Status of Teacher Education Programs in Ethiopia: Policy, Curricula and Resources

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Abstract: The purpose of the study was to investigate the status of teacher education programs in Ethiopia focusing on policy, the frequency of curriculum evaluation, the appropriateness of curriculum contents, the adequacy of inputs/resources and candidates' selection and recruitment criteria. The study followed descriptive research method using both quantitative and qualitative methods of data collection and analysis. In view of this, 667 samples of which 481 (465 teachers and 16 administrators) from 8 colleges and 186 (170 teachers and 16 administrators) from 8 universities were selected. The teachers were selected randomly and the administrators were selected purposely. Questionnaire, interview and staff profile form were used to collect data from teachers and administrators. The quantitative data were analyzed using descriptive statistics such as percentage, mean and t-test. The qualitative data obtained through interview were described, narrated and presented verbatim. The findings of the study revealed that there were moderate to low frequency in curriculum evaluation, moderately appropriate curriculum contents, inadequacy in quantity and poor quality of modules, inadequate resources/inputs, low participation of administrators in policy making, less emphasis on writing skills of the candidates during selection, candidates of low ability level coming to teacher education, lack of interest and motivation both on the part of the trainees and teacher educators (PGDT program), loose assessment used to evaluate students and staff - not to the qualification level required - all together made teacher education programs to be at low status. The following are recommended to improve the status of teacher education programs. There is a need for frequent evaluation of the programs and the curricula to make them more relevant to the needs of the learners and the demands of the society. The living standards of the teachers should be improved to attract able candidates to the teaching profession. It is better to select 12th grade complete to join teacher colleges and change the modality from PGDT to integrated model of teacher education. All possible attempts need to be made to provide adequate resources, to upgrade the qualification of the staff and to improve the participation of stakeholders in policy making.

Key Words: *Teacher Education Policy, Teacher Education Programs, Curriculum Evaluation and Resources*

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Introduction

Teacher education is of a paramount importance for the development of nations. It is obvious that a teacher acts as one of the most important elements in any educational program. On the other hand, the teacher education programs developed and implemented contribute a lot for the quality of teacher education and thus the quality of would-be teachers.

Teacher education programs are the most dynamic programs of education. The dynamism in teacher education programs results from scientific investigations and innovation and is obviously meant to bring about quality education which is instrumental in bringing social, economic and political transformation in the present competitive global environment. Out of these, the integrative and add-on, Post Graduate Diploma in Teaching (PGDT), modalities are introduced. The integrative modality is the teacher education program in which would be teachers are trained in the subject matter content as well as the pedagogic knowledge, skills and attitudes of teaching the subject matter concurrently. The add-on modality is a teacher education in which graduates of a subject matter are given pedagogic courses to acquire the knowledge, skills and predisposition of teaching the subject matter.

The Ethiopian teacher education program modality has changed from the integrative approach to the add-on modality since July 2011 (Kassa and Amdemeskel, 2013; MoE, 2011). However, there are complaints that the quality of teacher education program is deteriorating and many argue that as a result of poor quality of teacher education, the quality of education in general is declining (Aweke, 2017; Tesfaye, 2014). This study aims at assessing the status of teacher education programs in relation to producing qualified graduates to the labor market by focusing on teacher education policy, selection criteria for the candidates, curriculum used, qualification of teacher educators and the necessary facilities or inputs for the training of teachers.

Statement of the Problem

Modern teacher education reform in Ethiopia has passed through dynamism in policy evolution, governance, structure, curricular contents and teaching methodologies, etc. since its beginning in 1944 (MoE,1982) to the present. The teacher education reform effects are largely on credit hour rearrangement between subject matter and pedagogy focus (Aklilu et al 2008) and on structural modality as concurrent or add on. At no time in its reform history had Ethiopian teacher education reform decisions been informed by thorough empirical evidence and enjoyed planning and implementation based on scientific research findings. That means thorough research was not conducted on Ethiopian teacher education throughout the various periods. The available research mostly focus on history of the subject, its quality and challenges encountered during implementation. For example, Workneh & Tasew, (2013) studied quality issues of primary teachers; Tirussew (2006) made a remark on teacher education structures during emperor Haile-Sellassie I and the Dergue regimes. Kassa (2015) studied Mathematics Teacher Education and Teachers' Professional Competence in Ethiopia. Dawit (2008) reflected on the then phasing out TESO model of teacher education as failing to meet its prime objective. Aweke et al (2017) examined the modality of teacher education in Ethiopia. Tesfaye (2014) analyzed policy reforms and its impacts on teacher education.

All the research mentioned above, though focused on teacher education practices in Ethiopia, did not properly address important things in teacher preparation such as curriculum content, curriculum evaluation, selection and admission criteria, as well as adequacy of resources employed as inputs for training. Practical observation on the ground shows that there is lack of transparency on selection criteria and trust on training institutions concerning teacher education program entrants. As a matter of fact, there appears a gap regarding the attention given to teacher education curriculum content, selection and admission criteria governing candidates entering the programs. Thus, there is a need to conduct empirical study on this issue. This study, therefore, focuses on

investigating the status of teacher education programs preparing teachers for primary and secondary schools in Ethiopia by focusing on teacher education policy, curriculum content, curriculum evaluation, selection and admission criteria as well as inputs/resources required to meet the objective of producing competent teachers.

Research Questions

- How favorable and participatory is the current teacher education policy for quality teacher education?
- How appropriate are the existing selection and admission criteria for attracting capable candidates?
- Are the teacher education curricula appropriate to prepare quality teachers?
- Are curriculum evaluation practices of teacher education programs appropriate enough to warrant quality teacher education?
- How adequate are the available human and material resources for effective implementation teacher education programs?

Literature Review

Global Trends in Teacher Education

It is apparent that the development of countries depends on the quality of their education. Especially, since the advent of the conception of development as human capability (Sen, 1989), the role of education in ensuring relative advantages of societies in this competitive global market is evident. The quality of education, on its part, relies greatly on the quality of teachers, an issue highly likely to be affected by the process of selection and recruitment, preparation, deployment, and on job professional development of teachers. There are many reasons that necessitate quality teachers at this level including: (a) the 21st century has witnessed advances in information technology and the rapid growth of knowledge, political influence, and cultural diversity; and (b) increased

social expectations of teachers to be reflective, flexible, technology literate, knowledgeable, imaginative, resourceful, enthusiastic, team players and who are conscious of student differences and diverse ways of their learning (Hoban, 2005).

However, the existing situations in many countries show that schools are in short of such effective teachers. For instance, a report from Australia also noted that up to 25% of teachers leave the profession within the first five years of teaching because they cannot cope with the complexity of the profession (Healy, 2003 in Hoban, 2005:3). Thus, quality of education requires the development of clear framework for teacher development to guide designing relevant policy, curricula, and working conditions. In USA, the six-point framework recommended by the National Council for Accreditation of Teacher Education, NCATE, (2000), cited in Hoban (2005), can be taken as an example in this case:

- Candidate's knowledge, skills and dispositions about content, pedagogical and professional knowledge to help all students to learn;
- Program assessment and evaluation to promote accountability and systematic evaluation;
- Field experiences and clinical practice to promote university and school partnership;
- Diversity in curriculum experiences to encourage an understanding and appreciation of ethnic, racial, gender, language, and religious differences;
- Faculty qualification, performance and development to encourage best practice in teacher education and modeling of this practice to candidates, and
- Unit governance and resources to encourage appropriate workload policies, resources and information technology requirements.

In fact, there is a growing tendency to define quality education in terms of status of student learning. The national learning assessment schemes, PISA and TIMSS tests justify the trend since the turn of this century (OECD, 2010). The most important factor in student achievement in school is teacher's knowledge and skill. Policy makers are paying closer attention to strategies likely to be used to prepare, recruit and retain able teachers, and ways of assuring quality in the teacher education programs (Hansushek, 2004).

