give a due attention to find solutions or at least to work for improvements.

## What Studies Confirm About the PGDT Program

### Motivation and attitude of PGDT students

World Development Report (2018) quotes that *teacher skill and motivation both matter (though many education systems act like they don't)* which strengthens the idea that while motivation is one of the indispensable innate tools of the human mind for success, institutes seem they are ignoring this reality during preparation of teacher education programs even though they have their own reasons.

This is also an issue in Ethiopian teacher education program since when the PGDT program was started by the Ministry of Education to train secondary school teachers for different subjects: English, mathematics, history, geography, Amharic, Oromifa, Physical Education, physics, chemistry and others. It is a common finding by different researchers in Ethiopian Universities that teacher students who are taking the PGDT training in different program( pre-service and in-service) have lack of positive attitude and lack of motivation to the program

as well as to the teaching profession. One of the reasons according to Mulugeta A. (2017) is *low wages for teachers and the lack of fringe benefit*. The findings of (Adugna B., (2012); Demis G., Hileselasie B. and Dawit T., (2015); Geberew T.(2016); Sintayehu B.(2016); and Geberew T.(2017) also affirm that the reason why teacher students join the PGDT program and the teaching profession is to get job opportunities because it is no easy to get the chance to other careers; they do not have intrinsic motivation towards the teaching profession.

Adugna B.(2012), moreover, states that prospective teachers (teacher students on the PGDT training program) who selected teaching profession based on their personal interest have shown more positive attitude towards the teaching profession than those who have selected the profession on the influence of others and those who have selected the profession to just get job. Koye K. (2014) also concludes that PGDT students are unfavorable to the teaching profession and the student teachers believe that the teaching profession has low social respect and they want to become part of other professions than being teachers so as they will gain respect. Furthermore, Abraham T. (2019) and Koye K. (2014) pointed up in Table 6, pp. 61 and Table 7, pp. 52 respectively, about reason of PGDT students that forced them to join the teaching profession is lack of other alternatives to be employed in another profession.

Geberew (2017) demonstrated the dropout rate of PGDT students from different departments in Tables 1- 3 on p.369 and Tables 4-6, p. 370 in 2011 and 2015. And he found out that the attrition trend is very high in both 2011 and 2015 academic year that is 50.08% and 55.97% of the candidates left the training respectively. It is mandatory for everyone to remember that 2011 is the year PGDT program was introduced by the Ministry of Education 2015 is after four years of the start of the program. While the attrition rate was expected to lower, what is inferred from the finding is that attrition rate is increasing year to year which can be the result of not promoting the PGDT, lack of encouragement and/or the failure of the institutes and other stakeholders to effectively implement the program.

### The Practice and Implementation of the PGDT Training in Universities

Before, while and after the PGDT training, universities should promote the program so that student teachers will be ready to the activities that teaching training and the teaching profession require. However, different findings on PGDT program reveal that universities do not promote the program as well as the teaching profession. For instance, Demis G., Hileselasie B. and Dawit T., (2015) found out that there is lack of awareness because promotions are not made at university level to attract

trainees to the teacher education program. No brochures, no pamphlets and no quotes were made to encourage students in to the teaching profession. Haftu E.(2018) in Table 3, p. 562 exemplified that lack of encouragement and lack of understanding of the administration, which could be solved by promoting the program, towards PGDT is a major effect for the implementation of the PGDT. Geberew T (2017) also recommended that Ministry of Education and other stakeholders need to promote teaching profession, encourage trainees and orientations need to be given to influence the trainees to value the profession, to attend the training and (to lower attrition rate).

In addition to promoting the PGDT program, the reviewer believes that supervisors and/ or instructors should visit, observe and evaluate student teachers by going to schools where trainees are sent for practicum. However, researches are revealing the opposite. Demis G., et al (2015) for instance, elaborates that in universities there are absence of commitments because of lack of payment for supervisors and absence of qualified supervisors.

Quality and sufficient teaching materials also should be provided to teacher students for the effective practice and implementation of the PGDT program. Nevertheless, according to Demis G., et al (2015) and Haftu E.(2018) the volumes of the course materials prepared for PGDT students were so bulky and unmanageable to cover within the given frame of time. Moreover, Haftu E. (2018) and Sintayehu B. (2016) illustrated in Table 1, p561 and Table 3, p. 28 correspondingly, that the PGDT students are complaining about the unqualified learning modules, shortage of modules for distance learning, lack of up-to-datedness of the course contents, limited resources such as face to face modules and action research guides are the other gaps that hinder the practice and implementation of PGDT training.

