Effectiveness of the Post Graduate Diploma in Teaching Program (PGDT) in Preparing Secondary School Teachers in the College of Education and Behavioral Studies

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Abstract: The purpose of the study was to assess the effectiveness of the PGDT program in preparing teachers for teaching in the secondary schools of Ethiopia. The design chosen for the study was descriptive survey. Both quantitative and qualitative instruments and approaches were used to collect, analyze and interpret data. Questionnaire, interview and document analysis were the instruments used to collect data. Descriptive statistical tools were used to analyze and interpret data. 55% of the population of trainees and another 55% of the population of instructors were selected as samples using stratified sampling technique. The technique was employed in view of the presence of different strata of trainees and instructors. Department heads and program coordinators were selected using purposive sampling technique. Results of the study suggested that the level of prior achievement of trainees was low. Results also indicated that the environment created for learning by instructors was not conducive. Besides, the kind and magnitude of services and support provided by coordinating offices were not sufficient enough for producing the desired type of teachers. Based on these results of the study, it is concluded that the training program was not effective in producing teachers for the secondary schools of the country. As a result, it was recommended that candidates need to be recruited from the ranks of those with better levels of prior achievement. Besides, instructors and coordinators should create an environment suitable for learning and producing competent teachers.

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Background of the Study

As is the case in many countries, the system of education in Ethiopia has been changing continuously due to a wide variety of factors. Changes in political governance, advances in science and technology, donor pressure, quantitative increase in the size of students, etc. have had their own role to play in the introduction of changes. One of these is that introduced by the Ministry of Education of the Federal Democratic Republic of Ethiopia by a policy in 2008 which is commonly referred to as the 70:30 Policy.

The 70-30 policy categorizes education and training in bands in which teacher education is not included as a band. The document indicates that teacher education in science, social science and humanities for secondary schools and in technology for TVET institutions would be changed to a system where the students would have to complete the full course in the relevant disciplines and then or in parallel complete the necessary education courses (MOE, 2008)

Following benchmarking of experiences by members of a national taskforce set up under the auspices of the Ministry of Education and a series of discussions on which modality to employ for teacher education in Ethiopia, it was ultimately opted for the sequential modality of teacher education and training (MOE, 2009). The program started to take effect in the summer of 2011 in the form of summer-winter-summer modality.

The new approach was supposed to depart from the previous integrated modality in many ways. One was discontinuing placing candidates from among those with GPAs too low to join other fields of study while the other was selecting candidates from among those with better CGPAs upon graduation. The other points of departure were selecting candidates from among those who applied to join the profession as an expression of interest in teaching and employing multiple criteria including entrance examinations, interviews, secondary

school achievement records, references and recommendations (Eyasu et al, 2017).

If the new modality of teacher education, which departed from the old in the aforementioned ways of recruiting candidates, is to be effective, that is, achieve its objective of producing competent teachers, appropriate levels of inputs should be available and an environment of teaching and learning that could lead to better and higher levels of achievement of candidates should be provided. Trainees need to be provided with, among many others, basic learning and reference materials and be rendered proper services in libraries and laboratories. Concerned officers such as program coordinators, department heads, deans, and administrative personnel should make sure that candidates are provided with orientation and direction, properly linked to schools where they practice teaching and enjoy needed support and follow-up.

Instructors, on their part, should contribute to the effectiveness of the program by way of creating suitable classroom teaching and learning environment through making learning participatory and motivating; providing proper guidance and counseling; covering the whole breadth and depth of courses at the scheduled time; and assessing student learning outcomes and providing timely feedback.

Partner schools are also expected to provide needed support and assign the right mentors. It is when all these are realized to the expected magnitude that the program could be effective in its preparation of competent teachers.

The new modality of teacher education started with an in-out-in approach. This approach requires candidates to spend a summer semester as a pre-service one and engage in the profession for a period of a year in which they also take some distance courses and continue training under the guidance of mentors in schools and instructors from colleges. Following their stay for a year in teaching and

training, they join colleges of teacher education once again in the subsequent summer to wind up study with a diploma at the end of the summer.

A number of studies were conducted on the new modality of teacher education while it was being implemented on an in-out-in approach. These studies focused on diverse areas including the characteristics of candidates, the instructional processes involved in preparing candidates, the views and experiences of educators and others engaged in educating and training future teachers, the outcomes of the preparation process, and the views of the products, the teachers coming out of the program.

In the list of the studies is found that conducted by Koye (2014) who examined the attitude of teachers towards the teaching profession and reported that it was not conclusive. Worku (2015) examined the functioning of the practicum program in cluster centers attached to Jimma University and found out that practicum was not properly implemented owing to lack of proper understanding of the program and limitations of mentors and others responsible for coordinating the program as well as shortage of inputs. Geberew (2017) studied and reflected on the situation of teacher education programs in the Addis Ababa University and concluded that the attrition rate of trainees was high and candidates were not interested in the program preparing them for the teaching profession.

Although the studies mentioned above and similar ones conducted on the area attempted to examine the various features of the secondary teacher education and training program, not much has been investigated and more comprehensive study has not been conducted following a change in the approach of training from a summer-winter-summer(in-out-in) approach to year-long and regular mode of training in 2015 suggesting a gap to be filled if this modality has dealt with the limitations of the past or if it represented a departure from the past.

In addition, a preliminary study was conducted with twenty candidates using questionnaire and three teacher educators using interview and grades of students in two professional courses to explore if the program was functioning effectively in the College of Education and Behavioral Studies. Results suggested that candidates joined the PGDT program primarily not out of perceived interest to become teachers but of factors such as lack of other employment opportunities.

The study also indicated that the Cumulative Grade Point Average (CGPA) of the studied candidates upon joining training tended to be lower as it was below 3.00 for the majority. It was only about 20 percent of the candidates who had CGPA more than 3.25, which puts them in the top category of distinction, which starts from this point. The important message about the qualifying grades of candidates is that teacher training is unable to attract those who are better academically qualified candidates. This has implications for prospective teachers' confidence in teaching, especially their capacity to help their students develop deep conceptual understanding of school subjects.

Interviews also yielded that the provision of basic materials of learning such as modules, books, handouts, worksheets, etc. and availability in libraries of such supplementary reading materials as books, journals, proceedings etc. was not sufficient. Similarly, the provision of library services including lending, space for reading, internet, etc. was not adequate. Further, the provision of basic laboratory materials such as chemicals, tools, equipment, etc. and availability of laboratories for learner use was also insufficient.

In addition to the above, the degree of effectiveness of most instructors in creating a suitable environment of teaching and learning such as making learning participatory, motivating students, counseling students, and covering courses of learning in time tended to be low. Further, evaluation of student learning using such tools as assignments, tests, examinations, etc. and timely provision of feedback following evaluation tended to be carried out to much lower degrees.