The realization of effective teachers for a system has no single model. Some say the knowledge of subject matter matters, and others say the knowledge of methods of teaching is more important than subject matter knowledge. Still others take the middle position saying that both the knowledge of subject matter and methods of teaching are important to be effective in teaching. For example, the experience from Finland shows that the secondary teacher education emphasizes more of subject matter knowledge and less pedagogical studies. In primary teacher education, more pedagogy than content knowledge was required. Both primary and secondary school teachers are required to take teacher education for 5 years, 3 years bachelor degree and 2 years master's degree at one stretch (Jakku-Sihvonen, Tissari & Uusiutti, 2007). However, according to NCATE (2000), cited in Hoban (2005), teachers not only need a strong grounding in discipline knowledge but also in aspects of pedagogy and the students. That is, knowledge of the subject matter, teaching and the student are all important for classroom effectiveness.

Furthermore, Gell and Conchrane (1996) in Alaba and Adeyanju (2009) recommend the integration of modern technology into pre-service teacher education and for professional development of in-service teachers to enable them to go with the changing world. In practice, however, the researchers indicated that only 20.1 % of male and 21% of female secondary school teachers had access to modern technology: TV, radio and internet in Osun State, Nigeria. Findings from Nigeria also showed that the curriculum contained only two-word processing and

teachers were neither taught with computers nor exposed to internet (Jegede and Ajayi (2009). Concerning the organization of the curriculum, Hoban (2005) criticizes the design of independent courses to suit the teaching expertise of instructors which is related to the department structure of faculties ignoring the undivided nature of the real world of schools.

Trends in Teacher Education Development in Ethiopia

Teacher education development in Ethiopia includes teacher education policy, teacher education programs, teacher education curricula and teacher education candidate selection and recruitment.

In considering teacher education in Ethiopia, it is necessary to refer to the general Growth and Transformation Policy (GTP) and Education and Training Policy (1994). GTP II emphasizes that education enhances economic capacity and competitiveness, and builds higher standards of performance in our public schools, principally as a means of achieving Ethiopia's dream of becoming a middle-income country by 2025. In view of this goal, teacher education programs are considered as a means of effecting positive changes in schooling and as essential ingredients of educational improvement needed for sustainable growth of Ethiopian economy in order to achieve the vision of becoming a middle-income country. However, the scarcity of resources would make such ambitious results to be unthinkable (Duncan & Murnane, 2011; Malcolm-Piqueux & Malcolm, 2013; Rothstein, 2004). From experiences, there is a great problem in the quality of teachers in Ethiopian schools. Thus, some argue that school reform policies would be futile if poverty is not eradicated, and it is unfair to hold teachers accountable given their students' circumstances (Berliner, 2012). Others oppose the above argument in that economic disadvantage cannot be an excuse for a status-quo of low-performing teachers and schools and that to remedy economic inequality, we need to raise the productive efficiency of teachers (Hanushek, 2010). Both sides in this debate share the conviction that schools and teachers matter and those children's life

circumstances affect their educational chances; it is rather a matter of emphasis, and an argument about what policy issues are most likely to affect positive change.

The Education and Training Policy of Ethiopia (1994) ascertains that teacher trainees have the proper knowledge, skill, ability, diligence, professional interest as needed along with appropriate physical and mental fitness to meet the demand and challenges of the profession at different levels. Hence, the policy demands the competency of teachers in their profession. Within the last 25 years, Ethiopia has achieved a lot in the area of accessibility though with deteriorating effects in quality of education. The issue of simultaneously expanding access and at the same time raise standards is a difficult one but we have no option (Tyack, 1974; Cremin, 1990; Office of Technology Assessment, 1992). On the contrary, Cremin (1990) is of the view that such false dichotomy should be resisted.

In terms of teacher education modality, there is a possibility of designing either concurrent or consecutive. Concurrent modality grants future teachers a single credential for studies in subject matter content, pedagogy, and other courses in education. In contrast, consecutive teacher education requires completion of two phases of post-secondary education; first, an initial university degree with specialization in the subject matter that the future teacher is being prepared to teach followed by a separate second phase which focuses mostly on pedagogy and practicum and is sanctioned by a second credential. Some countries use both models side by side. For instance, Malaysia, India (UNESCO, 1990) and also countries like China, South Korea, Taiwan, Hong-Kong, Japan, Gorgia and Singapore (Schwille, et al,2013) adopt both concurrent and consecutive modalities. In Canada, there are two routes to graduation at teacher education institutions. The first one is the concurrent/blended and the second is consecutive (CME, 2008). The consecutive modality is concentrated in one or two years (two to four semesters). The duration is related to certification requirements; for example, a two-year program following a first degree is the minimum requirement for certification in

Nova Scotia, while a one-year program is required for certification in Ontario (CME, 2008). According to the Council of Ministry of Education (CME), in Canada, some institutions offer only one route, while others offer both routes. The general trend across most provinces is toward consecutive programs. The exception is Quebec, where almost all programs offer concurrent studies. In both programs, the limitation of the duration requires a policy decision by policy makers, primarily because of cost and quality implications which are often inversely proportional. In Ethiopian teacher education, concurrent modality was followed before 2011 and consecutive modality has been under way since then.

After the down fall of the Dergue and the emergence of the Federal Democratic Republic of Ethiopia (FDRE) in 1991, teacher education comprises three forms: certificate and diploma given by both private and government colleges and bachelor degree given by government universities. After facing quality problems at private level, currently teacher education by private institutions is totally closed. The certificate level trainings were also closed for the sake of upgrading teachers' profile (ESDP IV, 2010) and were transformed to host diploma programs. Hence nowadays, the minimum teacher qualification in Ethiopia is diploma. Thus, it is evident that teacher education is undertaken only in government institutions. Accordingly, there are 36 colleges of teacher education that offer diploma program and 33 universities offering a bachelor degree programs. But the post graduate diploma program in teaching (PGDT) a sequential/add on form of teacher education program is being conducted in twenty selected universities in Ethiopia after the issuance of the framework in 2009 (MoE, 2009). There are two types of training in the diploma program. The first one is cluster (generalist) training for grades 1 to 4 and the second is a linear training for grades 5 to 8. Teacher training for kindergarten school which was given only by Kotebe University College (currently upgraded to Metropolitan University) is newly launched at all colleges of teacher education (Aweke et al, 2017).

According to the report by the MoE, from 1944 (the beginning of teacher training) up to 1963, there was neither a consistent policy for teacher training nor defined objectives that could guide the work of training teachers (MoE, 1982). In 1964, a major move was taken when primary teacher training institutes were established with a minimum entrance standard of grade 10 and a regular training period of two years (MoE, 1971, 1982).

In 1965, the MoE appointed a curriculum committee for drafting the program of teacher training. The draft material produced by the committee was later revised through workshops organized by the Department of Teacher Education, MoE in 1967 and 1968 (MoE, 1982). This document further noted that the revised curricula were still academic-oriented and were not accompanied by teaching materials for the realization of training courses. These curricula were replaced by a program of training proposed in the Education Sector Review in 1972/73 which was only functional for one year until the eruption of Ethiopian Revolution (MoE, 1982).

From 1974 up to 1980, there were no regular training programs for primary teachers but some seasonal courses of 'political orientation' for in-service teachers (DTE/MoE, 1982). And in 1980, a workshop was organized by the Department of Teacher Education, MoE in which TTI instructors and MoE's curriculum experts participated with the aim of drafting a tentative program and teaching materials for training primary school teachers. This program was revised after a year and made to serve in teaching prospective teachers who were recruited from grade 12 of Ethiopian high schools (MoE, 1982).

From the above review, it is possible to infer that there was no organized policy for teacher training up to 1964. Since then, primary teacher training has been changed so many times. However, the academic orientation of the curriculum has been repeatedly identified. Moreover, programs that deal with politics such as 'instilling the national ethos in children' and 'producing teachers with sound ideological outlook' were

regarded as less important by both teachers and students of primary teacher education (Mulugeta, 1993).

