Practices,Successes and Challenges of Postgraduate Diploma in Teaching: The case of Hawassa University PGDT Cluster Centers.

Abraham Tulu Mekonnen[1] (PhD), Girma Moti Geletu[2](MA), Solomon Woldie Roba [3] (MSc.)

[1]*Assistant professor at College of Education, Hawassa University, Ethiopia*
[2]*PhD Student in Curriculum and instruction at Addis Ababa University, Ethiopia*
[3]*Lecturer at College of Education ,Hawassa University,*
Corresponding Author: Abraham Tulu Mekonnen

ABSTRACT: The purpose of the study wasto investigate the practices, successes and challenges of Post Graduate Diploma in Teaching (PGDT) at Hawassa University and its cluster secondary schools. Through the convergent parallel mixed method, the data was collected from 243 PGDT candidates, 10 PGDT instructors, 25 school principals/supervisors,and one person from the Regional Education Bureau. The data was collected through self-developed questionnaire,document analysis and focused group discussions about the PGDT program in general. The study found substantial drop rates of pre-service and in-service PGDT candidates. To this end, the study found: PGDT candidates lacked self-confidence, self-efficacy in the teaching profession, and were not adequately supported by tutors (i.e., teacher educators) and mentors (i.e., helping secondary school teachers) to strengthen the linkage between subject matter knowledge and pedagogical content knowledge. More specifically the study found a lack of responsibility among key stakeholders (i.e., instructors, principals/schools and regional office) in resourcing and adequately implementing PGDT program. Implications of the study are discussed.
Key Words: Post Graduate Diploma in Teaching (PGDT), implementation, success, challenges, University

I. INTRODUCTION

Post-Graduate Diploma in Teaching (PGDT) was introduced in Ethiopia in July of 2011 to cope with teacher shortage(Ministry of Education (MoE, 2011).More spefically, MoE argues the need for PGDT is primarily to address problems in secondary teachers' capacity and performance, which are (MoE, 2008a; MOE, 2009b): teachers' subject matter incompetence, lack of a repertoire of active learning and teaching methods, deficiency in Professional commitment and work ethic, and lack of teachers' interest to follow up and assist low performing students. The purpose of PGDT was to train secondary school teachers primarily through hands-on school-based placement (i.e., practicum) program (MoE, 2011). There are two PGDT programs: in-out, and in-out-in modalities, the in-out is a regular program where PGDT students attend the program for one year,and their practicum lasts for one yearat a school (MoE, 2011). But the in-out-in is an in-service program, students attend face to face training for two semesters at the university when the schools are on holidays, and complete courses by distance education for one year when they are at school,and this lasts for two years (MoE, 2011). The PGDT program is based on the rationale that teacher expertise is the single most crucial factor in determining student achievement; and thata trained teacher is effective in fosteringstudent engagement and learning (Darling, 2010; File, 2009; National Commission on Teaching and America's Future, 1997; Paksuniemi, 2011).To date, no study has evaluated the success or the challenges of PGDT in Ethiopia. Consequently, the following study aims to capture the implementation of PGDT through the voices of pre-service teachers, university instructors and policymakers.

Quality education programs and teacher training programs are complex and multifaceted concepts; this is even more complicated if you want to measure the efficacy of teacher training about student academic performance (Hammond, 2006; Tassew, 2013). Recognizing this complexity is not a scapegoat,but it highlights the gravity andconveysa unique understanding the intricacy around teacher training programs, that training is seen as a continuum of learning, with teachers located at various places along the continuum (Craig et al., 1998).Teacher's pedagogical content knowledge and practicum implementation were always centralcomponents of teacher education; however, its applicationis accompanied with several challenges such as language and

cultural diversity as well as environmental barriers (Thomas, 2006). In this, practicum was seen a novel way to familiarise and train pre-service teachers in cultural diversity and environmental hurdles (MoE, 2008a; MOE, 2009b). But the key to teacher education training program according to Smith (2011) is cooperation between the schools and university training, inside the school, and between peers, and to increase learning opportunities from others for pre-service teachers.Teacher training and development programs, in particular, have remained a considerable challenge for the Ethiopian education system for many years.

The PGDT takes a novel approach of having pre-service teachers spending more time in school practicum (i.e., field experiences) as part of equipping them with actual school experience, skills, knowledge and abilities to be successful teachers (Dawit, Dereje, Mulugeta, & Reda, 2011; Engida, 2012; MoE, 2011).Kragler and Nierenberg (1999) argue that field experiences need to provide time for pre-service teachers to integrate theory into practice, to reflect on lessons taught, to receive meaningful feedback and to engage dialogue with others regarding their beliefs and experiences. It is claimed that these valuable experiences can lead the pre-service teachers towards development by exhibiting resourcefulness and enterprise in their work (Engida,2012).MoE (2003) in support of PGDT argues that allowing pre-service teachers to practice teaching in their respective areas through practicum to try out ideas, have the confidence to make mistakes and to reflect and learn throughexperienceis thebest way for them to develop new strategies to teaching.