The degree of effectiveness of the PGDT Coordinating Office in providing orientation and direction, linking to schools during practicum and follow-up, providing needed support such as counseling, following-up progress, availing learning materials, etc. tended to be insufficient. The degree of academic performance of candidates tended to be lower than was expected to be.

Such outcomes point at the existence of challenges, which might influence the effectiveness of the PGDT program in preparing students for the teaching profession, which altogether need to be studied at a much larger scale while at the same time serving as a source of motivation for conducting the current study.

Statement of the Problem

The criteria meant for recruiting candidates for teaching assumed that trainees would have better entry characteristics which included prior ability as measured by their entry level CGPAs, desire to become teachers as measured by results of interviews, and disposition as measured by marks obtained over qualifying entrance examinations. However, as indicated in the background of the study, the candidates lacked some of the attributes essential for success, and the institution did not provide the necessary environment for higher levels of achievement.

Observations of classroom level participation and achievement in two courses offered, for example, suggested that there is a problem of low level of inputs and support leading to low level of academic performance as measured by grades obtained in courses. The grades obtained in the two courses are indicated below:

Table 1: Grades of Candidates in "Secondary School Curriculum and Instruction" (PGDT 413) 2014/15 and "Teachers as Reflective Practitioners" (PGDT 422) 2015/16

Year	Department	Course	Grades												
			A		B		C		D		F		Total		
			No	%	No	%	No	%	No	%	No	%	No	%
2015/16	Geography	PGDT 422	3	7	4	9	30	68	7	16	-	-	44	100
2014/15	English	PGDT 413	2	7	6	21	21	72	-	-	-	-	29	100

Source: Registrar, College of Education and Behavioral Studies

As may be seen from Table 1, it was only 16 % of the candidates who obtained grade points equal or greater than 3.00 in PGDT 422. Similarly, it was only 28 % of the candidates who obtained grade points equal or greater than 3.00 in PGDT 413 suggesting that the majority's performance in the courses mentioned was average or lower. Thus, the problem to be studied is the effectiveness of the program in preparing candidates for the teaching profession which needs to be investigated in terms of the influence of input and support factors on the achievement of trainees. Therefore, the study is expected to answer the following research questions:

- What is the level of academic achievement of candidates under preparation for teaching?
- How adequate is the level of prior achievement and perceived motivation of trainees for their preparation as future teachers?
- How adequate is the provision of basic and supplementary materials and related academic services for future teachers?
- How effective are instructors in creating a suitable environment of teaching and learning?

- How effective are PGDT coordinating offices in organizing and facilitating the training of future teachers?

Objectives of the Study

The general objective of the study was to assess the effectiveness of the PGDT program conducted by the College of Education and Behavioral Studies, Addis Ababa University in preparing candidates for teaching in the secondary schools of Ethiopia. In specific terms, the objectives of the study were:

- Determining the effectiveness of the program in the light of the level of academic achievement of candidates prepared for teaching.
- Investigating the effectiveness of the training program in terms of the adequacy of the level of prior achievement and perceived motivation of would-be-teachers.
- Determining the effectiveness of the training program in the light of the degree of adequacy of the provision of basic and supplementary materials and services for future teachers.
- Examining the effectiveness of the training program in terms of the creation of a suitable environment of teaching and learning by instructors
- Determining the effectiveness of the training program in the light of the support provided by PGDT coordinating offices

Operational Definition of Terms

Prior Achievement: A trainee's recorded academic achievement measured by the CGPA obtained at the end of completing study in undergraduate program.

Motivation: A trainee's perceived internal feelings or drive as measured by the answer given to the question related to factors that lead to choosing teaching as a profession

Academic Achievement: A trainee's performance as measured by grades obtained at the end of the training in the College.

Material and Service Provision: Adequacy of resources and support as measured by perception of respondents.

*Environment of Teaching and Learning***:** Suitability of the teaching and learning environment as measured by the perception of respondents.

*Effectiveness***:** Validity of program implementation as measured in terms of the perceptions of trainees and all others involved in the PGDT program as regards the processes involved in the preparation of teachers in the College.

Review of Related Literature

Teacher Education: An Overview

The education and training of teachers is a process of preparing them for teaching. In the olden days, it was possible for a person with some knowledge to pass on one's knowledge to others in need without knowing how to teach and develop the arts and skills of teaching. Nowadays, however, the growing understanding of the complexities of the nature of human beings and the dynamic processes of technology necessitated the introduction and refinement of the process of preparing individuals for a career in teaching. These days, it is difficult, if not impossible, to think of teaching without prior education and training in how to conduct the process of teaching and learning. Since their preparation helps candidates get equipped with the knowledge

and skill they need in the classroom, it is an important tool for ensuring quality.

A program preparing teachers for teaching should lead them to acquire knowledge of the subject to be taught and develop the skill of teaching that subject. Both are essential for being effective in discharging teaching responsibilities. A program of preparation would be effective to the extent it equips trainees with the two essential requirements of effective teaching.

Teacher education is undertaken at various levels. It is carried out for those aspiring to teach at pre-primary, primary, secondary and tertiary levels. The objectives of teacher education are similar and the contents are derived from the objectives and, therefore, are more or less similar. If we look at the course structure of teacher training colleges in Ghana, for example, we find out that it consists of general education (30 per cent); academic education (30 per cent); and, professional studies (40 per cent). Education courses focus on issues related to theory and practice of education and child psychology. Student teachers spend eight weeks on supervised teaching practice during their training (Kwame, 2003).

Darling-Hammond and Bransford, (2005) indicated that areas of knowledge, skills, and dispositions that are critical for productive teaching include the following: 1) knowledge of learners and how they learn and develop within social contexts, (2) an understanding of the subject matter and skills to be taught in light of the social purposes of education (curriculum), and 3) an understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by classroom environments.

Darling-Hammond and Bransford, (2005) also outlined that teachers also need to be skilled in how to conduct action research, portfolio development, participation in professional learning communities, case methods, and analysis of teaching and learning. Although there seems

to exist consensus on what constitutes teacher education, what matters most beyond the courses to be offered is the way the program of preparation is organized to educate and train teachers and the kind of environment created in the classroom and beyond to facilitate the process of preparing future teachers.

Factors Influencing Effectiveness

If schools are to be effective, they need to be staffed with competent teachers. Competent teachers are those who have the knowledge and skills needed for teaching students and cultivating them in manners useful for future life and work in the society. As argued by Darling-Hammond and Bransford (2005), it is teacher quality that matters most. And, for teachers to have the qualities required in terms of knowledge and skills, they need to be prepared properly and effectively.

If training institutions are to prepare future teachers effectively, they need to have the necessary human, material and financial inputs. In addition to that, they need to organize processes of learning and teaching relevant to the accomplishment of the goals of producing teachers. Thus, availing adequate amounts of inputs and providing a suitable process of teaching and learning are among those essential for effectiveness in preparing future teachers.