In ETP (1994), it is indicated that teacher education and training components emphasize basic knowledge, professional code of ethics, methodology and practical trainings (TGE, 1994). In concurrent with this teacher education policy, Ethiopia followed 12+1, 12+2 and 12+4 programs for certificate, diploma and degree respectively up to the introduction of Teacher Education System Overhaul (TESO) in 2003. TESO was designed to produce educators who are professionally knowledgeable in integrated subject matter and essentials of teaching (Teshome, 2005:3). However, Tesfaye, (2014) argues that from its very inception TESO faced resistance from scholars, teacher educators and parents. The core issue of argument revolved around the reduction of the training duration of secondary teacher preparation (that is, the BEd program) and admission requirements of certificate and diploma programs (that is, primary teacher preparation). As it turned out, the certificate and diploma programs have been restructured as 10 + 1 and 10 + 3 respectively. Other things being the same, the new modality has reduced the durations of stay in school by three years. For BED degree, the former 12+4 university degree was reduced to 12+3. TESO justified its position on the findings that show drawbacks of the former teacher education such as graduates' lack of sufficient subject-matter knowledge in their respective areas of specialization; professional knowledge and pedagogical content knowledge; and limited practical teaching skills (MoE, 2003). The TESO program introduced with great resistance failed after six years of implementation. For secondary teacher education, the TESO integrated program is changed into add-on program whereby students take professional courses for additional one year after graduating in BA/BSC degree in their fields of specialization. As usual, the weaknesses of TESO were expressed in terms of teachers' 'poor' attributes - inadequate subject-matter knowledge, failure to implement student-centered/active learning methods, lack of interest to follow up and support students, low career commitment, and weak partnership/relationship of teachers with school leadership, parents, and

the community at large (MoE, 2008b) as the driving forces for the introduction of PGDT.

Concerning the teacher education in Ethiopia, Ahmad (2013) recommended that the curriculum for teacher education should be modeled in such a way that it focuses on core classroom skills and pedagogies that are more effective in gaining desired results. He also suggested the need to review the undergraduate and post-graduate part-time teaching qualifications to identify the needed qualifications of the teachers and upgrade them. Besides, upgrading teachers' qualifications, efforts should be made to improve the syllabi content of civic and ethical education in pre-service and in-service training of teachers. Further, the duration of the teacher education course including training needs review regarding its practicality and effectiveness.

Hence, the curriculum change in teacher education occurring one after another even though the changes were not based on thorough and rigorous research findings. Furthermore, problems like failure to produce able and motivated teachers, the problem in the provision of the necessary resources for the trainers and trainees, problem of selection at entry and poor management systems continue to affect the effectiveness of teacher education (Mustefa, 2004; Teshome, 2005). This again indicates that there is a problem in the evaluation of teacher education curriculum to show clear directions for improvement of problem of implementation.

Of the important tasks in professionalizing teaching, recruitment (process of reaching potential candidates and inspiring them to apply) and selection (hiring individuals from among the candidates applied) are two important issues. Attracting the right candidates is the first step in improving teacher effectiveness and thereby quality of education. It helps to get appropriate individuals, who could fit to the planned program. Thus, different countries use different criteria for the selection of candidates to the teaching profession among which academic achievement, ethics, motivation, and sometimes age, physical/health

condition are included. Literature shows that selection and recruitment criteria exist and are practiced in many settings around the globe. Differences are observed in areas like criteria set for selection, weights for each of the criteria, who does what in the education ladder and the manner in which candidates are treated.

In a survey of 21 institutions belonging to the American Association of College of Teacher Education (AACTE), for instance, Lamen and Reeves in Yitbarak (2002: 45) found that although selection criteria vary greatly from institution to institution, grade point average is the most widely used.

The history of teacher education in Ethiopia shows that different selection criteria have been used at different times. In 1946, candidates were selected from those who completed grade 8 for a four-year training program. In 1964, MoE introduced a recruitment which was based on grade 10 completion standardizing the training duration to two years. After 1974 Socialist Revolution, the training was disrupted and started in 1979 by accepting students who completed grade 12 and providing a one semester training program. Later in 1980, the training duration was extended to one academic year (ICDR, 1999: 11). In 1987, high school results with a class rank of 20 or below on average high school performance was the major selection criteria. In 1991, high school average score (40%), ESLCE GPA (30%), interview (7.5%), letter of recommendations on good conduct (7.5%), certified teaching experience (7.5%) and letter of recommendation on community service (7.5%) were used as selection criteria (Mustefa, 2004:24).

Concerning the quality of teachers needed in Ethiopian schools, a statement in ETP reads, *ascertain that teacher trainees have the ability, diligence, professional interest and physical and mental fitness appropriate for the profession*. In line with this idea, the selection criteria indicated in TESO document (MoE, 2003:28) show that a candidate should possess marks from entrance exam (35%), interview (30%), secondary education GPA (20%), ESLCE/EGSCE (10%) and other

supporting evidence (5%). The document also outlines that the candidates screening procedures are to be used based on the objective conditions of a region.

Aweke et al (2017) identified that selection requirements for primary school teaching at college level include a minimum of 2.00 in the grade 10 national examinations (EGSSLE), no “F” grades in mathematics or English and a minimum of “C” in special subjects. Applicants are also required to take entrance exam and are given 65% and interview to assess interpersonal skills and motivation. According to the curriculum framework for secondary school teacher education program (MoE, 2009), the admission criteria to the PGDT are as follows: BSc or BA in areas directly related to secondary school subjects, teaching profession ethical standards, interview and entrance examination (subject matter, English language and aptitude).

However, our professional experiences show that those assigned to study the subjects in the secondary school curriculum are already relatively low achievers in the sense that high performing students at the end of grade 12 are enrolled to medical profession, engineering and others based on their preferences. Besides, those applying for the teaching profession after graduation may not necessarily be the best candidates as application depends on personal decision. Experiences also show that PGDT program is characterized by high attrition, inadequate performances in the professional courses and school practices, and less engagement trends in learning activities which need investigation for appropriate policy and practice options.

Hence, from the literature review presented above, one can understand that the criteria used to select candidates of teacher education have been changing from time to time. Up to 1979, candidates who joined teacher training program were from different grade levels: grade 8, grade 9 and grade 10. At all times, under normal conditions they were made to follow teacher education programs that enabled them to stay in schools for 12 years including their primary or secondary education. It was in

1979 that 12th completers began to join primary teacher education program. Similarly, the selection criteria seem to have become clearer and more detailed than they were before. However, the problem of selection criteria at entry level has been repeatedly identified as one of the major hurdles to teacher education (World Bank, 1997; MoE, 2003; Mustefa, 2004).

Research Design and Methodology

The research employed descriptive and exploratory designs. It also made use of both qualitative and quantitative approaches of data collection, analysis and interpretation.

Sources of Data

Multiple sources of data relevant to teacher education policy, curriculum, and resources were surveyed. Teacher educators at colleges and universities were consulted to supply adequate information using variety of tools. Teacher education institutions preparing teachers at different levels were involved to serve as sources of pertinent information for the study. In addition, literature relevant to the main theme and subthemes were consulted both from national and international sources.

Sampling

The sample size was N=667 drawn from teacher educators and top-level managers of colleges and universities. The samples from each source were selected by using simple random sampling technique, except for managers at college and/or university levels that were purposively included. Out of the nine regional states and two city administrations in Ethiopia, the study covered randomly selected five regional states for 8 colleges which train primary school teachers and four regional states for 8 universities which train secondary school teachers which were randomly selected and both having a total of 16 TEIs. The type and number of respondents from each is indicated in the table below.

Table 1: Samples

Sample	Regions					
Teacher Educators	Amahra	Oromia	SNNPR	Tigray	Hareri	Total
• Colleges	2	2	2	1	1	8
• Universities	2	3	2	1		8
• Total	4	5	4	2	1	16
Managers						
• Colleges	4	4	4	2	2	16
• Universities	4	6	4	2		16

Instruments

Variety of instruments including questionnaires, interview guides and staff profile form were used to collect data of both quantitative and qualitative nature.

Based on the topic of the study and type of respondents involved, 2 sets of questionnaires, 1 interview guide and 1 staff profile form were developed to collect data from multiple sources. The questionnaires were designed for educators and the dean and his/her associate dean at the TEIs. Each questionnaire in its first part sought data on demographic variables of respondents while the second and subsequent parts focused on basic information related to purposes of specific subtheme.