The context of the study
In considering and increasing the quality of teaching, one must begin at the teacher competence level. Teacher development must be seen as a continuum of learning, with teachers located at various places along the continuum (Craig et.al, 1998).Coexistent with this however is the fact that to improve any educational system the most important factor to be kept in mind is to improve the quality of teachers along with the standard of teaching. This is necessary because a person who would educate others must be educated first and should possess a broad background of general cultural and pedagogical skill training. It is also necessary to educate teachers because only teachers who have themselves experienced a liberal and valuable education can lead the students towards development by exhibiting resourcefulness and enterprise in their work (Engida,2012).

Besides, quality teachers have a fundamental contribution for producing competent and dynamic human power that serve as bases for development in the world. In this connection, although teacher education is only one component of what is needed to enable high-quality teaching, it is essential to the success of all the other reforms urged on schools (Hammond, 2006) [cited in Mohamed et al 2012]. In addition to this, teacher expertise is the single most important factor in determining student achievement and fully trained teachers are far more effective with students than those who are not prepared (National Commission on Teaching and America's Future, 1997 cited in (File, 2009). Furthermore, (Paksuniemi, 2011) stated that good teacher training guarantees the functioning of good schools. Moreover, as elaborated in "Teacher Education and the Future America" one of the significant factors that affect the future of one country is the teacher education (Darling, 2010).

One of the program in PGDT implementation is practicum, practicum program is expected to contribute to changing teaching culture and beliefs about teaching and learning in schools, it must be based on a number of principles that are found effective in altering teaching practices and developing valuable skills and values among students, schoolteachers and college/university supervisors. In this support, teaching practice notwithstanding the length or duration, is an excellent opportunity for free-service teachers to experiment and test their knowledge and skills in an authentic teaching and learning environment in tandem with own understanding of their personal educational philosophies and theories (Izzaham, 2008). As to MoE , it is imperative that the PGDT program and practicum lives to its expectations and its implementation is based on sound educational principles rather than quick fix decisions. It was stated that;

"Practicum is a forum for developing communities of learning and practice, it has to promote reflection on teaching practices and theories; it has to be considered as a learning process rather than a requirement for completion of teacher preparation; it has to be supportive and promote feedback provision by various stakeholders; it has to be developmental and intensive; its duration and developmental steps shall not be compromised for administrative reasons; and it has to challenge learning and teaching beliefs of mentors, student teachers, and college supervisors. Partnership between schools and teacher education institutions has to be based on equal footing and aim at the development of professional development schools (Ministry of Education, 2011)".

In PGDT implementation besides admission criteria and course offering, practicum is the most important and relevant part of the pre-service teacher education program. It enables the student teacher develop some competences that can best be developed and extended during the school based practicum experience. According to MoE (2003) it also allows student teacher to practice teaching in their respective areas, try out ideas, have the confidence to make mistakes and to reflect and learn from them in order to develop new strategies. Similarly, Kragler and Nierenberg (1999) sated that field experiences need to provide time for pre-

service teachers to integrate theory into practice, to reflect on lessons taught, to receive meaningful feedback and to engage dialogue with others regarding their beliefs and experiences. Although practicum is one of the priority area given due attention in the pre-service teachers training program to better prepare learners for the world of work, the success of the program depends greatly up on the quality of experience the students gain to meet an ever increasing demand.

The Curriculum Framework states that despite achievements following the introduction of the Teacher Education System Overhaul (TESO) program in 2003 and the B.Ed. degree program for preparing secondary school teachers; their competence has not shown improvement and, in fact, might have declined (MOE, 2009b). The major problems in secondary teachers' capacity and performance identified in a 2008 Ministry of Education document and quoted in the *Curriculum Framework*, are the following (MOE, 2008a; MOE, 2009b):

- Teachers' subject matter competence is inadequate
- Active learning methods are not properly and sufficiently employed
- Professional commitment and work ethics are not demonstrated as desired
- Teachers' interest to follow up and assist students is low

In the frame work, the roles of the different stakeholders are defined and the selection and Admission procedures are outlined. According to the frame work, the admission criteria to the PGDT are:

- B.Sc or B.A in areas directly related to secondary school subjects
- Interview and Entrance Examination (Subject matter, English language and aptitude)
- To assess students' readiness, predisposition, and motivation to become secondary school teachers.
- To assess students' language and communication skills.
- To assess any previous engagement with children or school.
- Teaching profession ethical standards will be considered during selection.

PGDT program was supposed to be given in regular program consisting of three terms. Unfortunately, by the decision of MoE it was started in 2011 summer modality for the first time. This is because of the fact that there were no Bachelor of Education graduates in 2011 throughout the country and REBs will face shortage of teachers in the 2011/2012 academic year.