Input: Human, Material and Organizational (Institutional) Factors

Human inputs include students, instructors as well as leadership and support staff. In that connection, it is the ability of candidates as represented by the level of their prior achievement and motivation for joining the teaching profession that are taken as human inputs for training and preparation to be teachers. Similarly, materials such as modules, books, handouts, worksheets, etc. are considered basic and supplementary learning materials. As regards organizational inputs, libraries and laboratories are among the important ones. Libraries

should provide such services as lending, space for reading, internet, etc. In addition to that, laboratories should have chemicals, tools, equipment, etc. and serve as facilities for student for student use (Darling-Hammond and Bransford, 2005).

Process: Teaching and Learning and Administrative Factors

As indicated by MOE (2009:10), *the quality of beginning teachers that come out of an institute of teacher education depends on the effective and efficient training of teachers*. In order to train future teachers effectively, it is important to provide an environment which is participatory and motivating. Teacher educators should guide and counsel students. In the Curriculum Framework (2009:9), it is stated that

> Teaching teachers is certainly among the most demanding kinds of professional preparation: teacher educators must constantly model practices; construct powerful learning experiences; thoughtfully support progress, understanding, and practice; carefully assess students' progress and understanding; and help link theory and practice.

In addition to the above, it is also necessary to cover courses and evaluate performance using assignments, tests, examinations, etc. and provide timely feedback following evaluation of students.

As regards the administrative process, it includes facilitation and coordination of training of candidates by college personnel. In that case, PGDT coordinating offices should provide candidates with orientation and direction and avail needed support including counseling, following-up progress, and supplying learning materials, etc. It is, thus, important to *assign professional and competent team of coordinators – coordinator for course work, coordinator for practicum,*

monitoring and evaluation officer and a liaison between the university administration and the program/the department (MOE, 2009:16).

Recent Practices and Challenges of Teacher Education in Ethiopia

As indicated by the Ministry of Education (2009), the Teacher Education Systems Overhaul (TESO) program which was the predecessor of the PGDT faced major problems such as inadequate mastery of subject-matter by teachers and insufficient and improper employment of active learning methods. Teachers who were products of the system also failed to demonstrate professional commitment and work ethics as desired. They also exhibited low level of interest to follow up and assist students. It was to address the aforementioned and other related challenges that the PGDT model came into existence. As stated by the Ministry of Education (2009), it was cognizant of the above problems that it was believed reforming the structure and content of secondary teacher education program was in order.

The program which came to force replacing the TESO program had among its missions producing secondary school teachers who have the desired academic knowledge, sufficient professional skills, good citizenship, attitudes and skills, and those ethical and democratic values enshrined in the Ethiopian constitution (MOE: 2009).In the list of the objectives of the program are found the following:

- Equip trainees with knowledge, skills and dispositions required to become effective secondary school teachers
- Enable trainees to become reflective practitioners who are able to analyze, evaluate and act to improve their own practice and develop better professional knowledge and skills
- Develop understanding of the nature of teacher professionalism, the responsibilities of teachers and the professional values and ethical practice expected of them

- Create awareness that a central characteristic of teaching as a career is engagement in a lifelong process of professional learning and development
- Develop trainees' capacity to engage in research to inform and develop their practice
- Institutionalize equity in the teaching force and reach underprivileged areas in the provision of quality secondary education
- Provide teacher trainees with the theoretical and practical experience they need to achieve all the standards and competencies set by the Ministry of Education (2009:6).

The PGDT program started to be implemented as of the summer of 2011 in the in-out-in modality contrary to the regular modality (September to June) suggested by the task force.

As mentioned above, many researchers conducted studies on the practices of the PGDT program and its effectiveness to prepare candidates for teaching in secondary schools by way of equipping with knowledge, attitude and skills necessary to discharge duties of teaching. One such study conducted by Tadesse (2015) examined instructional processes in colleges and universities of teacher education in the Amhara National Regional State and found out that planning, delivery and assessment functions were not adequately undertaken in the process of preparing candidates for effective teaching. Sentayehu (2016) studied the challenges faced by summer PGDT students at the Haramaya University and concluded that teacher preparation faced challenges emanating from student lack of readiness, teacher incompetence, and curricular and institutional inadequacy.

A study conducted by Geberew (2017) suggested that the attrition rate of trainees was very high and most joined the program because of lack of other job opportunities. Yet, the studies, apart from considering

different aspects and challenges of the in-out-in program, did not treat the regular program and its effectiveness in terms of inputs and processes employed to prepare candidates for teaching

Research Methodology and Procedure

The objective of this study was to examine institutional effectiveness in implementing the PGDT program and preparing candidates for their future engagement as secondary school teachers. To that effect, this chapter presents the design of the study, sources of data, samples and sampling procedures, instruments and procedures of data collection, and analysis and interpretation of data.

Study Site

This study was conducted in a higher learning institution named Addis Ababa University (AAU).The University is found in the capital of Ethiopia, Addis Ababa which is the seat of the African Union (AU) and many more regional, continental and international organizations such as the Economic Commission for Africa (ECA). The College of Education and Behavioral Studies, which conducts the PGDT program is a constituent faculty of the University. As the oldest institution of teacher education, it is important to investigate how well it is preparing future teachers for the secondary schools of Ethiopia.

Design of the Study

As the purpose of the study was to assess the effectiveness of the on-going teacher preparation program in the AAU, a descriptive survey design was used. As indicated by Best and Khan (2006:128), descriptive survey study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although

it often considers past events and influences as they relate to current conditions. Thus, this research framework examines the effectiveness of the teacher preparation program in the light of inputs and processes that went into its functioning.

Sources of Data

Both primary and secondary sources of data were used in this study. The sources of primary data were candidate teachers, instructors, program coordinators and department heads engaged in the program in the College of Education and behavioral Studies in the 2016/17 Academic Year. Documents relevant to the program including Teacher Development Program (TDP) Guidelines, Education Sector Development Program (ESDP) IV and V documents and student academic records were also used as sources of primary data. Sources of secondary data included reports and studies conducted by researchers about the program and the participants in it.

Samples and Sampling Procedures

Samples for the study were drawn from trainees, instructors, coordinators and department heads.

Trainees

Samples of trainees were selected from the population of all regular trainees enrolled in the Postgraduate Diploma in Teaching (PGDT) program in the Addis Ababa University in the 2016/17 Academic Year(AY). About 55 percent of the total population was taken as sample. It was considered adequate and representative of the characteristics of the population of trainees of study. Borg and Gall (2003) consider such a sample size as representative for a small size population of a program. Furthermore, as asserted by Best and Khan (2006), survey studies typically require the use of larger samples since the larger the sample, the smaller the magnitude of sampling error and

the greater the likelihood that the samples are representative of the population.

Probability sampling of the stratified type was used to select samples from trainees enrolled to study different areas. This sampling technique was used because of the presence of trainees who were trained in different fields of study, which might entail differences in their degree of preparation. Thus, the basis of stratification was field of study. Once that was done, systematic sampling was used to select samples from within an area of study. This was done by listing the names of trainees down alphabetically and selecting every fifth trainee as a sample to be included in the study. Based on that, the following number of trainees was selected proportionately from each of the fields of study randomly from those within a field of study.