Questionnaire on curriculum evaluation issues, curricular contents and inputs and resources was developed with the purpose of assessing the frequency of curriculum evaluation, the relevance of the courses/contents, and the adequacy of inputs/resources to the teacher education programs. There were 6 questions on the general college curriculum evaluation issues and 8 questions on university curriculum evaluation issues. There were 10 questions on the relevance college curriculum courses/contents and 15 questions on university teacher education curriculum contents. Questionnaires on the general curriculum evaluation issues and the relevance of contents were rated

on 5-point likert scale. The section on inputs/resources has 17 questions (for colleges) and 22 questions (for universities) and rated on 3-point scale using exhaustive and mutually exclusive scale categories that measured the adequacy of inputs ranging from 'not available', 'inadequate' to 'adequate'. There were open ended questions on teacher education candidate selection and recruitment criteria. Information about teacher education policy was obtained from college and university administrators through interview.

Validity and Reliability of Instruments

The draft instruments were first prepared by a group of researchers responsible for each subtheme. They were then peer reviewed for their content validity by exchanging among members of the researchers through two days discussion. The results of which were again presented on a one-day validation workshop. The contents were well commented and improved before they were tried out in the field. A pilot test was conducted at Sebeta College of Teacher Education and Kotobe Metropolitan University to see if the instruments were valid and reliable. Based on the pilot test results, some items were modified while others were totally removed from the final version of the instruments. The reliability of the different sets of questionnaires used in curriculum evaluation issues, relevance of curriculum contents, and adequacy of inputs/resources are presented below.

Table 2: Reliability of Questionnaires

No.	Type of Questionnaire	Cronbach Alpha Reliability
1	College curriculum evaluation issues, curricular content, and inputs	0.77
2	University curriculum evaluation issues, curricular content, and inputs	0.87

Techniques of Data Analysis

Data collected using the instruments mentioned above were analyzed following both quantitative and qualitative approaches and techniques. Data obtained through questionnaire were mainly entered into the Statistical Package for Social Sciences (SPSS) software which made the data analysis procedure much easier. The collected data were organized into themes and subthemes based on the purpose for which a particular instrument was designed. The exploratory data analysis suggested the use of parametric tests, statistical tools such as frequencies, percentages, t-test and one way analysis of variance which were employed to analyze quantitative data. Results were presented in tables which were immediately followed by interpretations.

Data secured through interviews with TEIs leadership in one-on-one encounter held face-to-face were first collected using IC recorders which helped maintain exact words of the interviewees without missing main points. In the cases where the respondents were not willing to be recorded saying that they were not comfortable with it, their responses were jotted down using field notes. The data thus collected were transcribed by each team member who collected the data and translated into English language and made ready for analysis. They were then categorized into emergent themes and qualitatively analyzed using narrative descriptions. The narrations sometimes included direct quotations of views of particular interviewee where it deemed appropriate. Open-ended items in the questionnaires were also analyzed using qualitative descriptions.

Results

The analysis of data is based on the data collected from teacher educators and administrators through questionnaire and interview. The data were collected focusing on teacher educators' perception of the frequency of evaluation of teacher education programs, appropriateness of curriculum contents, the adequacy of inputs/resources, teacher

candidate selection and recruitment criteria and teacher education policy. The analysis and presentation of qualitative data was supported by quantitative data collected.

Data Analysis for Primary School Teacher Education

The first part of the analysis has focused on teacher education colleges preparing teachers for primary schools.

Evaluation of Teacher Education Programs Curricula

Teacher education colleges in Ethiopia train generalist teachers for basic primary (grades 1-4) to teach integrated curriculum in self-contained classrooms and for general primary (grades 5-8) to teach specific subject matters such as biology, chemistry, physics in grades (7-8) and some general fields such as basic science and social studies in grades (5-6). Concerning the training of teachers for grades (1-4), associate dean of a College, interviewee one (I1) explained that:

> The training of generalist teachers in integrated curriculum is meant to produce all-rounded teachers for primary schools. It is a holistic approach to teacher training. Nevertheless, the trainers were not trained in the integrated curriculum. In their higher education, they did not pass through this kind of training. Thus, sometimes they need support to train candidates (May, 2016).

Hence, if the trainers do not get support from other teachers who were trained in the courses of integrated contents which require team teaching, the training may not be effective. Practically, from the researchers' observations teachers in the colleges are overloaded with training of trainees of regular, evening and summer programs and they do not have enough time to use team teaching. As a result, let alone applying team teaching, the practicum itself is not properly implemented due to teachers being occupied with teaching other classes while the practicum program is going on.

Generalist teachers are trained to teach integrated curriculum such as environmental science including natural and social sciences as well as languages and mathematics in a self-contained approach where a single teacher teaches all subjects to a group of students. Regarding self-contained classroom, its advantages and limitations, a teacher, Interviewee (I) 3 states:

> Even though self-contained classroom in which a single teacher teaches integrated curriculum and stays with the same group for a long time has the advantage of having a fatherly or a motherly relation with children, teachers often complain that it is tiresome and boring. Moreover, if that teacher is not clever enough to handle all contents in the integrated curriculum, it negatively affects the education of all the children in that group or class. I do not think our elementary schools have such qualified and dedicated teachers in numbers to handle all subjects and issues in one class with the same group of students for year/years (May 2016).

The graduates seriously lack academic as well as motivational readiness. Therefore, the program is in a dire situation. Practically, in some cases, for instance, specialist teachers with first degree in languages are teaching environmental science and graduates in natural sciences are teaching languages in grades 1-4. This is a fallacy in practice in that specialist teachers are teaching integrated broad field that they haven't trained in. Thus, the objective of the self-contained can hardly be successful. It needs quality teachers, minimum number of students in a class, and adequate resources which are not feasible in the current situation of student population explosion. A teacher may not be effective in all fields and may not teach effectively and efficiently all areas of knowledge, skills and attitudes incorporated in the integrated curriculum.

Concerning modalities of teacher training, college administrators forwarded their evaluation of the modalities. The pre TESO approach of

training teachers at college level was taking 2 years of specialized training in which the trainees were preparing in their major areas to teach at junior secondary level (grades 7-8) and even some were teaching at senior secondary school level. With the change from pre TESO to TESO, teacher education colleges began to train generalist teachers in natural sciences, social sciences, languages and aesthetics to teach at first cycle primary education (grades 1-4) and second cycle primary education (5-8). In this training, trainees who were interested in one of the natural sciences, social sciences, languages and aesthetics streams may not have the same interest in the all contents of natural sciences, social sciences, languages and aesthetics. When they go to teach grades 7-8, they teach specialized subjects. But recently there are two programs in primary teacher education: generalist program which prepare teachers for basic primary (grades 1-4) to teach integrated curriculum in a self-contained classrooms and linear/specialist program which prepare teachers to teach specific subjects in grades 5-8. In general, in TESO and post TESO, the things went from worse to the worst. In contrary to pre TESO whereby grade 12 completers were joining teacher education colleges, in TESO and still today, students, who fail to join preparatory school at the end of grade 10, join colleges at their young age. These students with low ability level and young age join teaching profession and seem to have further worsened the deteriorating quality of education in Ethiopia. When asked their preferences, many of the interviewees preferred the pre TESO modalities in which students learn subject matter or their fields of specialization and professional courses hand in hand with the recommendation that practicum or school-based practices should not be forgotten.

Loose assessment of students referred to as continuous assessment which does not properly identify and promote able students to the next class became a common practice in basic primary education as well as the corresponding colleges training teachers for this educational level in Ethiopia. Concerning the use of continuous assessment at primary level, one of the respondents, a teacher (I2) state:

> I have been in the area for more than 28 years. We do continuous assessment in different forms. The one practiced at primary level is not meant to be free promotion. It is meant to evaluate the progress of each individual student sustainably throughout the year and decide the progress the student makes. Teachers use the principle wrongly and simply give marks to children and promote from class to class. In this case, the policy of the MoE which stipulates decreasing repeaters and dropouts plays a significant role in encouraging teachers to promote students from class to class without any kind of assessment (May 2016).

The other way of misusing continuous assessment is that teachers are made to formulate a plan saying that they make many of their students get good results in the subject matter that they teach. If teachers fail to achieve their plan, they get less efficiency assessment results which have negative impact on their promotion. As result, if students fail to get the planned results, there is a practice of simply adding marks for students by the teachers. This has contributed a lot to the decline in the quality of education. The promotion of students from class to class without even having the skills of reading and writing is a witness to this problem in primary schools of Ethiopia.