To cope with the shortage, the new PGDT program was started in July 2011 summer, from July to September. Like TESO, practicum is the major focus area of the PGDT program. For this

Practicum Implementation Guideline is prepared. In the original guideline of PGDT, practicum is attached to courses and is going to be done at secondary schools and has three parts; practicum I, II and III. The total credit given is 4 for practicum III while I and II have no credit. When the program is launched in summer term, implementation of the guideline became impossible. MoE report 2011 a cited by Mohamed(2013) articulated as:

In the original implementation guideline of practicum for secondary school teachers training, Practicum has been structured as three courses. These courses were mainly designed to fit the original plan of the winter PGDT training. As student teachers in this training would stay boarded at their TEI, implementation and the scheduling of practicum activities could have been easier and requires mainly the agreement between the TEI and the partner schools and/or centers. Nevertheless, as a result of the timing chosen for the current in-out-in PGDT training, lack of synchronization between the actual and the intended practice as stipulated in the guideline, is likely to occur duringimplementation of practicum. Hence rearrangement of activities and drafting of implementation schedule is essential.

Though the program is being implemented as of July 2011 in ten universities of the country Ethiopia, its implementation is not as proposed and finally it is expanded to 20 universities to train the PGDT students since 2013.

The PGDT program implementation is among the major challenging areas in the current teachertraining program and more importantly, it needs unreserved interventions across the country. Even though the challenges of PGDT program and practicum implementation is prevalent, the issue has not gained substantial attention by scholars in the field of higher education. Thus, the researcher is initiated to explorethe practice, success and the challenges of PGDT programdelivery and practicum implementation from the Ethiopia context with particular reference toHawassa University Cluster Centers.

1.1.   Statement of the Problem

With a new education policy direction of 70:30 professional mix in Higher Education intake (MoE 2008), there was a need to replace the secondary B.Ed teacher education programs by a postgraduate diploma program (or what is sometimes referred to as Add-on).Apart from the new HE enrollment policy, the rationale is that secondary teachers would be better, if they had completed a full undergraduate program in subject

areas.Having refined the program, the formal implementation of the new Program Post Graduate Diploma for Teachers (PGDT) has been started since summer 2011.

PGDT program delivery and Practicum is one of the approach in which student teachers change the theory acquired in the class and put it to the practice. This teacher's pedagogical content knowledge and practicum implementation were a central component of teacher education and had been the subject of discussion among teacher educators internationally for more than a century; however, its implementation is accompanied with several challenges such as language and cultural diversity as well as environmental barriers (Thomas, 2006). In addition to this as cited in (Merc, 2010) by MacDonald, 1992; Murray-H and et al, 2000 pointed out that teaching practices are stress-creating experiences due to the factors such as lack of role clarification, the evaluation procedure, not knowing the expectations of the cooperating teacher and the supervisor, and lack of time to talk with the cooperating teacher. Effective participation of stockholders plays significant role for the success of practicum program. However, according to (Smith, 2011) cooperation between the schools and university, inside the school, and between peers, may be underdeveloped in the program, resulting in limited learning opportunities from others for student teachers

Ethiopian teacher education lived with much rhetoric and little change, due to unplanned activities and lack of a proper change management strategy and system. Recognizing these facts, MoE has designed a new teacher education program called PGDTwith practicum as an integral part of the courses where students work on their practicum; in-out modality, but due to various factors practicum is being undertaken on in out in modality where the students work on their practicum for the last four years. Thus, the problem of teacher training would be reasonably addressed when the conceptual orientations, roles, and responsibilities outlined in PGDT Practicum Guideline document is enacted properly (Dawit, Dereje, Mulugeta, &Reda, 2011 cited in (Ministry of Education, 2011). It is almost four years since PGDT is implemented(Abdela et.al,2013).

In spite of great efforts to ensure quality of education through quality teachers, ESDP V (2015) has asserted that low quality of skilled teachers has contributed to quality problem in general education of the country. Similarly, Workneh and Tassew (2013) claim that the issues of education quality in general and teacher training and development programs in particular have remained a huge challenge for the Ethiopian education system for many years. They further suggest that well-run teacher training programs and well-managed schools that provide teachers with good work experience are expected to improve the quality of education.

According to the researchers' experience in Hawassa University, College of Education as instructors of the PGDT students; we experience the existing challenges in the implementation of PGDT programs. Thus, having a this ample experience in working on PGDT program for the last six years initiated us to come up with the research topic to contribute some in investigating the practices and challenges of postgraduate diploma in teaching (PGDT); the case of Hawassa University PGDT cluster centers to conduct the study through scientific procedure to alleviate the existing problems and suggest possible interventions. Moreover, during the implementation of the program, the researchers had also observed many problems in PGDT course delivery and its implementation. However, the problems are not well addressed in organized and scientific procedure ways that is why it requires scholarly investigation. Thus, this study deals with investigating the current practices, successes and challenges of PGDT program implementation in the Case of Hawassa University Cluster centers. To this end, the following research questions were developed:

 In order to address this problem, this study attempts to answer the following basic research questions:
1. How do the practice of student-teachers admission and recruitment process do carried out since 2011 to produce qualified and competent teachers?
2. To what extent PGDT program is successfully implementedin Hawassa University cluster schools?
3. What are the major challenges encountered the implementation of PGDT programin cluster centers of Hawassa University?
4. Do the stakeholders (SNNPR Edu, ZEBs,WEBs and school principals) have awareness about PGDT program and perceives student teachers competence?