Table 2: Population and Sample of Trainees by Area of Study

No.	Area of Study	Population	Sample	Remarks
1	IT and Economics	36	20	
2	Chemistry	45	25	
3	Mathematics	31	17	
4	Geography	9	5	
5	History	8	4	
6	English	7	4	
7	Afan Oromo	9	5	
8	Amharic	31	17	
9	Physical Education	11	6	
	Total	**187**	**103**	

Instructors

Samples of instructors were selected from the population of instructors engaged in teaching regular trainees enrolled in Postgraduate Diploma in Teaching (PGDT) program in the Addis Ababa University in the 2016/17 AY. About 55 percent of the total population was taken as adequate and representative of the characteristics of the population of

instructors (Borg and Gall, 2003). Probability sampling of the stratified type was used to select samples from instructors teaching in the areas of studies of trainees. Besides, systematic sampling was used to select samples from within a field of study where the size of the population is larger as is the case with IT and Economics. This was done by listing the names of instructors down alphabetically and selecting every second instructor as a sample to be included in the study. In other fields where the population was smaller, simple random sampling using drawing lots was employed to select samples.

Table 3: Population and Sample of Instructors by Area of Study

No.	Area of Study	Population	Sample	Remarks
1	IT and Economics	25	14	
2	Chemistry	2	1	
3	Mathematics	2	1	
4	Geography	3	2	
5	History	2	1	
6	English	5	3	
7	Afan Oromo	2	1	
8	Amharic	2	1	
9	Physical Education	2	1	
	Total	**45**	**25**	

Coordinators

The number of personnel engaged in coordinating the PGDT program was four. This included one associate dean and three stream level coordinators drawn from the department of Curriculum and Instruction, Science and Mathematics Education as well as Social Sciences and Languages Education. All were included in the study as they were vital sources of data needed for the study.

Department Heads

The department heads involved in the PGDT program were three. The rest had single course or none. As a result, the departments of Curriculum and Instruction, Science and Mathematics Education, and Social Sciences and Languages Education were taken purposively as sources of data.

Instruments and Procedures of Data Collection

The study used a mixed method approach, that is, quantitative and qualitative methods were employed to collect, analyze and interpret the data since employing multiple instruments of data collection and analysis helps combine, strengthen and amend some of the inadequacies and triangulate data (Creswell, 2005). Self - constructed questionnaires, interview guides and document analysis were employed to that effect. Different procedures were employed to collect data needed for the study.

Data Collection Instruments

Questionnaire

Questionnaire was selected as an instrument since it helps collect data in an effective and manageable way from any size of population. It also helps cover many subjects or issues and can be easily and quickly analyzed once field data gathering work is completed (Wilkinson and Birmingham, 2003).

Two sets of questionnaires covering similar topics with minor variations were prepared by the researchers in the English language to obtain data from trainees and instructors on different issues raised by the study. The questionnaire for instructors also included both open and closed ended items. It was developed based on the research questions

of the study. The sources of the items were literature and previous similar studies.

Interview

Interview was selected as an instrument since it permits the exploration of issues, which might be too complex to investigate through questionnaires. Besides, it was chosen owing to what it does to allow better chance to explain more explicitly what the interviewee knows about the issue (Best and Kahn, 2006).

Three sets of interviews were prepared by the researchers in the English language to obtain data from associate dean, department heads and the PGDT coordinators.

Document Analysis

College documents and records pertaining to the program as well as those available in the Ministry of Education were used to collect data and make important references and explanations regarding the PGDT program.

Instrument Validation and Determination of Reliability

Validity

A panel of three judges drawn from the Department of Curriculum and Instruction examined the content validity of the instrument. Validity was chosen in view of the need to ensure if the items included contents related to the purposes of the study. The judges were selected from among those senior instructors with wider knowledge and sufficient experience in teacher education. The judges were asked to check if the items used for collecting data were aligned with the purposes of the study and demonstrated clarity and logical flow. Based on their

comments, necessary changes and refinements were made in some items prior to pilot testing of the questionnaire.

Reliability

The questionnaire, which was developed for the purpose of the study by the researchers, was pilot-tested with 20 non-participating trainees in order to determine the reliability of the items. Cronbach Alpha value of 0.78 was obtained, which could be taken as reliable (Mugenda and Mugenda, 2003).

Procedures of Data Collection

Different approaches were employed to collect data. Questionnaires were distributed and collected by the researchers. To do this, first permission was secured from all concerned and, then, time and place were fixed. Following that, the questionnaires were administered and collected on the spot.

Interviews were also conducted by the researchers after the interviewees were asked to suggest the place and time of their convenience.

Methods of Data Analysis and Interpretation

After data were collected, they were checked for completeness, classified, arranged and organized in tables. Then after, they were analyzed and interpreted by employing quantitative and qualitative research analysis techniques. Quantitative data from questionnaires were analyzed using the values assigned for each of the alternatives. The value for the alternatives ranges from one to five. The following system was used to score responses given by respondents.

Value	Very High (5)	High (4)	Moderate (3)	Low (2)	Very low (1)
Range	4.50 – 5.00	3.50 – 4.49	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49
Value	Adequate (3)	Somewhat Adequate (2)	Inadequate (1)		
Range	2.50 – 3.00	1.50 – 2.49	1.00 – 1.49		

The data obtained through questionnaire were tallied, analyzed and interpreted quantitatively by using frequency, percentage, and mean scores. The data collected through interview, open-ended questions and documents were analyzed qualitatively using summaries and consensus.

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the data obtained employing questionnaire, interview, and document analysis. The chapter is categorized in two major parts. The first part presents personal information (characteristics) of the study participants and the second part deals with the analysis and interpretation of data collected in relation to the process of preparation of teachers in the College of Education and Behavioral Studies.

Out of a total of 103 and 25 questionnaires distributed to trainees and instructors, 103 (100 %) and 22 (88 %) were properly filled and returned respectively. This suggests that the data obtained could be taken as sufficient for the purpose of the study. In addition to questionnaires, interviews were also employed to obtain data from PGDT program coordinators and department heads.

Demographic Characteristics of Study Participants

Background information of participants of a study has an important role to play in explaining outcomes. The following tables show the general characteristics (sex, age, qualification, work experience and field of

study) of participants of the study. The tables that follow provide the data related to the background characteristics of trainees on the one hand and instructors, department heads and coordinators on the other.

Table 4: Trainees by Sex and Age

No	Variable	Category	No	%
		Male	65	63
		Female	38	37
1	Sex	Total	103	100
		Below 20	-	-
		20-24	67	65
		25- 29	33	32
		Above 29	-	-
2	Age	Missing	3	3
	Total		**103**	**100**

As the data indicate, most of the trainees were male suggesting that the views were more of male trainees. As regards age, most were in between the ages of 20 and 24 suggesting that the views were those of young people who normally are expected to have very great aspirations for their life and future.