Almost all of the respondents agreed that continuous assessment is used in teacher education colleges in Ethiopia even though the effectiveness in its use varies from teacher to teacher depending on the knowledge and commitment of the teachers. Similar to continuous assessment in primary schools, it is also used by teacher educators to help the trainees to pass exam without having the expected competency. The best example is the use of group work whereby few relatively capable students do and the rest simply write their name on the group assignment.

Therefore, continuous evaluation and reform is necessary to fit teacher education programs and curricula to the needs of the learners, the society and the demand of the changing world. In view of this,

quantitative analysis was made on the frequency of the evaluation of the curriculum and the appropriateness of curriculum contents across the regions from which the data were collected.

As can be observed from Table 3 below, the regional mean rankings for first cycle (grades 1-4) and second cycle (grades 5-8) college teacher education programs regarding teacher education programs' curriculum evaluation is: Hareri, 3.16; Amhara, 2.99; SNNPR, 2.81; Tigray, 2.47; and Oromia, 2.41. The result shows that teacher education programs' curriculum evaluation is most frequent and moderate in Hareri and least frequent and low in Oromia with others falling in between. The mean values for the program types show that the lower primary program mean is 2.92 and was more moderately evaluated than the upper primary program with the mean of 2.76.

In general, the frequency of teacher education curriculum evaluation ranges between moderate and low level. The result shows that the evaluation of teacher education curriculum needs to be more frequent so as to adapt the curriculum to the dynamic needs of the trainees and the society and the changing world.

Table 3: Cross tabulation of Background Information versus College Curriculum Evaluation issues, Curriculum Content and Inputs/ Resources

Background Information		Issues			Content			Inputs/Resources		
		Mean	Std.	SE of Mean	Mean	Std.	SEof Mean	Mean	Std.	SEof Mean
Region	Tigray	2.47	.90	.16	2.99	.57	.10	2.249	.277	.051
	Amhara	2.99	.81	.11	3.16	.59	.08	2.112	.385	.050
	Oromia	2.41	.82	.14	2.84	.51	.09	1.967	.220	.039
	SNNPR	2.81	.90	.13	3.23	.61	.09	2.166	.305	.043
	Harari	3.16	.79	.15	3.31	.55	.10	2.194	.387	.071
	Lower	2.92	.89	.12	3.17	.53	.07	2.151	.333	.045
Program Type	Primary (Gr1-4)									
	Upper Primary (Gr5-8)	2.76	.87	.07	3.11	.61	.05	2.129	.339	.028

Appropriateness of Curriculum Contents

The mean rankings of the appropriateness/relevance of teacher education curriculum contents in both the lower primary and upper primary programs are: Regionally, Hareri (3.31), SNNPR (3.23), Amhara (3.16), Tigray (2.99) and Oromia (2.84). Hareri curriculum content seems closer to appropriate and Oromia slightly lower than moderately appropriate and the least in the quality of curriculum content while others fall in between. The curriculum content by program type is: Lower primary (3.17) and Upper primary (3.11). The data obtained through interview shows that the contents to be covered at each phase of the training of teachers for primary education are very broad and teachers complain that the contents are not well sequenced horizontally as well as vertically. Similarly, in primary schools there seems to be congestions of contents compared to the time allotted to each level and complexity of contents at some levels. For instance, subjects such as chemistry and physics which are often considered to be abstract by students were formerly taught in senior secondary schools of Ethiopia, nowadays are taught to youngsters in grades 7 and 8. In addition to the possible difficulty of the contents, the unnecessary repetition of similar contents

at different grade levels as the case in Civic and Ethical Education and the many subject matters (e.g. 10 subject matters in grades 7-8 including Afan Oromo, Amharic, English, Mathematics, Biology, Chemistry, Physics, Social Studies, Civics and Physical Education, in Oromia Regional State) contribute to the congestion of contents..

Inputs/resources

The mean ranking of teacher education programs inputs/ resources is: Regionally, Tigray (2.25), Hareri (2.19), SNNPR (2.17), Amhara (2.11), and Oromiya (1.97). Although the first three are better, inputs and resources are inadequate for all regions. With regard to program type, the lower primary certificate program mean (2.15) and upper primary diploma program mean (2.13) shows that the inputs and resources are inadequate for both programs according to responses of teachers working in the two programs.

Table 4: Staff Profile in Sampled Colleges of Teacher Education

Category		No	%	Total
Sex	Male	422	90.75	465
	Female	43	9.25	
Age	20-30	48	10.32	
	31-40	179	38.50	
	41-50	184	39.57	
	51 and above	54	11.61	
Educational Status	Diploma	40	8.60	
	BA/BSC	120	25.81	
	MA/MSC	305	65.59	
Service Years	1-10	95	20.43	
	11-20	143	30.75	
	21-30	157	33.77	
	31 and above	70	15.05	
Career Structure	Assistant Technician I	14	3.01	
	Assistant Technician II	21	4.52	
	Graduate Assistant	5	1.08	
	Assistant Lecturer	99	21.29	
	Lecturer	325	69.89	
	Assistant Professor	1	0.22	

Whatever methods of teaching are used and facilities are available, teachers play a leading role in the effectiveness of teaching-learning process. Cognizant of this situation, the Education and Training Policy of Ethiopia (1994) stipulates that attention is given to the preparation of well-qualified teachers in numbers. According to the policy, at college level, many of the teachers are expected to have MA/MSc and above.

As can be observed from the table above, the majority of the teachers in the teacher education colleges are with master's degree (65.59%), and lectures (69.89%). The table also shows that a significant number (34.41%) of teacher educators at colleges are below MA/MSc degree

which requires further upgrading. Practically, a lot has been done in the training of teachers through regular, summer and evening programs in the country with a great expenditure of resources. That means the government has given attention to the training of teachers. However, it appears that attention has been given to numbers, not to the quality of the training.

In addition to the qualification of teacher educators, other factors such as incentives and salary influence teachers' commitment to teaching. Teachers' career structure has been set by MOE and was implemented at first. However, ever since it remained static and there are not promotions as per the set structure. If a structure is not implemented sustainably and progressively, the policy maker lacks trust in front of the beneficiaries. That is why teachers are now de-motivated professionally. Concerning career structure, I1 explains:

> The career structure at colleges is tied and closed and you cannot claim for promotion according to your service year. For example, after serving for 28 years I am still a lecturer and I earn equal salary with one year service lecturer. This is really unfair. This means in the eyes of the MoE, service year does not have value. For education, to my understanding, experience matters. I am sure that many of the experienced teachers are more effective than fresh teachers. The experiences of pioneer teachers is disregarded and as a dean when I observe and compare the current graduates who hardly express themselves and the subject matter with those who have long years of experiences earning the same salary, I feel sorry, the veterans are really disadvantaged by the current policy practices (May 2016).

Hence, the less attention given to the experiences of teachers de-motivates resourceful teachers to share their experiences to novices. Moreover, it influences young teachers to develop negative attitude toward the profession and encourages them to search for the possible ways to leave the profession. Concerning, career structure, teachers'

salary and incentives, all the respondents unanimously argue that there are no clear set career structure for teachers' promotion and incentives at colleges and teachers are underpaid at all levels compared to the work load and the responsibilities they shoulder in producing educated manpower for the country. One of the respondents (I3) strongly argues that *we should not only talk about the salary of teachers; the whole status of teachers has been lowered. Therefore, their living standard should be improved*.

Teacher Candidate Selection and Recruitment Criteria

Teacher candidate selection and recruitment criteria used are GPA of grade 10 national exam (EGSCE), results of entrance exam (average), secondary school performance (average marks), percentage of quota given for females and marginalized groups, interview and written communication result, interest toward teaching profession and community service.

The respondents confirmed the criteria used to select the candidates are relevant to the objectives of teacher education and the responsibilities and duties of teachers. However, the real experience in teacher colleges shows that the trainees have grave weaknesses in their writing skills as well as interest in teaching profession in general. The problem is an indicator of either the less attention given to these areas during selection or failure to get fitting candidates. In reality, able, interested and fitting candidates are not coming to teaching profession as they are from grade 10 failures. The poor attraction of teaching as a career emanates from low social prestige; nominal wage and absence of benefit packages; and unfavorable working conditions and impoverished workplaces (Olango & Semela, 2000).