1.2. Objectives of the Study

The general objective of this study is to assess the current practices, success and the challenges of PGDT program implementation in Hawassa University& Its Technology transfer cluster centers.
The specific objective of this study is to:

- describe the current trends, practices and challenges of PGDT program since 2011 to produce qualified teachers.

- examine the extent to which PGDT Practicum is implemented in sample cluster centers

- identify the challenges encounter the implementation of PGDT practicum.

- assess awarenessof the stockholders about PGDT program and its implementation.

1.3.   Significance of the Study

The very purpose of this research is to explore and analyze the current practice, successes and challenges of the PGDT program in the case of Hawassa University Cluster Centers. The result may help stakeholders of the PGDT program (Teacher Education universities, MoE, REBs, ZEDs, Woreda education offices and schools) by making them aware of the current situation of the program and take immediate interventions so that the program will be monitored and implemented as it was designed.The results of this study are believed to serve as a starting point for further research in similar areas.

1.4.   Delimitation and Limitations of the Study

Due to Financial and Budget constraint this study is delimited to Hawassa University Technology Village sample secondary schools centers. The study is generalizable only to the sample schools of Sidama Zone. Moreover, the limitations of this study was lack of complete information from concerned bodies.

II. METHODS AND MATERIALS

2.1. Research Design and Method

To obtain information about the practice, success and challenges of PGDT program implementation of the five cluster centers of Hawassa University,mixed research design with convergent parallel mixed method was used to collect and analyze the data for the sake of triangulating inadequacies. Hence, the researchers tried to collect opened and closed ended data in response to the research questions (Best, 2007)). Accordingly, the tools/instruments used to gather the data were questionnaires, focus group discussion, observation and document analysis. Creswell (2013) states that employing multiple data collection instruments help the researchers to combine and strengthen inadequacies and keep triangulation of data.

Sources of Data

This research employed both primary and secondary data .The primary data sources of this research werePGDT coordinator at HwU, instructors ofHwU who delivered PGDT courses, PGDTstudents (student teachers) who attended regular and the winter tutorial and reflection sessions,experts from REBs of SNNPRS school mentors and principals . The secondary data were obtained HwU documentations. Questionnaire was used to collect information from student teachers and the instructors and interview method was employed to collect data from the PGDT coordinator, principals and REB PGDT focal person.

Sample and Sampling Techniques

Out of 836 PGDT students who are currently attending regular and summer programs,252 were selectedby stratified sampling techniques from 5 Center of Sidama zone Technology Village secondary and ten Hawassa University instructors who are giving subject area courses to the PGDT students were selected using purposive sampling techniques because this instructors have the chance to assess their subject matter knowledge and the motives they have to wards teaching. Based on the experience and attachment they have in working on PGDT program, purposive sampling was used to selectfour focal personneleach from REBs, ZEDs,WEBs and five school principals from schools where the PGDT students assigned for practicum were included in the study

2.4. Instruments of Data Collection

Questionnaires at 5 Likert scale was used to collect information from student teachers and the instructors and data through **Focus group discussion** were gather from PGDT coordinator, REB and Zonal, WEBs experts who are working on PGDT programs and School principals. **Document analysis** were used from university registrar, minutes and conference proceeding.

2.5. Data Management and Analysis

In this research, the major data analysismethods were frequency, percentage,mean, STD and Simple and independent t-test were used for quantitative data and narration ofreflections and interviews for qualitativedata. Tables and graphs were used topresent the data in a self-explanatorymanner.

III. RESULTS AND DISCUSSION

The practice of student-teachers admission and recruitment process carried out since 2011 to produce qualified and competent teachers.

Currently, in Ethiopia, the selection criteria and the training of prospective secondary school teachers has been changed Deneke et al. (2015) cited in Geberew(2017). Primarily, those who have graduated from the university with BA/BSc in applied programs will be eligible for the application. Subsequently, those with better cumulative grade point (CGPA), who are willing to join teaching profession and can satisfy the requirement of Ministry of Education will be selected for the teaching profession (Ministry of Education, 2011). Thus, in the beginning of the Program in 2011 Ministry of Education announced through media to those who were interested

in teaching profession in all subjects to be registered in their region at their respective woreda. The woreda was recruited them based on their high school average and CGPA of the first degree. Then after the ministry of education was sent the list of those students to the 10 selected universities to recruit those students based on the following direction

1. CGPA 30%
2. High school average 20%
3. Interview(25%) in order to know their English language proficiency and interest they have for teaching and subject matter knowledge was addressed
4. Entrance examination 35%

Those who were scored 40% above were admitted to the program to take PGDT courses and get teaching license. However, right after 2013,using interview as criteria was not taken to select student for the program and depend on only entrance examination. Those who passed the minimum requirement set by MoE was sent to the university to take the courses and awarded the teachinglicense through registrar.