Among those factors influencing the effectiveness of a training program is found the entry characteristics of trainees one of which is the CGPA accumulated at the end of undergraduate education. This is also supported by Lawrence et al. (2014) who claim that there are clear links between the academic ability of entrants to teacher education programs and the quality of programs and their graduates. A student with higher CGPA is normally expected to exploit provisions and become successful while the converse tends to be true with a student joining a program having lower CGPA. In a four-point scale used for grading students, achieving anything equal to or greater than 3.00 is

understood as better and helpful to achieve better results in a training program.

Table 5: Trainees by Cumulative Grade Point Average (CGPA)

No	Item	CGPA	No	Measure	Point
		2.00-2.50	13	Mean	2.9
		2.51- 3.00	44	Standard Deviation	.37
	Range	3.01 – 3.50	25	Maximum	3.82
		3.51 – 4.00	4	Minimum	2.02
1	Missing Point		17	Range	1.80
	Total		103		

Out of a total of 86 trainees who self-reported their CGPAs, about 66 percent obtained CGPAs below 3.00 suggesting that the level of readiness of most trainees is below that expected as an input for better level of achievement in training. This is supported by Lawrence et al. (2014:65), who cited Boyd, et al. (2008), National Research Council, (2010) and Feuer et al. (2013) who claimed that research indicates that the quality of teachers graduating from a teacher education program, and their eventual effectiveness in the classroom, depends in part on the academic quality of the students it is able to attract. Furthermore, Lawrence et al. (2014:66) strongly argued on the point as follows:

> Research indicates that the quality of a teacher education program and the academic background of entrants are not independent. They are inter-related. The prior knowledge and level of achievement of entrants affects the quality of teaching and learning activities in a university program as well as the intellectual demands lectures can place on them. Teacher education programs cannot be both remedial programs and high-quality professional preparation programs.

Effectiveness of Training on Preparation

A number of factors influence effectiveness of training teachers for their future job of teaching. In the list of these factors are found motivation and provision of materials and services. The analysis and interpretation of these variables is presented below.

Motivation

Success in achieving any objective is a function of many factors one of which is motivation. Trainees must be motivated to wholeheartedly engage in the training program and meet its requirements in order to become competent teachers of tomorrow. Table 6 presents data on the perceptions of trainees regarding what motivated them to join the teaching profession.

Table 6: Source of Perceived Motivation to join the Teaching Profession

No	Source of Perceived Motivation for Teaching	No	%
	Interest to be a teacher	66	64
	Lack of other employment opportunities	32	31
	Any other reason	-	-
	Missing Point	5	5
1	Total	103	100

 As regards the source of perceived motivation for joining the teaching profession, it is perceived interest in the profession that is the most important drive for choosing teaching. And, it is good to have such a considerably large percentage (64%) of trainees motivated by the profession itself, since, this, as an input, is among those central factors contributing to the effectiveness of a training program. Yet, the fact that 31 percent of the respondents joined the profession for lack of other employment opportunities suggests that this is a factor that should be

considered when dealing with the question of bringing about effectiveness in a program of training.

Contrary to the outcomes reported above, responses from instructors and interviews with PGDT coordinators and department heads suggest that the motivating factor is more of lack of other employment opportunities than interest in the profession. Department Head No.1 had to say that "On the basis of their classroom interaction, about 90 % of them are not interested. Many drop out from the training itself. Many others leave the profession when they get other jobs". Department Head No.2 added that *It seems to me that they joined the training program because of lack of other job opportunities rather than motivation to become teachers*. In addition to the views of college staff who were directly engaged in the program, the lived-in experiences of the researchers derived from day-to-day interactions with trainees also suggest that the motivating factor tends to be more a lack of other employment opportunities rather than being one of interest. The lower levels of grades obtained by most trainees in some courses of the program, which is less than 3.00(See Table 1) contradicts with the response of most that they were motivated by interest since high interest is supposed to result in higher level of achievement as measured by better grades.

Provision of Materials and Services

Among the factors influencing the effectiveness of a training program are found the provision of materials and a host of academic and administrative assistance. Responses obtained in relation to the provision of materials and services are presented under Table 7.1, 7.2 and 7.3.

Table 7.1: Provision of Learning Materials

No	Provision of Learning Materials	No	Value	Total	Mean	%
	Adequate	35	3	105		34
	Somewhat adequate	42	2	84		41
	Inadequate	23	1	23		22
	Missing point	3	-	-		3
1						
	Total	**103**	**-**	**212**	**2.05**	**100**

One of the elements examined for its being an important factor of effectiveness is the provision of learning materials, which include modules, books, handouts, worksheets, etc. About 75 per cent of the respondents agreed that materials are somewhat adequate or better suggesting that trainees do not have very serious problems regarding them. The mean value 2.05 indicates that it is somewhat adequate.

PGDT coordinators and department heads also claimed that materials were provided adequately. However, instructors differ on this outcome. The consensus among them is that the amount of material provided for learning tends to be inadequate. In the words of instructor No.6 "In some circumstances, there has not been any provision of materials. I feel that this can be one major factor for the ineffectiveness of the program as expected. Such a practice de-motivates both instructors and students". The lived experiences of the researchers concur with those of instructors that it is only a limited amount of centrally prepared modules that are made available for student and instructor use suggesting that the provision is by and large inadequate.

Table 7.2: Provision of Supplementary Reading Materials and Services

No	Provision of reading materials	No	Value	Total	Mean	%
1	Very high	13	5	65		12
	High	33	4	132		32
	Moderate	32	3	96		31
	Low	11	2	22		11
	Very low	8	1	8		8
	Missing point	6	-	-		6
	Total	103	15	323	3.13	100
Provision of Library Services						
2	Very high	14	5	70		13.6
	High	32	4	128		31.1
	Moderate	32	3	96		31.1
	Low	15	2	30		14.6
	Very low	5	1	5		4.9
	Missing point	5	-	-		4.9
	Total	**103**	**515**	**329**	**3.19**	**100**

With respect to the degree of provision of supplementary reading materials such as books, journals, modules, etc. in libraries, about 75 percent of respondents were of the opinion that they were available for their use to more or less satisfactory degrees. The mean value 3.13 indicates that the provision is somewhat sufficient.