The respondents recommended the selection of candidates from grade 12 completers, not from grade 10 national examination failures as they are not competent and mature enough for teaching responsibility. Moreover, emphasis should be given to the writing skills of the

candidates as there is a serious problem on writing skills of teacher candidates as observed during the training.

Policy in Relation to Teacher Education

Policy related to teacher education guides the training of teachers in the country. The participation of stakeholders in the preparation of a policy for which they are responsible to implement is essential for effective implementation of that policy. It is very important for college administrators to know about policy that guides their work very well to lead the staff and other members of the college to implement the policy effectively. It is from this point view that the question about the participation of the deans/ vice deans in the preparation of teacher education policy was raised in the interview. Concerning the question, two of the interviews indicated that they participated when there was change in teacher training modality. One of the deans participated when there was change from pre-TESO to TESO and the other three when PGDT was introduced. Three of the respondents stated that the teacher education policy was prepared at the top management level at Ministry of Education and they were given orientations on the change of the modalities and how to prepare the curriculum that they took part in. Surprisingly, two of the respondents responded that they had no participation in teacher education policy issues of any form. From the responses given, it is possible to understand that college administrators have not active and enough participation in teacher education policy formulation which has negative impact on implementation of teacher education policy and the programs which are based on the policy. The less participation could be attributed to the top-bottom approach followed in teacher education policy and program development. In line with this, Tesfaye (2014) argues that due the top-bottom approach of policy formulation, there is no continuity between the previous and the current teacher education policies and recurrent problems such as deficiency in professionalism and lack of interest to join and work in the profession have been observed in teaching profession in Ethiopia.

Moreover, the experiences from many colleges in Ethiopia show that the rapid turnovers of college administrators from position in which inexperienced and untrained administrators come to power have contributed to the problem.

It is argued that one of the strongest qualities of the present policy is the emphasis given to CPD. One of the interviewees, I4 disclosed that in their college, there are varieties of short-term trainings. The problem with the trainings is that it is not well understood and is not attached with certain kind of incentive. Furthermore, the training is not well handled. For example, a person who had no training on the area gives training for teachers. This means that the training was not properly done and was limited to school-based education and it did not include pre-school education. In addition, it did not have follow up and impact assessment. Therefore, it is hardly possible to visualize the impact of the CPD. Moreover, all instructors working in the college are required to take part in the Higher Diploma Program to update their skills. Action research is also another means of doing professional development, but only few teachers take part in action research. Teachers are overloaded with classroom teaching, observing students' practice (practicum) at schools, arranging reflection sessions and doing continuous assessment and giving feedback. On the other hand, schedules for teaching-learning process are frequently interrupted by repeated meetings on political issues unrelated to academy without considering the needs of teachers and students imposed from the above. This has a negative impact on covering the courses by taking the time allocated for the course and diverting the attention of the teachers and students from academic issues to politics and it deteriorates the autonomy of the colleges and the staff and hence the quality of education. All these actions appear to be against the policy that states, higher education institutions need to be autonomous.

The policy is criticized for its structure of general secondary education (9+10) and national examination at the end of grade 10 which paved the

way for grade 10 failures to join teacher education which in turn has a negative impact on the quality of education in the country.

Data Analysis for Secondary School Teacher Education

Data for secondary teacher education was collected from teacher education colleges in universities which train teachers for secondary schools. The colleges train teachers in PGDT program who are expected to teach in grades 9-10 and in MA program for preparatory schools (grades 11-12) and higher education institutions.

Evaluation of Teacher Education Programs Curricula and Modalities

What the teachers train in should prepare them to work effectively in schools. In Ethiopia, there is a frequent change in teacher education modalities from pre-TESO where students educate in major areas concurrently with professional courses to TESO in which greater attention was given to practicum to add-on (PGDT) program. Many teachers complain that changes in teacher education program and modalities have not been based on rigorous assessment of the previous programs and research findings that show the existing gaps.

In PGDT, due to shortage of time and resources such as transport, the implementation of practicum is not as expected. The PGDT program has a number of problems such as lack of interest in teaching profession, students who failed to get jobs they needed coming to teaching profession, hiring trainees as teachers before taking/finishing training in teaching profession and less attention given to the program by the trainees and the university administrators. Concerning the limitations of PGDT, I2 disclosed:

> In relation to PGDT program, I can say it has already lost the sense of professionalism. In current PGDT program, there is no responsibility. It is almost zero. The way we handle students has a problem which is of course the problem of the country. We do

> not follow rules and regulations. What was on paper is not practiced on the ground. Everything is seen in relation to immediate benefit, not for its long-term impact. For instance, grading students is related with missing classes. It is not whether you teach students or not, it is whether you give them grade or not. If you miss the classes, there is no problem provided that you give them grade. No one wants to learn rather to earn grade. In short, the need of students is not to learn but to earn grade without any work. All students will graduate at the end of the program; no one fails (July, 2017).

From the quotation above, one can infer that students do not have interest to learn and teachers do not strictly follow rules and very weak assessment mechanisms are followed. Teachers who participate in teaching PGDT program forward their amazing experiences about PGDT. One of the teachers shared his experiences that he could not get students at the scheduled time and places for about three weeks and the coordinator of the program in the college gave him the telephone number of the class/group leader from among the students. The teacher was calling the leader and the leader was not willing to respond to the call. Through protracted trial, the teacher sent a student who knew the group to call them to the class. The first day, the teacher got some students and started teaching. He was in a hurry to cover the periods spent without work for three weeks in that very tight summer program. After 20 minutes of teaching, one of the physically giant youngsters with twisted long air stood up in the classroom and told the teacher that he got tired and wanted to have a break. The teacher reported that he got annoyed and emotional and cursed the day on which he became a teacher. He attempted to make himself calm and told the student to leave the room but not to come back again. The student left the room without reacting to the teacher's order of not coming again. The next day, the student came to the class and the teacher passed over his order thinking that it was of no value to nag students who had no interest in the program.

The other scenario was the teacher faced a student standing outside while the student's teacher was running toward the classroom. The other teacher asked the student why he was not going to the class. The student told the teacher that he was not, in reality, interested in the PGDT program. He told the teacher that his classmate who graduated with him got job in non-teaching area and worked for a year and came to join MSc program while he was learning PGDT program which did not help him not to come to better educational status or better salary. The student complained that his colleague after two years or three years of education would get his MSc degree while he was to remain with BSc degree and with a very less salary after additional two years of PGDT training. Therefore, there was a problem in the design of the program in that people of the same educational status are getting different salary disfavoring teaching profession, the foundation for the other professions. As a result, many of the students who join PGDT program are using the time for the training not as such for education but searching for the job they want to work on. The existing experience shows that many students who join the program drop out of the program and there is few number of students who complete the program and join/continue with the teaching profession.

Students' lack of interest in PGDT program could be attributed to many factors. First, most of the candidates who come to this program are those who failed to get job in their field of specialization. That means they have no mental readiness to be teachers. Secondly, they are at disadvantaged position compared to their counter parts that get better paying jobs in their field of specialization. In support of this view, Tesfaye (2014) stated that the absence of salary adjustment for additional qualification obtained in PGDT is sparking a sense of frustration and discontent among PGDT candidates. This is the result of haphazard designing of a program that creates disparity between similar groups. Moreover, the program seems to be highly politicized under strict control of Ministry of Education which selects the candidates, controls every program in the university, prepares the modules, prepares and marks COC (certificate of competence) at the end.