There were the challenges that all students whose short list was sent from the MoE to Hawassa University didn't complete the PGDT program. There was the tendency to quit and employed to different GO or NGO schools or sector offices .This made the program challenging. The following table show that in Ethiopian calendar in the year 2004, 2008 and 2009,PGDT student teacher dropout rate respectively were 55,18 and 44 percent before taking the license. Thus, dropout rate of PGDT students from the program is greater at the beginning of the program implementation as well as in the summer and regular modality.

Table 1: Data from Document investigation about PGDT Program

Year of admission Eth.Calendar	Program	No Sts sent from MoE			No sts registerd			No Sts Graduated			No sts dropped out			% Drop out
		M	F	T	M	F	T	M	F	T	M	F	T	
2009R	Regular	445	167	612	360	142	502	Active			85	25	110	18
2008S	Summer	488	186	674	472	151	629				16	35	51	8
2008R	Regular	211	67	278	165	35	200	128	29	147	83	38	121	44
2004S	Summer	213	91	304	166	55	221	145	42	162	68	49	117	55

Source: Hawassa University Registrar,2016

Table1 shows that the dropout rates PGDT students from 2004-2009 was high even though relatively decreasing. This deteriorates quality of teacher professional development program in HwU due to educational resource, time and human resource wastages. This issue is exclusively linked to the explicit interests of PGDT students towards teaching profession.

Table 2: Demographic characteristics of Respondents

Age	Sex	Maritalstatus							Total
		Single	%	Married	%	Divorced	%		
<=20	Sex	Male	7	3.2	1	3.8	0	3.3	8
		Female	4	1.9	0	0.0	1	2.1	5
	Total		11	5.1	1	3.8	1	5.3	13
21-23	Sex	Male	78	36.1	5	19.2		34.2	83
		Female	27	12.5	6	23.1		13.6	33
	Total		105	48.6	11	42.3		47.7	116
24-26	Sex	Male	76	35.2	11	42.3		35.8	87
		Female	3	1.4	0	0.0		1.2	3
	Total		79	36.6	11	42.3		37.0	90
27-29	Sex	Male	20	9.3	2	7.7		9.1	22
	Total		20	9.3	2	7.7		9.1	22
>=30	Sex	Male	1	0.5	0	0.0		0.4	1
		Female	0	0.0	1	3.8		0.4	1
	Total		1	0.5	1	3.8		0.8	2
Total	Sex	Male	182	84.3	19	73.1	0	82.7	201
		Female	34	15.7	7	26.9	1	17.3	42
	Total		216	100.0	26	100.0	1	100	243

As indicated from the table 90.1% of students were below the age of 26,this revealed that most of the PGDT trainees were in the age of young so that they can perform any given task to them to their fullest potentials.

Table 3: Distribution of PGDT Students across the department

Departments of sample PGDT students	Sex		Total	Percent
	Male	Female		
Amharic	1	0	1	0.4
Biology	58	16	74	30.2
Chemistry	27	7	34	13.9
Civics	22	7	29	11.8
Geography	10	3	13	5.3
Mathematics	38	1	39	15.9
Economics	9	2	11	4.5
Physics	2	0	2	0.8
Sport science	33	6	39	15.9
Business	1	0	1	0.4
History	2	0	2	0.8
Total	203	42	245	100.0

As shown in the table 31% of the participants were from Biology and the least were from Amharic and Business. The study also encompasses the view of all participants from all PGDT department respondents shows the age and marital status cross tabulation.

Table 4: Students' BSC/BA Home Universities

Respondents' University attended	Frequency	Percent
AAU	27	11.1
Ambo	28	11.5
Arbaminch	10	4.1
BDU	24	9.9
Debrebirhan	8	3.3
Debremarkos	9	3.7
Dilla	15	6.2
Gonder	11	4.5
Hawassa	32	13.2
Jimma	17	7.0
Medawolabu	12	4.9
Wolaitasodo	17	7.0
Wolega	24	9.9
Wolo	9	3.7

As Table 4 shows the candidates   attending the PGDT Program at HwU have taken their first degrees from 14 Universities even though relatively larger number was taken from HwU, Ambo and AAU respectively. Therefore, inter- culturalism is very important to share their lived experiences developed at their Home University and this may help them to love teaching profession and the would be work places as well.

Table5: The choice of teaching profession by PGDT program Students

Item No	Variables	F	%
1	lack of any other option to be employed	87	35.8
2	interest of teaching or love to teach	75	30.9
3	to update myself and improve my profession	57	23.5
4	family or friends pressure	11	4.5
5	job security	2	0.8
6	inspired by high school or college teacher	4	1.6
7	Job freedom	7	2.9
	Total	243	100.0

As in the table above PGDT trainees were asked to reason out why they need to join the teaching profession, thus 35.8% of the respondents justified that due to lack of job opportunity in their specialization they forced to join the teaching profession,30.9 % and 23.5 % of the respondent said that they have interest in teaching and some need to improve their profession respectively. Thisrevealed that still most of the respondent perceived that teaching is something that you join as a bridge occupation of like spring board to transform to the other profession.According to Belay(2011),teaching profession should be free in which professionalshall join to teach with their interest and freedom in order to help their citizen to be trained.