As far as the degree of provision of services in libraries is concerned, about 76 of the respondents indicated that they are moderate. The outcomes suggest that the degree of provision of materials and services by libraries is satisfactory. The mean value of 3.19 indicates that the provision is somewhat sufficient. However, the consensus among interviewees and the responses of instructors stand in conflict with the responses of trainees in that the provision of materials and services is insufficient implying that this has its influence upon the degree of use of trainees and their level of preparation for teaching. As mentioned by

instructor No.8 *I do not think that additional materials are provided at all; they are not available.*

Table 7.3: Provision and Availability of Laboratory Materials and Services

No	Provision of Laboratory Materials		No	Value	Total	Mean	%
1	Very high		1	5	5		3
	High		6	4	24		17
	Moderate		10	3	30		28
	Low		11	2	22		30
	Very Low		7	1	7		19
	Missing Point		1	---	---		3
	Total		36	180	88	2.4	100
2	Availability	of	No	Value	Total	Mean	%
	Laboratories for Use						
	High		5	4	20		14
	Moderate		17	3	51		47
	Low		7	2	14		19
	Very Low		6	1	6		17
	Total		**36**	**180**	**96**	**2.6**	**100**

The role laboratories play in the integration of theory with practice is immense. In the absence of adequate amounts of essential materials and availability of laboratory facilities for trainees' use, it may not be easy to achieve better levels of achievement of objectives. While about 48 percent agreed that the provision of materials could be taken as moderate or better, about 49 percent were of the opinion that the provision of laboratory materials could be taken as low. The perception of the same phenomenon to almost equivalent percentage by respondents suggests that the item is equivocal necessitating further study on the issue. In any case, the mean value 2.4 suggests that the provision is low.

With regard to the availability of laboratories for use by trainees, about 64 percent of the respondents perceived their availability for use as moderate. The mean value 2.6 indicates that the availability of laboratories for use is somewhat sufficient. Thus, as the outcomes suggest regardless of the degree of provision of materials for use, laboratories are somehow available for trainees' use. However, interviewees participating in the study who are working in departments requiring availability of laboratories for use by trainees agreed that the provision of materials and services is inadequate. In the words of Department Head No. 1 *there are no laboratories in the College and materials and services are borrowed from another college*. This suggests that the availability of materials and services for use by PGDT candidates is insufficient.

Instructors' Effectiveness in Teaching and Provision of Support

Responses obtained regarding instructors' teaching and provisions of support are presented in Table 8.

Table 8: Instructors' Effectiveness in Teaching and Provision of Support

No	Degree of Instructor Effectiveness in Teaching and Providing Support											Total	
	Item	V. High		High		Moderate		Low		V. Low			
		No	%	No	%	No	%	No	%	No	%	No	Mean
1	Make learning participatory	21	20	31	30	32	31	12	12	5	5	101	3.50
2	Motivate students	2	2	13	13	26	25	41	40	20	19	102	2.37
3	Counsel students	10	10	33	32	28	27	23	22	8	8	102	3.14
4	Cover courses in time	18	17	34	33	35	34	10	10	3	3	100	3.54
5	Use diverse evaluation instruments	25	24	38	37	31	30	7	7	1	1	102	3.67
6	Provide timely feedback	8	8	39	38	34	33	13	12	8	8	102	3.25
	Total= Out of 609	**84**	**14**	**188**	**30**	**186**	**30**	**106**	**17**	**45**	**7**	**609**	

Making Learning Participatory

Regarding making learning participatory, 52(50 percent) of the respondents perceived that instructors involved them in the process to a high degree while 32(31 percent) perceived instructors as involving them to a moderate degree and 17(17 percent) to a lower degree. The mean value which is 3.50 is high indicating that instructors make learning participatory. This is in agreement with the perception of department heads and coordinators.

Contrary to students and interviewees, responses from instructors suggest that the degree to which they made learning participatory was low. They attributed this to both themselves and the students. The students failed to participate effectively owing to such factors as lack of interest, ability, and difficulty to express themselves using English while instructors could not make learning more participatory primarily due to lack of careful preparation and sufficient time to let students actively engage in the process.

Although outcomes tended to be equivocal, considering that the instructors are the ones who know most about what they are doing in classrooms, it may be taken that learning is not participatory. The experiences of the researchers also suggest that regardless of the magnitude of effort exerted to encourage involvement of students in the process, the degree tends to be lower and discourages instructors from continuously trying to motivate students with the aim of achieving higher levels of participation.

Motivating Students

With regard to motivating students, 15(15 percent) of the respondent candidates were of the opinion that instructors motivated them to a high degree while 26(25 percent) perceived instructors as motivating them to a moderate degree and 61(59 percent) to a lower degree. The

mean which is 2.37 is low indicates that instructors do not motivate students. This is consistent with the consensus of department heads and coordinators in that the motivation was not adequate.

Instructors also shared the same position by claiming that they did not do much to motivate students since the students were not interested in the teaching profession. As described by instructor 09, "Because they are not prepared for the teaching profession mentally, it is difficult to motivate them by providing them with any sort of motivation". Despite the fact that it was these who required motivation rather than those already interested to pursue a career in teaching, the absence of adequate motivation tended to make the effectiveness in this regards lower.

Counseling Students

Besides providing motivation, instructors are supposed to counsel their students. In this regard, 43(42 percent) of students were of the opinion that instructors counseled them to a high degree while 28(27 percent) perceived instructors as having counseled them to a moderate and 31(30 percent) to a lower degree. The mean which is 3.14 is moderate indicating that instructors performed satisfactorily in this regard.

Contrary to student views, instructors claimed that they did not council students using advice and showing future direction among many other means of counseling since most students did not seek the service owing either to lack of orientation or not believing it would help deal with their problems and difficulties. In this connection, instructor No.2 had to say that *students are not willing to come around and seek advice and direction*. The situation, thus, points at the absence of adequate counseling for students.

Covering Courses in Time

Concerning covering courses in time, 52(50 percent) of the trainees considered that instructors covered courses in time to a high degree while 35(34 percent) perceived instructors as doing that to a moderate degree and 13(13 percent) to a lower degree. The mean which is 3.54, is high indicating that instructors covered courses in time to a high degree of satisfaction of students.

The consensus among department heads and coordinators is that most instructors covered courses of learning in time. Instructors whose views are central in this respect also reported that they covered contents in time although there were some in their ranks who covered contents in shorter periods of time than the ones allotted for courses.

Using Diverse Evaluation Instruments

Concerning using diverse evaluation instruments, 63(61 percent) of the respondents considered that instructors employed diverse instruments to a high degree while 31(30 percent) perceived instructors as doing that to a moderate degree and 8(8 percent) to a lower degree. The calculated mean score which is 3.77 is high indicating that instructors employed diverse instruments of assessment to a high degree. Department heads, coordinators and instructors supported the views of students and indicated that most instructors employed diverse instruments of assessment.

Providing Timely Feedback

With regard to providing timely feedback, 47(46 percent) of the respondents were of the opinion that instructors provided timely feedback to a high degree while 34(33 percent) perceived instructors as motivating them to a moderate degree and 21(20 percent) to a lower degree. The calculated mean score which is 3.25 is moderate

indicating that instructors performed satisfactorily in this regard. The consensus on the part of department heads and coordinators is that students were given feedback by most instructors. Although instructors agreed that most provided feedback by returning corrected test papers to students, they claimed that feedback was not provided to a sufficient degree.