The PGDT modality program is a tight program, a program only for one year for regular pre-service training and two years for summer in service training and it is difficult cover the courses within the given time (Deneke et al 2015). Most of the time this tight program is interrupted by prolonged meetings which affect the time allocated for program negatively. Moreover, the trainees fail to relate or integrate subject matter knowledge with pedagogical knowledge which violates the approach of educating teachers by integrating subject matter knowledge and pedagogical content knowledge (Shulman (1987). Tesfaye (2014), on his part argues that the unattractiveness of teaching profession as a career rather than the modality is the major problem in Ethiopia. On the other hand, Aweke et al (2014) strongly recommended that Ethiopia has to adapt the concurrent/blended or integrated modality with the reservation that the consecutive (PGDT) modality should not avoided as it helps to attract candidates from other faculty who really love the profession. In fact, PGDT was introduced with the assumption that students with good grades and having interest in teaching profession will come to teaching profession (MoE, 2009). However, students who do not have interest in teaching profession are joining the program (Koye, 2014; Tesfaye, 2014, Kassa, 2014; Geberew, 2017; Aweke et al, 2017). That is why many of the trainees use the time for the training to search for better paying jobs and quit the program and finally few trainees graduate (Geberew, 2017).

It is also not common to get clever students in PGDT program as they can be found in non-teaching /applied fields. Moreover, teacher education colleges in universities are often not found to be effective in running PGDT program let alone effecting both concurrent and consecutive modalities hand in hand. Moreover, as the two modalities have been implemented and their strengths and weakness have been already identified by teacher educators, it does not seem advisable to run the two programs in parallel in Ethiopian teacher education colleges.

The modules prepared for PGDT programs are poor in quality such as selection and organization of the contents and they are mainly congested with many contents which are difficult to cover within the prescribed time. In many cases, the trainees cannot get the modules as they are few in number.

Concerning their preferences of the modalities of teacher education, all the administrators and teachers preferred the pre TESO program that offers field of specialization (subject area) and pedagogical courses concurrently for four years in BA/BSC degree. The respondents argue that students apply pedagogical courses on their field specialization at the same time and get more time to learn the courses. Moreover, teachers get more time to shape the students to accept teaching profession and to become better effective teachers since students learn to become teachers from the beginning rather than coming to the profession as a last resort suddenly as the case in PGDT.

When it comes to MA/MSC program, the admission criteria do not seem strong to select capable candidates. In the former times students with less than 3:00 GPA in their BA/BSc degree could not compete to join the program. But now students can compete with passing mark or GPA (2:00). This made students to be careless when they attend their first-degree education which could have a great negative impact on the quality of education. Moreover, MA/MSc students, currently, are taught by applied science teachers, not teacher educators and the courses they take are less related to teaching. This is contrary to the purposes of their education, which is meant to prepare them to teach in preparatory schools/higher institutions of Ethiopia.

Regarding the structure of secondary school curriculum which needs to be seen in relation to teacher education, I1 described:

> There is a problem in that national examination is given at the end of grade 10. It may hinder the chance of students to learn preparatory education (grades 11-12). In practice, some of the

> students who are weak in grades 9 and 10 become stronger and clever in higher grades (11-12) as they become more mature and understand the advantages of education. Hence, it is better to have the former type of curriculum structure in which secondary school education includes grades 9-12. Moreover, the curriculum in secondary schools in Ethiopia is highly congested as there are too many contents which schools hardly cover. Some of the contents are highly above the learning level of students. Most of the contents are prepared in cut and paste form and moved from higher level of education to the lower level without properly considering the ability level of the students as the case of moving fresh man courses to preparatory and contents of grades 11 and 12 to grades 9 and 10. As to the program duration and type in teacher education at universities, it is better to move freshman courses from preparatory program to first year university education as there are no adequately prepared teachers to handle the courses at this level and elongate the duration of university education form 3 years to 4 years offering subject matter and professional courses side by side. Moreover, it is better for first year students of university to learn common courses first to identify their potential and then select their field of specialization (July, 2017).

As can be inferred from the above quotation, it is possible to imagine the difficulty PGDT graduates face in teaching abstract contents in grades 9-10 and MA/MSC graduates face in teaching fresh man courses in preparatory schools.

When it comes to methods of teaching at university level, there are controversial views about the use of group work. The use of group work has advantages and disadvantages. Group work is important to develop communication skills of students and prepares students for social life. On the other hand, its improper and frequent use may encourage the dependence of many students on the few clever students. In relation to the ability of students and their dependence on

few students in a class, I3 states *we are really challenged as an institution, as a country as well as an individual. For instance, now I am teaching 3rd year students and out of 80 students, no more than 5 students that come to classroom are working by their own*. July 2017 Therefore, it is advisable to use group work when the objectives and the contents of the lesson require it and by making all the members of the group take part in the work. Moreover, group work does necessary require 5 members; it could be greater or less than 5. Hence, the strategy for the use of group work should clearly state the condition under which group work is to be used as many teachers seem to have abused it. All the above-mentioned controversial issues require continuous curriculum evaluation at universities as well as at secondary schools. In view of this issue, the quantitative analysis done on the frequency of curriculum evaluation and the appropriateness of the curriculum contents for teacher education in sample universities are presented below.

Table 5: Cross tabulation of background Information versus University curriculum evaluation, curriculum content and Inputs/ Resources

		Issues			Curricular Contents			Inputs/Resources		
		Mean	S D	SE of Mean	Mean	SD	Std. of Mean	Mean	SD	Std. Mean
Region	Tigray	2.51	.62	.15	3.07	.48	.12	2.30	.27	.07
	Amhara	2.62	.60	.10	2.93	.59	.10	2.20	.34	.06
	Oromia	2.73	.57	.07	2.93	.53	.06	2.20	.28	.03
	SNNP	3.07	.63	.12	3.26	.58	.11	2.26	.23	.04
Program type	BA/BSc	2.78	.64	.06	3.07	.60	.06	2.26	.28	.03
	MA/MSc	2.97	.42	.08	2.98	.50	.10	2.19	.27	.05
	PGDT	2.39	.50	.09	2.81	.43	.08	2.12	.30	.06

The regional mean rankings for PGDT (Grades 9-10) and MSc/MA (Grades 11-12) University teacher education programs regarding teacher education curriculum evaluation is: SNNPR, 3.07; Oromia, 2.73; Amhara, 2.62; and Tigray, 2.51. The result shows that teacher education curriculum evaluation is most frequent and moderate in SNNPR and least frequent and half way between moderate and low in Tigray with

others falling in between. The mean values for the program types show that the lower secondary PGDT program mean is 2.39 and was less moderately evaluated than the upper secondary MSc/MA program with the mean of 2.97.The less frequency in the evaluation of the curriculum contributes to the less appropriateness of curriculum contents. Teacher educators attested that the quality of the curriculum materials such as modules used in universities preparing teachers secondary schools is poor. They modules are congested with vast contents which are not well organized.

The Appropriateness/ Relevance of Curriculum Contents

As can be observed from table 5, the mean rankings of teacher education curriculum content in both the PGDT and MSc/MA programs are: Regionally, SNNPR (3.26), Tigray (3.07), Amhara (2.93), and Oromia (2.93). SNNPR and Tigray curriculum content seems slightly higher than moderately appropriate whereas Amhara and Oromia are slightly lower than moderately appropriate. Generally speaking, the curriculum contents for both programs is moderately appropriate which means that it requires a little bit of fine tuning to be appropriate. The mean of curriculum content by program type is: BA/BSc (3.07)' MA/MSc (2.98) and PGDT(2.81) which shows that all program types instructors had the perception of moderately appropriate curriculum content.

Inputs/Resources

The mean ranking of teacher education programs inputs/ resources is: regionally, Tigray (2.30), SNNPR (2.26), Amhara (2.20), and Oromiya (2.20). The results show that inputs and resources are inadequate for all regions. With regard to program type, the BA/BSc (2.26), MA/MSc (2.19) and PGDT (2.12) shows that the inputs and resources are inadequate for all programs according to responses of teachers working in the lower and upper secondary programs. The shortage could be attributed to budget allocation which emanates from the economic capacity of the country as well as the misuse of the allocated budget. As teacher

education is the foundation all professionals in different sectors great attention should be given to this sector at whatever cost it requires.

Teachers and Their Salary

A lot is said about career structure and incentives for teachers in the policy. Practically teachers are dissatisfied with their salary, incentives and with their working conditions and many are quitting teaching profession and joining other professions and NGOs. The problem is obvious and it is now a public issue. The issue has been discussed at different times in different forums. Nevertheless, little has been done to resolve the problems of teachers in terms of salary adjustment, incentive, housing, etc.