### **Satisfaction of the PGDT Students During Their Stay at Universities**

Putting a standard to the satisfaction of a customer should be a due responsibility of any organization or institute. The same way, students at any level are customers who have their own needs to be fulfilled by their institutes. However, PGDT students in Ethiopia faced several challenges during their stay at universities. In relation to this issue, Sintayehu B.(2016) stated that student teachers are not contented because of large class size, mixing students in one class from different disciplines, reluctance in certification, lack of support from respective department, lack of good governance at department level and lack of reference materials in addition to instructors' related problems such lack of experience, poor attention for PGDT courses, lack of

professional ethics and autocratic behavior, lack of active teaching methods (using merely chalk and talk instructions), lack of commitment to teach PGDT courses and lack of awareness.

Correspondingly, Demis G., Hileselasie B., and Dawit T. (2015) found out that universities do not fulfill the necessary materials required for the training , there is lack of coordination and the number of course and the allotted time were not proportional. Moreover, Sintayehu B.(2017) concluded that the summer PGDT( in-out-in)modality attendees' academic achievement in many PGDT courses was very low. From this point, it is anecdotal that all the above tribulations are the consequences for the low academic achievements during the stay of the training which leads teacher students to feel like attending this program is waste of time and money.

Furthermore, Geberew Tulu (2017) recommended that making promotions, encouraging trainees and giving orientation to trainees is needed. From the recommendation one can suppose that PGDT students are not satisfied and stakeholders should find ways to enhance their satisfaction.

### **As a Bridge to Other Professions**

According to research findings most of the student teachers joined the program because they could not find other alternatives to get job, and they plan that if they find other careers while they are teaching, they will leave the teaching profession. For instance, Koye K. (2014) has stated that majority of the student teachers believe that they joined the teaching profession because of lack of other options, but it is not because they love it. This indicates that they are living in the profession till they get other options. And he explains his concern that student teachers who are using the teaching profession as a spring board to look for other profession may not devote to their best level for teaching as a profession.

Mulugeta A, (2017) also supports the above finding that many trainees join this program after intensively searching for other jobs due to low wages for teachers and the lack of fringe benefits. And becoming a teacher is their lowest preference. But, anyway, they use it as a stay. Thus, it is predictable that when there is a chance to another job, they are ready to go.

### **Challenges of the Trainers and the Trainees of the PGDT Program**

Abraham Tulu (2017) affirmed tutors (teacher educators) and mentors (supportive secondary school teachers) are instrumentals to strengthen the linkage between subject matter knowledge and pedagogical

content knowledge. However, they were in consecutive complaining instead of taking a lion-share part in revealing themselves to reach PGDT students to their zone of proximal development. There is also lack of coordination among the stake holders. Mulugeta A. (2017) in addition stated that, lectures and tutors are not working together to design the learning content, classroom activities, tasks and assignments. There is also role confusion that both are not aware of their responsibilities, and Abraham T. M., Girma M. G., and Solomon W. R. (2019) stated that there is lack of coordination among the stake holders.

In addition to these, Mulugeta A. (2017) illustrated in Table 1, p.110 that missing of classes by instructors, low motivation and interest of teacher students, disciplinary problem of the trainees, low engagement to the class task, shortage of time to work on assignments and projects, lecturers' poor relationship with trainees, poor attendance of trainees, teaching methods which are not different from first degree [lack of experience of teacher trainers] are the challenges related to trainees and trainers. Further, he explained that although there is a good relationship between the trainees and the instructors, the frequency of their contact for class is poor.

Moreover, Sintayehu B.(2016) illustrated in Table 1, p. 25 that the challenges related to student teachers are lack of awareness about the program, negative attitude of the student teachers towards PGDT, high rate of students dropout, lack of professional commitment of the student teachers and low perception about the value of PGDT learning which more than 60% of the participants confirmed this fact.

### **Institutional Challenges of PGDT Program**

Demis G., et al (2015) found out that the universities where trainees were assigned to attend the training do not fulfill the necessary materials required for the training. Mulugeta A. (2017) and Sintayehu B. (2016) further summarized institutional challenges in Table2, p. 122 and in Table 2, p. 27 respectively, that poor communication between the coordination office and trainees, lack of study centers and facilities (library, computer), lack of monitoring and supporting system the problems, unavailability of counseling service to PGDT trainees, low concern of the universities to this program, low priority to the PGDT students, large class size, mixing students from different discipline, reluctance to provide certificate after graduation, lack of reference materials are some of the problems.

### **CONCLUSION**

So far, in this review article a minimum of ten original researches, which were conducted on the PGDT program, were reviewed. And several gaps related to the PGDT training institutes, the trainees and trainers, mentors, supervisors, coordinators, the modules prepared for PGDT trainees and gaps related the training program, in general, were synthesized from the results obtained by the studies.