On the whole, most respondent students agreed that their teachers involved them in the process, covered courses in time and employed diverse instruments of evaluation to high degrees. Besides, most perceived that their teachers counseled them and provided timely feedback to a moderate degree while instructors felt that they counseled them to low degrees. The results suggest that in most counts, involving teaching and provision of services, the performance of teachers was perceived favorably by respondent students.

On the other hand, except on the issue of counseling in the case of which most instructors were perceived as failing to counsel students adequately owing to students' unwillingness in the main, the consensus among department heads and coordinators was in agreement with the responses of students. They agreed that most instructors made learning highly participatory, covered courses of learning in time, employed diverse instruments of assessment, and provided timely feedback.

Although instructors agreed with the other categories of participants of the study in terms of covering contents of learning in time, employing diverse instruments of assessment, and providing timely feedback, they differed in their responses related to the extent of making learning participatory as well as motivating and counseling students. The results being balanced in terms of counts suggest that instructors were effective to a moderate degree as a whole.

Support by PGDT Coordinating Office

Among the factors influencing the effectiveness of a teacher education program are found the support of the program (PGDT) coordinating office. Responses obtained in relation to the provision of various support and services are presented in Table 9.

Table 9: PGDT Coordinating Office Support

No.	Coordinating Office Provision of Support												
		Very High		High		Moderate		Low		Very Low		Total	
	Item	No	%	No	%	No	%	No	%	No	%	No	Mean
1	Orientation and direction	10	10	30	29	33	32	13	13	15	15	101	3.06
2	Linking to schools	14	14	37	36	31	30	10	10	9	9	101	3.36
3	Needed support	10	10	30	29	31	30	15	15	15	15	101	3.04
	Total= Out of 303	34	11	97	32	95	31	38	13	39	13	303	

As can be seen in Table 9, 40 (39 percent) of the trainees were of the opinion that the PGDT coordinating office provided orientation and direction to a high degree while 33(32 percent) perceived the office as performing that to a moderate degree and 28(28 percent) to a lower degree. The calculated mean value which is 3.06 is low indicating that the office performed low in this regard. This is in agreement with the views of instructors while the views of department heads indicated that the service was provided to a sufficient degree. On the whole, as it is instructors and students who are at the receiving end of the service, the results of their responses suggest that sufficient orientation was not provided for candidates and instructors alike.

Concerning linking candidates to schools, 51(50 percent) of the respondents considered that the PGDT coordinating office performed highly in the direction of linking students to schools while 31(30 percent) perceived the office as doing that to a moderate degree and

19(19 percent) to a lower degree. The calculated mean score which is 3.36 is low indicates that the office performed the task to a low degree. The responses of instructors also suggest that the office was not able to link candidates and themselves to schools properly.

With regard to providing needed support such as counseling, following-up progress, availing learning materials, etc., 40(39 percent) of the respondents were of the opinion that the PGDT coordinating office provided needed support to a high degree while 31(30 percent) perceived that the support was moderate while 30(30 percent) claimed it was low. The calculated mean score which is 3.04 is low suggests that the PGDT coordinating office performed to a lower extent in this regard too. While department heads agreed that needed support was provided somehow, instructors reported that the support was not satisfactory.

On the whole, the analysis made suggests that the PGDT coordinating offices' provision of orientation and direction, linking to schools, and provision of needed support was not satisfactory.

Respondents and interviewees were asked to give their opinions on the strong aspects and deficiencies of teachers and what should be done to improve student learning. In relation to strong aspects, trainees agreed that these included provision of advice and encouragement of students to be good teachers, interesting explanations, mastery of subject-matter, proper use of time, willingness to help students, respect for students, professional commitment, and integrating lessons to life and work.

Program coordinators and department heads pointed out that instructors were strong on account of their commitment to support students, qualification for the job, spirit of collaboration, and sense of ownership of the program. Instructors indicated that their strength emanated from their preparation and implementation of plans for teaching through covering contents within the specified time, assessing students properly and providing them with the feedback they needed to improve them and

achieve learning objectives. They also added that they created good relationship with students and organized suitable learning atmosphere in and out of classrooms.

In relation to limitations of instructors, trainees reported that instructors suffered from lack of underestimating students' ability to meet the challenges of training as well as reluctance to award grades better than the "C" grade. To use the words of trainee No. 8, "The teachers do not give proper grades. It is very much saddening. The "C" in this campus is an "A" grade in other universities". They also added that because of their lack of trust in student ability and motivation to take responsibility for their own learning, they could not provide learners with self-development opportunities.

Program coordinators and department heads claimed that the limitations included belittling, inadequate follow-up, improper treatment and the tendency of instructors to see themselves as subject-specialists rather than educators which led to the absence of efforts to improve themselves and improve teaching and learning. On their part, instructors pointed out that their limitations included lack of motivation arising from teaching students who are not interested in the profession. They expressed regret that they failed to meet even the low level of interest exhibited by some trainees. They also blamed their leniency to manage student behavior appropriately as expressed in failure to ask students to produce evidence for their absence, late coming or delay in submitting assignments etc. To these, they added failure to provide timely and adequate feedback and implement active learning methodology.

As regards what should be done, trainees suggested that instructors should be encouraged to respect students and use student-centered approaches in their teaching. Moreover, grades should reflect the abilities of students. Program coordinators and department heads suggested that there should be more integrated team teaching and reflection on how to do things better. It is also good to assign instructors who are interested and experienced.

Instructors engaged in the program suggested that they should keep on updating themselves with recent developments in the field, never give up on students and what they should do to help them improve. They also added that instructors should improve the interest of students by making the teaching process practical and applicable and providing the necessary feedback.

Trainees were asked to provide their views on the achievements and limitations of the PGDT program and suggest what should be done in order to make the program more effective. With respect to the strong aspects of the PGDT program, respondents indicated that the program is important for developing skills necessary for effective future teaching. Besides, it helps to get equipped with the skills of managing students and evaluating their learning outcomes.

Instructors, on their part, suggested that the strength of the program lies in what it does to select those more competent using their previous academic profile and performance on entrance examinations. Besides, the use of interview as a tool to determine candidates' interest could also be taken as strength in the program. In addition to the above mentioned as strong aspects of the program, program coordinators and department heads suggested that the framework, which adds professional courses on subject-matter ones is an area of strength in the program.

As regards the deficiencies of the program, trainees pointed out that there was a shortage of materials of learning including chemicals for laboratory work. Moreover, they indicated that there was no proper follow-up of the program by concerned bodies. They also claimed that the student support system was inadequate. In this regard, instructors claimed that the deficiencies of the program included absence of promotion or a change in the status of trainees following successful completion of training and preparing candidates who do not have interest in and readiness to join the teaching profession since they were in the program for lack of other opportunities.

Further, the absence of any systematic way of motivating and attracting capable candidates as well as failure to select those graduating with high GPAs to join the training program could also be taken as the limitations of the program. The prevalence of teacher-centered approach in classroom teaching and absence of appropriate support for trainees could also be listed among the deficiencies of the program.