Table 6: Reason for joining PGDT program by department

| Department | Variables | | | | | | | Total |
	lack of any other option to be employed	interest of teaching	to update themselves & improve their profession	family or friends pressure	job security	inspired by role modelteachers	autonomy of job	
Amharic	1	0	0	0	0	0	0	1
Biology	26	26	17	0	0	2	0	71
Chemistry	14	12	7	0	0	0	1	34
Civics	9	10	7	2	0	1	1	30
Geography	3	5	4	0	0	1	0	13
Maths	20	8	9	0	1	0	1	39
Economics	5	5	1	0	0	0	0	11
Physics	1	0	1	0	0	0	0	2
Sport science	7	8	10	8	1	0	4	38
Business	0	1	0	0	0	0	0	1
History	1	0	1	1	0	0	0	3
Total	87	75	57	11	2	4	7	243

Table 6 remarks that the gaps in the distribution of PGDT students across the departments are sowide that underlines the needs of graduates to be teachers is quite different. For instance from Table 6, 26, 26 and 17 of 71 PGDT students were from Biology department have chosen the program due to lack of options, interest of teachingto update themselves & improve their profession respectively. Moreover, 20, 8, 9 of 39 student from mathematics department have chosen the program due to lack of options, interest of teaching to update themselves & improve their profession respectively

Besides, it was evidenced from observation of researchers and FGD made with supervisors and principals that the problem is associated with lack of job opportunities and the policy directives 70:30 University intakes resulted to similar outputs. One can expect from this that in the school there would be inflation (excess teachers) in one subject and shortages in other subject areas due to lack of thoughtfulness to the profession in policy decisions and by training institutions in the Universities as well.

Table7: Implementation of PGDT Program in Hawassa University Cluster Schools

Item No	Variables related to service delivery of the institution	N	Mean	Std. Deviation
1	The University registrar provide us grade report timely	243	2.50	1.46
2	The school worked hard in providing us orientation and class schedule	243	2.97	1.66
3	The school timely responded to our request	243	2.44	1.39
4	The University provide us adequate service of café library etc. as of regular non-PGDT students	243	2.20	1.26
5	The University administration treat PGDT students as of other students in the campus	243	2.11	1.23

Table 7 shows the average mean values of items 1-5 were rated below the ideal average mean (3.00) by PGDT candidates ensuringthat differentservices delivered by HwUstakeholders at different service delivery centers are below the required standards. Besides, from observation of the researchers, there are many compromises linkedto the services to be given to PGDT students due to budget consequences associated to MoE and weights given to teaching profession from other wings in comparison to non-PGDT programs.

Table8: Cognizance of PGDT Students on the Program

No	Variables	N	Mean	SD	t-test	Sig
1	Improves my professional competence	243	2.77	1.12	1.44	0.002
2	Fills my professional gaps	243	2.91	1.34	2.91	0.023
3	Enables me to be reflective practitioner	243	3.21	1.48	3.21	0.112
4	Equips me with required professional knowledge and skills	243	2.52	1.22	2.52	0.001
5	Enhances my assessment practices	243	2.01	1.08	2.01	0.081
6	Capacitates me to use a variety of active learning methods	243	2.5	1.21	2.5	0.005
7	Enables me to understand my professional responsibilities	243	2.49	1.2	2.49	0.505
8	Enables me to understand educational policy of Ethiopia	243	2.11	1.01	2.11	0.071
9	Improves my pedagogical skills	243	3.25	1.58	3.25	0.031
10	Enables me to understand students' different learning styles	243	3.02	1.45	3.02	0.011
11	Improves my classroom management skills	243	2.77	1.12	1.44	0.001
12	Enhances my knowledge in culturally responsive pedagogy	243	2.14	1.02	2.14	0.003
13	Capacitates me with an overall professional skills	243	2.59	1.3	2.59	0.022

P is significant at α=0.05 level of Significance

Table 8 shows the average mean values of items 1,2,4-8 &11-13 were rated below the ideal average mean (3.00) by PGDT students by ensuring that they have lacked awareness and knowledge of PGDT program in line to their professional development from the tips of pedagogical implications to novice teachers to understanding of educational policy of Ethiopia. The significance difference between the views of respondents was assured at the independent sample t-test that all t-values (sig) of items 1,2,4,6&11-13 were found to be less than the (alpha value P=0.05).This shows that there are no significant differences between the opinions of respondents but the t-values of items 5,6&7 are greater than the P-value(P=0.05). This shows the significance differences between opinions of respondents within the group. Hence, these are serious factors that affect the practices and successes of the program.