One of the interviewees, I4, strongly argues by associating the problem of teachers' salary with injustice and unfairness indicating that

> higher education teacher from abroad, for instance from India earns more than triple of an Ethiopian teacher with the same educational status and field of specialization teaching in the same Ethiopian higher education. Surprisingly, the ones who work in a kebele, the smaller administrative unit below a district in Ethiopia, lead a better life than a teacher who spends a long time to be professional (July 2017).

This indicates the need to improve the life of the teachers which in turn enables the government to attract capable candidates to the teaching profession.

In universities, teachers of the same educational status with different service years are getting equal salary. That means experience which plays a significant role in teaching-learning process has no value for teachers. Hence, experience or service year needs to be given value.

Table 8: Staff Qualification in Sampled Universities of Teacher Education

Category			No	%	Total
	Sex	Male	153	90	170
		Female	17	10	
	Age	20-30	8	12	
		31-40	44	67	
		41-50	10	15	
		51 & above	4	6	
	Educational Status	BA/BSC	12	7	
		MA/MSC	127	75	
		PHD	32	19	
	Career Structure	GA1	7	4.12	
		GA 2	5	2.94	
		Lecturer	121	71.18	
		Assistant Professor	33	19.41	
		Associate professor	1	0.59	
		Professor	3	1.76	

As can be observed from the table above, the majority of the staffs are lecturers with masters' degree with few PhD holders even though many of them are expected to be PhD holders and above.

Entrance and Admission Criteria

Almost all the teacher education college leaders in the universities stated that students who join teacher education colleges are selected by MoE and the colleges have no role in the selection of the students and do not know the criteria used in the selection and admission of the students. Anyhow, one of the respondents described about the selection criteria as follows.

The admission criteria used to select candidates to join our college include grade 9-10 transcript, grade 11-12 transcript, entrance exam (written), CGPA of their BA/BSC degrees, code of conduct that shows

that they are free from any form addiction and criminal, statement of motivation. The criteria used to select candidates are relevant to the objectives of the training. However, the selection criteria are not adequate enough to select effective candidates in that it does not give attention to the writing skills of the candidates. Moreover, the shortcomings of the selection and admission criteria include lack of coordinated activities by MoE, Teacher Education Colleges and Zones and not using statement of motivation as legal entity. Above all, the low status given to teaching profession economically and socially (Tesfaye, 2014; Aweke, et al, 2017) has become stumbling block for able candidates not to join teaching profession.

Teacher Education Policy

It is very important for college/university administrators to know about the teacher education policy very well to lead the staff and other members of the college to implement the policy effectively. However, all the interviewees replied that they did not participate in the preparation of teacher education policy. Only one of them indicated that he took part in two discussion forums on the teacher education and school leadership blue prints and teacher education policy which were not meant for policy making rather to comment on the policy. From this, one can understand that teacher education colleges' top administrative bodies in the universities did not participate in the preparation of the policy for which they are responsible to help others to implement. The problem could be attributed to the top-bottom approach in which the Ministry of Education, nowadays, plays a lion's share in universities activities to the level of preparing entrance exam, modules and selecting candidates, and deciding schedules for examination and grading especially for PGDT students. Schedules for teaching-learning process are frequently interrupted by repeated meetings on political issues. All these actions appear to be against the policy that states, higher education institutions need to be autonomous.

Furthermore, the policy, as stated in ETP (1994), gives attention to the training of teachers in numbers and in quality at all levels. As can be observed in practice, there is a training of teachers through pre-service and in-service programs, even though the quality of teachers produced is highly questionable in that some of those who are trained to teach in grade 9-10 in PGDT program are assigned to teach in primary schools. Hence, the policy is criticized on its implementation of PGDT modality with a number of weaknesses at university level (Aweke et al 2014; Koye &Yonas, 2013).

Conclusion and Recommendations

Based on the analysis of data and discussions made, the following conclusions could be drawn herein under. The research findings show that there is moderate to low frequency of curriculum evaluation both at college and university levels as well as moderate level of appropriateness in curriculum contents. Moreover, there is congestion of contents which are difficult to cover within allocated time. The inadequacy and low quality of the modules are also among the hindering factors for effective teacher education. A number of problems identified in the research such as the selection of low ability candidates (grade 10 failures) for teacher education colleges and those failed to get job in their field of specialization for universities and the modality (PGDT) followed have imposed great problems on the effectiveness of teacher education in Ethiopia. Some of the problems associated with low social and economic status given to teaching profession among the society contributed to the lack of interest and motivation on the part of both the trainees and the teacher educators. The top-bottom policy making practice and the turnover of higher education institutions' administrators which make new administrators lack deep knowledge of the policy to be implemented has is negative impact on the effectiveness of teacher education. In general, based on the views and perceptions of the major stakeholders, teachers, school administrators and students the inadequacy resources coupled with intricate problems found out in the

research made teacher education programs in Ethiopia appear to be at a low status.

Therefore, to improve teacher education programs it is advisable to consider the following points.

- Unless the living standards of teachers are changed, it is hardly possible to improve the quality of teacher education. The policy should emphasize on the human factor, the teacher. It is necessary to pay better salary and provide better incentives for teachers than for other professionals with equal or equivalent educational status to attract able students to the teaching profession and to improve the quality of teacher education as well as the quality of education in general.
- Education should not be dominated by politics. The government should think on this issue. There are politicians who work at the expense of education quality. Capable people should take position of educational leadership irrespective of their political partisanship if we are to improve the quality of teacher education in this country.
- It is necessary to evaluate teacher education curricula frequently, if difficult to do at university/college level at least at department level to reform the courses to fit to the needs of the learners, teachers and the society at large.
- Modules and other course materials should not be prepared in a Hoch poach manner, rather by experts who are assigned for this purpose devoting much time on it in order to produce quality and attractive materials.
- Service year/experience of teachers should have value in the promotion of teachers at teacher education colleges and universities.
- As much as possible it is advisable to allocate better budget and provide better material and human resources for teacher education as it is foundation for other professions.

- Change in teacher education policy, teacher training modalities, curriculum and approaches of teaching should be based on rigorous research findings, not on mere personal opinions, feelings and immediate personal benefits such as including a course related to one's own area of specialization without considering the needs of the learners and that of the society.
- In a situation where the country is not in a position to attract able students to teaching profession, using a single teacher to teach all subjects may harm the students. Therefore, it appears sounding to avoid self-contained classroom approach of teaching and the corresponding training of teachers in Ethiopia.
- It appears better to modify the teacher education policy that makes selecting candidates for teacher education from grade10 failures and the use of PGDT modality in universities as these approaches are negatively affecting the quality of teacher education in Ethiopia. This may in turn require changing the structure of secondary school curriculum from 9-10 and 11-12 to 9-12 secondary education so that candidates for primary teacher education could be obtained from grade 12 completers.
- The add-on (PGDT) program does not seem effective in our contexts as it alienates pedagogical knowledge from subject matter knowledge in teacher education. Hence, it is advisable to use the concurrent/integrated modality of teacher education.
- As children in primary schools are not mature enough to discriminate things in the world and see things as a whole, it is appropriate to use integrated curriculum at this level. However, since there were no trainers who were trained in integrated curriculum at colleges and there is also rare to get able candidates from grade 10 failures to be trained as generalist teacher, it is advisable to run specialized training in which students specialize in major fields and take related courses as minor and common courses. For instance, a student who is majoring in geography can take history as a minor and civics as a common course. A teacher who graduates in such a way can

teach social studies part of the integrated curriculum in primary school. Similar action can be taken in natural sciences.

- Since young age is the time at which foundation is laid for later personality of a person, if possible, it is better to assign clever teacher teaching at higher level of education with better incentives and salary to teach at lower level of education.
- Assessment mechanisms used in Ethiopian schools should be valid and reliable to screen and promote able students to the next class and detain/fail those who are not able. In reality, if students are not in fear of failure, they may not attend class and study hard, and if they do not study hard, quality in education cannot be expected.
- Attention should be given not only to quantity but also to quality in education at all levels.
- Policy formulation, curriculum development and the formulation of directives for education should be participatory involving the main actors: teachers, students and the community. In general, the whole system of teacher education has to be reexamined through national assessment involving all stakeholders.

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