Department heads and program coordinators agreed on the lack of student ability and motivation as the major limitations of the program. Moreover, they indicated that the entrance examinations were nominal since they did not employ cut-off points to determine who should pass or fail. Pass or fail was determined based on the number of candidates to be trained but not on the outcomes of entrance examinations.

In relation to what should be done to make the program much more effective, it was suggested that in order to enhance the interest of learners in the profession, it is important to provide them with the materials and services needed for full engagement in the program. Assigning experienced teachers and allotting more time for practicum were also mentioned as measures to be taken to improve the program. The learners should be helped to develop the readiness essential to join the profession.

Instructors suggested that the curriculum of the PGDT program and its modality of training should be revised to pave the way for recruiting and training those directly coming from preparatory school through reverting back to the integrated approach. The integrated approach was understood as better in the light of providing trainees with enough time to digest and develop teaching competence through active and prolonged engagement. They underscored that it is important to change the modality since the problem is with the assumptions and structure of the program which render it difficult for implementation.

Instructors emphasized that future teachers should be recruited from among those who are better achievers and more interested to join the

training program. If the PGDT is to remain a chosen modality, it is necessary to provide a package of incentives and promotion for graduates and avail sufficient amounts of materials and facilities needed for the training program. At last, they suggested that empirical studies should be conducted and their recommendations implemented for making the program a success.

On the part of department heads and program coordinators, the consensus was that due attention and focus should be given to this mother profession and changes in it should always be based up on results of empirical studies involving all stake-holders. The suggestions also included the employment of both sequential and integrated modalities of training. Those who are teaching and promoted from diploma-level to degree-level through in-service programs should join the PGDT program. Others should be recruited from among those who passed university entrance examinations and undergo training in the integrated modality of training. It is important for them to be trained as teachers starting from the very beginning of study at higher education institution. Besides, the degree nomenclature should be B.Ed but not art or science. The person being prepared should realize that he/she is a teacher but not a subject-matter specialist.

Summary

Results of the study indicated that the level of prior achievement of trainees was low suggesting that the level of readiness of most trainees was below that expected as an input for better level of achievement in the training program conducted. On the contrary, it was interest in teaching profession that served as the most important source of perceived motivation for most candidates to join the teaching profession. This suggests that the level of readiness of most trainees in this regard was above that expected as input for better level of achievement and higher level of effectiveness of the program of preparation for teaching. It was also found out the level of academic achievement of trainees as measured by CGGPs accumulated at the

end of the training program was less than 3.00 suggesting that the level of preparation of trainees for teaching was lower and, with it, the level of effectiveness of the program in preparing them for teaching was lower too.

As regards the provision of basic and supplementary learning materials such as modules, books, journals, handouts, worksheets, etc, results suggest that it was adequate. However, materials to be used for laboratory work were reported to be at low level of provision. Thus, results suggest that while the training program was effective in the area of provision of reading and supplementary materials and laboratory services, it was not as effective when it came to making laboratory materials available for use by students.

In relation to creating a suitable environment for teaching and learning, outcomes of the study suggested that learning was not participatory and the motivation and counseling provided by instructors were not adequate. On the other hand, instructors covered courses in time, employed diverse instruments of assessment and provided feedback.

Regarding the effectiveness of PGDT coordinating offices in organizing and facilitating the training of future teachers, outcomes of the study suggested that orientation and direction were not sufficiently provided for candidates and instructors alike.

The level of achievement during training remained to be low suggesting that the effectiveness of the training program was influenced by the low level of readiness of trainees joining the program of training. In relation to process factors, effectiveness seemed to have been influenced by low level of student participation in the teaching and learning process, and insufficient degrees of motivation and counseling provided by instructors as well as the low-level support and service provided by the PGDT coordinating offices. However, the effectiveness of the training program tended to have been influenced by the provision of materials

and services as materials and services tended to be provided relatively insufficiently. Moreover, on accounts of covering courses in time, employment of diverse instruments of assessment and provision of feedback, the effectiveness of the training program was not significantly affected.

Conclusions

The effectiveness of a training program is primarily measured by the effectiveness of its graduates at the end of completion of a program of education and training. The effectiveness of graduates is mainly measured by the degree of their achievement at the end of training as measured by their CGPAs. Viewed from this perspective, the degree of effectiveness of a training program may be taken as high or low depending upon the degree of achievement of its products. Since a program could not be taken as effective while the performance of its products at the completion of training remains low, it may be safe to conclude that the PGDT program was not effective in preparing candidates for their future role as teachers in secondary schools of Ethiopia.

The factors that most significantly contributed to low level of student performance were low level of prior achievement of trainees, absence of a comparatively suitable environment of teaching and learning resulting from low level of student participation in the process of teaching and learning and low level of motivation and counseling provided by instructors. Although the students seemed to have better perceived motivation, the failure to fill their deficiency in prior achievement and readiness to meet challenges of training with a supportive environment of teaching and learning could be taken as factors which led the program not to be sufficiently effective in its effort to prepare future teachers for teaching in the secondary schools of Ethiopia.

Recommendations

On the basis of the conclusions, the following recommendations can be made:

- Prior achievement as an expression of one's ability determines one's readiness for success in training. High achievers should be attracted by introducing various mechanisms such as salary, housing and transport allowances, and health insurance respectively. Candidates should get the opportunity to work in laboratories and get skilled in using them for conducting experiments and showing them to their students. The College of Education and Behavioral Studies should work in close collaboration with the University to have a laboratory of its own if its candidates are to be effectively prepared for teaching in secondary schools.
- Effectiveness in training is more a matter of preparing students in the classroom than anywhere else. Thus, instructors should immensely work and devise diverse mechanisms towards involving students in the teaching and learning process. Active learning methodology should be widely employed and candidates need to be motivated and counseled properly in order to engage in tasks effectively and properly as part of the steps essential for their training. Supervision of classroom activities and the support provided by teachers should be monitored from time to time to check if instructors are dutifully and effectively carrying out their tasks of preparing future teachers.
- Offices coordinating the program should be able to avail proper orientation and direction and link candidates and instructors to schools in ways useful for the development of proper knowledge and skills for teaching. Besides, those aspects of training found out to be the strengths of the program including covering courses in time, using diverse instruments of assessment and

providing timely feedback should be kept up and raised to more effective levels.

- The absence of possibilities of raising the profession to the level of those better paying and respected ones made it difficult to attract, train and retain those who graduated with higher CGPAs. Moreover, it was those who could not get other employment opportunities who mostly joined training for becoming teachers. Thus, it would be better to concurrently employ the integrated modality and start training teachers right from the first year of joining higher education. If this is coupled with improving the situation immediate to the life and work of teachers, the problem of effectiveness in preparing teachers would be taken one step forward. This requires reviewing the philosophy and policy related to teacher education and the design of the teacher education curriculum in ways that could contribute to better levels of effectiveness of teacher education programs in the country at large.

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