Richards (2002) cited in Saovapa W. (2009) affirmed that it is the teacher's duty to create a desirable classroom climate, to plan a variety of learning activities and to use materials of instruction effectively. Likewise, Ajayi (2004) mentioned in Demis G., et al (2015) defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skill, attitude and value to a group of learners. Mulugeta A.(2017) also asserted that having well trained and experienced school teachers boast a positive effect on students learning.

To the contrary, Adugna B. M. (2012), Abraham T.et al (2019), Demis G et al. (2015), Geberew T (2017), Haftu E. (2018), Koye K. (2014), Mulugeta A. (2017), Sisay A. et al.(2016), Sintayehu B. (2017). Sintayehu B. (2016) and Workneh A. et al (2013) revealed several gaps which is possible for you to see from the lists of summary of the problems of the PGDT program and the trainees, as well.

- Student teachers have negative attitude and are unfavorable to the teaching profession because it has low social respect as well as low earnings according to the respondents.
- Trainees have negative attitude towards the PGDT program, in general.
- Promotions are not made at institution level; accordingly, teacher students have lack of awareness and they have lack of encouragement.
- Supervisors lack commitment because of lack of payment. There is also absence of qualified and experienced supervisors in the universities where the teacher training is given.
- There is shortage of time to cover the courses and the vast modules. Moreover, There are limited resource and the modules are of less quality.
- Teacher students feel that being a PGDT student is a waste of time and money because they are not satisfied on what they get in the institutes.
- There is no coordination between the stakeholders and because of that there are lots of gaps that hinder the students from getting quality teacher training.
- Student teachers joined the PGDT program as a result of could not find other jobs and are using the teaching profession as a bridge to other professions.
- There is no coordination between tutors and lecturers; they do not design learning contents,

classroom activities, tasks and assignments in harmony.

- There is shortage of time to work on assignments; there is no time for practical activities.
- There is low engagement, low motivation and low interest to the class tasks by the student teachers.
- There is poor attendance of the trainees and less frequent class contacts of instructors.
- There is lack of professional commitment of teacher students.
- There is high rate of student teachers' dropout.
- There is lack of study center and lack of facility which hold back the students from academic reading.

Sisay A.W., Anwar A. and Tamirat Z. (2016) additionally, revealed that PGDT graduates have positive attitude towards their teaching skills; however, their classrooms activities are dominated by teacher-centered or lecturing methods. Moreover, there is inconsistency in the application of continuous assessments. This implies that with the above entire problems one cannot be a competent teacher.

After 10 years, Ministry of Education in its Ethiopian Education Roadmap draft stated the fact that there was

*No clear and comprehensive policy of teacher education; and the system is suffering from unnecessary interference from both the MoE and REBs. What is more, the duties, responsibilities and prerogatives of regional education offices at the various levels are ill-defined. The teacher education system suffered from frequent and sudden policy changes. At the secondary level, graduates who undergo the consecutive (add-on) modality do not get enough time and opportunity to assimilate their pedagogical training and to develop a sense of professionalism. What is more, there is no formal connection between the subject area degree providers (such as department of geography, mathematics, physics, etc.) and pedagogical institutions. Due to the fact that different university faculties share (in a scattered manner) the task of preparing secondary/preparatory school teachers, training at that level lacks ownership. The secondary school teacher education program (PGDT) also suffers from insufficient facilities/infrastructure like classrooms; laboratories, vehicles for practicum, etc. Practicum related challenges include poor coordination and evaluation; and inadequate mentoring of internees (MoE, 2018).*

To tackle these massive tribulations on teacher education, there is a report that a change on the Educational Policy in all levels including the teacher education program is emerging. MoE. (2018) suggested

making sure that all prospective teachers will be trained in public colleges and universities for *at least three years*: Pre-primary (12+3); Primary grades 1-4 (12+3); Primary grades 5-8 (12+4); Secondary grades 9-10 (12+4); and secondary grades 11-12 (Masters degree holders)

However, the reviewer of this article argues that even if a new teacher education policy is launching in Ethiopia, the formerly PGDT graduates are with all the gaps and the shortcomings that certainly make them ineffective and harm the quality of education in all aspects. Thus, researches and need assessments on PGDT graduates, who were enrolled since the initiation of the program to this instant, should be conducted. This is because they are left with the drawbacks and gaps should be re-identified. Furthermore, the MOE, universities and teacher training colleges, teacher trainers and mentors, school supervisors, regional bureaus and other responsible bodies should find mechanisms to work on teacher improvement programs so as the inspected problems that trainees of the PGDT program have experienced or are experiencing will be intervened and lessened. Otherwise, it will become fruitless and even an embarrassment to talk about the quality of education in Ethiopian situation.

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