On the contrary, the average mean values items 3, 9 &10 were found to be above the ideal average mean (3.00) which shows that PGDT students ware about that the program makes them reflective practitioners, improves their pedagogical skills and help them to understand different learning styles. The significance difference between the views of respondents at independent sample t-test, values oft (sig) for items 9& 10 are below alpha value P=0.05.This shows that there is no significant difference between the opinions of respondents. But the value of t (sig is 0.112) which is greater than (alpha value P=0.05). This shows that there is a significance difference among opinions of respondents.

Besides, from direct observation of researchers and FGD made with principals and supervisors, PGDT candidateswere considering the teaching profession as second choice due to lack of awareness, life of teachers, their expectations and difficulty of the teaching duties.Therefore, PGDT candidates faced difficulties to recognize why they were attending this program even they are in dilemma with respect to the noble nature of teaching profession due to lack of detailed orientations and advices.

Table9: Challenges on the implementation of PGDT in cluster centers of Hawassa University

R.No	Variables	N	Mean	STD
1	Trained to teach secondary school but forced to teach at primary level	243	4.12	1.08
2	Trained to teach on their specialization but forced to teach out of their profession	243	3.76	1.23
3	Lack of experienced mentors on their specialization	243	3.96	1.08
4	High work load during practicum in summer modality	243	3.4	1.28
5	Poor flow of information among stakeholders	243	3.8	1.07
6	Infrastructure problems: (Electric, water, telephone, residence…)	243	3.34	1.31
7	Low mentors knowledge and skill towards the activities to be done	243	3.57	1.14

8	Low mentors support	243	3.7	1.2
9	students disciplinary problems	243	3.43	1.24
10	unfavorable climatic condition	243	3.68	1.28
11	Lack of support and cooperation from school management	243	3.6	1.13
12	Lack of follow-up and support from university supervisors	243	3.56	1.18
13	poor service delivery of the university such as café,library, dormitoryetc.	243	4.02	1.09
14	lack of instructional clarity	243	3.68	1.08
15	poor organization of class schedule and course delivery	243	3.84	1.1
16	poor instructional delivery strategies in the course	243	3.83	1.12
17	Lack of professional commitment and competence by PGDT students	243	3.4	1.28
18	Large class size(Large number of students in one classroom)	243	3.8	1.07

Table 9 shows the average mean values of items 1-18 were rated from 3.40- 4.12 above the ideal average mean (3.00) for the negatively constructed questions by PGDT candidates. These are really serious problem.

This remarks that the attention given to PGDT program by Hawassa University, school of education and training by then, PGDT instructors (tutors), PGDT students, MoE, ZEB, WEB, supervisors, principals and secondary schools teachers (mentors) were not to ensure the quality of teachers' professional development. This lack of professional commitment at different levels educational ladders had surrendered the epistemological, ontological and axiological bases of the PGDT training program in Hawassa University and its cluster schools.

Besides, from observation of researchers and FGD made with supervisors and principals, though the program selection is on the bases of the interests of student-teachers, entrance examination on the bases of subject matter-knowledge and pedagogical know-how, there are miss-matches between the PGDT program theoretical frame woks and its implementation at University and Cluster schools.

From FGD, it was evidenced that PGDT program is better than integrated program in that it has regular program modality in comparison to integrated program. Moreover, PGDT students have high potential in their subject matter knowledge in this new modality due to their full 3-years program attending applied subjects compared to integrated program where everything was in mix.

3.1. DISCUSSION OF MAJOR FINDINGS

Based on the analysis of the data, the following major findings were obtained from the study. These are:

1. The finding remarks that dropout rates PGDT students from 2004-2009 was high even though relatively decreasing. This deteriorates quality of teacher professional development program in HwU due to educational resource, time and human resource wastages. This issue is exclusively linked to the explicit interests of PGDT students towards teaching profession.

2.The findings show successes in that candidates   attending the PGDT Program at HwU have taken their first degrees from 14 Universities even though relatively larger number was taken from HwU, Ambo and AAU respectively. Therefore, inter- cultural experiences are very important to share their lived experiences developed at their Home University and this may help them to love teaching profession. However, on the other hands, the findings revealed that most PGDT students joined the teaching profession as something as a bridge occupation of like spring board to transform to the other profession.

3. The findings of the study pinpoints that the gaps in the distribution of PGDT students across the departments are so wide that underlines the needs of graduates to be teachers is quite different due to their 2nd choices of teaching profession.These problematic scenarios are associated with lack of job opportunities   and the policy directives 70:30 University intakes resulted to similar outputs. One can expect from this that in the school there would be inflation in one subject and shortages in other subject areas due to lack of thoughtfulness to the profession in policy decisions and by training institutions in the Universities as well. This led the schools to assign teachers to teach subjects unqualified for.

4. The findings underline that the services delivered to PGDT students unlike non-PGDT students footed on several reasons in the University under investigation were discouraging and led to minimize and slackensthe weightsgiven to teaching profession from other wings in comparison to non-PGDT programs.

5. The findings of the study indicate that the PGDT candidates are cognizant enough in understanding that teaching profession makes them reflective practitioners, improves their pedagogical skills and helps them to understand different learning. The values of t (sig) are below alpha value P=0.05.This shows that there is no significant difference between the opinions of respondents and foe one item the value of t (sig is 0.112) which is greater than (alpha value P=0.05). This shows that there is a significance difference among opinions of respondents. However, they have lacked awareness and knowledge of PGDT program in line to their

professional development from the tips of pedagogical implications to novice teachers to understanding of educational policy of Ethiopia. The significance difference between the views of respondents was assured at the independent sample t-test that all t-values (sig) were found to be less than the (alpha value P=0.05)

6.The findings of the study indicates that the implementation PGDT program in HwU and its cluster secondary schools has success in that the program selection is on the bases of the interests of student-teachers, entrance examination on the bases of subject matter-knowledge and pedagogical know-how, and continuous professional scaffolding given by most teacher educators PGDT candidates.However, there are miss-matches between the PGDT program theoretical frame woks and its implementation at University and cluster secondary schools though challenges are part and parcel of teaching profession. For the negatively constructed 18 questions (M=3.40-4.12) are severe challenges. This remarks that the attention given to PGDT program by Hawassa University, school of education and training, PGDT instructors (tutors), PGDT students, MoE, REB, ZEB, WEO, supervisors, principals and secondary schools teachers (mentors) were not to the point that ensures the quality of teachers' professional development. This lack of professional commitment at different levels educational ladders had surrendered the epistemological, ontological and axiological bases of the PGDT training program in Hawassa University and its cluster schools.

IV. CONCLUSIONS

Teaching and learning are scholarly activities and professions which draw high level performances and expertise in the discipline and relevant professional experiences together with highly developed communication and interpersonal skills. However, from the forgoing analyses of data and discussion of major findings of the study, one may conclude that even though there were many attempts to boost the quality of secondary schools' teachers' training, the implementation of PGDT program modality as a new paradigm shift from integrated program has faced many challenges hierarchically at different educational ladders. Although it is unquestionably, the only secondary schools teachers' training modality in Ethiopia, lack of taking responsibility and commitment are observed at different hierarchies to solve the critical problems linked to the implementation of PGDT program which illuminates the wide gaps between theory and practices in Universities and cluster secondary schools.

Similarly, PGDT candidates have considered teaching profession as their second choice due to lack other best options in the country. This is the biggest challenges todevelop particular professionals where the 3-Hs (Head-heart-hand) or where the cognitive, affective and psychomotor domains are not working together. Besides, tutors and mentors were in consecutive complaining instead of taking a lion-share part in revealing themselves to reach PGDT students to their zone of proximal development. Tutors (teacher educators), mentors(supporting secondary school teachers) are instrumentals to strengthen the linkage between subject matter knowledge and pedagogical content knowledge of novice PGDT candidates in HwU and its cluster secondary schools

V. RECOMMENDATIONS

Based on the above conclusions, in order to fill the gaps in line to the practices successes and challenges of implementation of PGDT program in HwU and its cluster secondary schools, the following specific practical recommendations were suggested. These are:

1. Dropout rates of PGDT students deteriorate quality of teachers' training program and professional development in HwU and cause teachers shortage in nearby secondary schools. Therefore, it is imperative to recommend that HwU and MoE to devise common strategies from the time of selection up to PGDT graduation to minimize dropout rates of candidates.

2.To narrow the gaps in the distribution of PGDT students across the departments, special mechanisms should be created by MoE to select distinctive candidates whose first choice is teaching profession, together with quality and proficient teacher educators who are committed to train this PGDT candidates will be employed. Moreover, the policy directives mix 70:30 University intakes at macro level should be revised for teaching profession by bearing in mind the size of secondary and preparatory schools in Ethiopia.

3. MoE and HwU should design strategies and work cooperatively to deliver equivalent services to both PGDT and Non-PGDT students by avoiding unnecessary reasons associated with financial requirements so as to boost the teaching profession. Otherwise, special and timely services had better be given for pre-service and in-service PGDT students. This will by itself up lift teaching profession as profession.

4. College of teachers education in HwU had better continue to provide strongly the culture of giving orientations to new pre-service and in-service PGDT students about PGDT program, the objective of teaching profession(Why?),pedagogical knowledge, skills and values. This will minimize the teaching professional dilemmas by developing self-confidence and self-efficacy in the candidates. Besides, teacher educators should aware secondary school teachers (mentors) about the purpose of teaching profession thoroughly through supervisory conferences at the beginning and the end of practicum program in Hawassa University and its

cluster schools address in Hawassa University and its cluster schools. These may contribute understandings of epistemological, ontological and axiological bases of the PGDT training program stakeholders in Hawassa University and its cluster schools.

5. There are miss-matches between the PGDT program theoretical frame woks and its implementation at University and cluster secondary schools though challenges are part and parcel of teaching profession. Therefore, an on-going evaluation mechanisms should be developed by College of teachers Education, MoE, REB, ZEB, WEO and schools teachers (mentors) in collaboration to ensure the quality of secondary schools teachers' training program at micro-level.

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