

An investigation into the challenges facing on the effective implementation of post graduate diploma in teaching (PGDT): A case study of summer–ii student teachers’ in Adigrat University department of mathematics

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Abstract - The purpose of this study was designed to assess the challenges facing on the effective implementation of post graduate diploma in teaching (PGDT). Moreover, an attention was given how to minimize the challenges facing effective implementation of PGDT in the study area. Therefore, the researchers used descriptive survey design as a research design in order to have clear picture about the challenges facing on the effective implementation of post graduate diploma in teaching in the study area. Then after, 45 summer -ii Mathematics student teachers of ADU were selected as study participants using census sampling technique. Questionnaire (both open and closed ended) and interview were used to collect relevant data. Descriptive statistics was computed to analyze the collected data. Finally the findings of the study generally indicated that student teachers’ lack of interest towards the teaching profession and the programme PGDT, lack of awareness and negative attitude towards the programme, shortage of time, shortage of modules for distance learning, repetition course contents, reluctance in certification and lack of support from the administration were some of the major factors that affects the effective implementation of the programme in the study area.

Key words: effective implementation, post graduate diploma, challenge, investigation

1. INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. Introduction

This research was conducted on Adigrat University department of mathematics summer–II student teachers, to investigate the challenges facing on the effective implementation of post graduate diploma in teaching (PGDT).

1.2. Background Of The Study

Education plays very important role in generating a progressive economic development, increasing a competitive world attitude and improving the citizen quality of life. According to [1] education is a process which draws out the best in the child with the aim of producing well balanced personalities, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self-sufficient, and internationally liberal. In line with this the Ethiopian Educational Training Policy(1994) define Education as a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. That is, one of the aims of education is to strengthen the individual’s and society’s problem solving capacity, ability and culture starting from basic education and at all levels [11]. To achieve this, before 2011/12 secondary school teachers and some of the instructors in the higher institution in Ethiopia have been trained at universities in four-year bachelor degree programmes, which combined educational courses and practicum experience with academic courses, in various disciplines. However, recently the training programme was changed from an integrated four year educational bachelor’s degree to a three-year degree course in major fields, other than educational. And then many students have studied courses other than education and obtain their degree certificates in other disciplines or applied sciences. Due to this, there were no bachelor of education graduates in 2011/12 throughout the country and the regional education bureaus faced shortage of teachers in the 2011/2012 academic year [9]. Then after the regional education bureaus forced to assign those students, who didn’t take different educational (pedagogical) courses, as teachers at different levels (Elementary schools, Secondary schools and Tertiary institutions). But the National Curriculum Framework of Ethiopia (2009) states that the secondary school teacher education envisions seeing secondary school teachers’ who are capable of producing responsible and competent citizens, committed to their profession and ready to lifelong learning, and who respect and behave in accordance with the democratic principles enshrined in the constitution. To solve this problem, the MoE of Ethiopia designs a new programme which is called Post-Graduate Diploma in Teaching (PGDT) for elementary and secondary school teachers. It was started in 2011/12 in summer modality for the first time.

Post-Graduate Diploma in Teaching (PGDT) is a post graduate programme for holders of the degrees other than bachelor of education who wish to be teachers. Post-Graduate Diploma in Teaching is one of the indispensable graduate study programmes

that can make the unqualified personnel qualified in teaching profession by offering specialized training in the areas of different educational courses, like Teacher as a Reflective Practitioner, Secondary School Curriculum and Instruction, Assessment and Evaluation of Learning, Introduction to Inclusive Education, etc., [14] noted that the Postgraduate Diploma in Teaching (PGDT) is a conversion course which is designed to equip those who do not have prior teacher training with the skills, knowledge and ability to become effective teachers or educational practitioners. PGDT programme is embedded with basic education courses that have theoretical and practical applications which will provide participants with the pedagogical knowledge, skills and competencies needed for a qualified teacher [16]. Generally, PGDT is a recognized teacher training programme that is run in universities or other higher education institutions for the non-professional teachers. The duration of the programme is two summers.

To the best of the researchers' knowledge, little or no research work has been done on the importance of PGDE programme to furthering education in Ethiopia in general and in my University in particular; thus the need for this present study which will provide empirical evidence on the importance of PGDT programme to students in furthering their education.

1.3. Statement of the problem

According to [2] teachers are the most important elements in the realization of educational goals and the strength of any educational system, largely depends on the quality and commitment of its teachers meaning, that is, every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their needs. This is why the present Ethiopian government has attempted to improve teachers' professional competency by introducing different teacher development programmes like PGDT. Currently, Ethiopian government has also put a strategy to '*transform teaching into a profession of choice*' during Education Sector Development Programme V [3]. The focus of this strategy is on the needs of teachers, with the ambition to re-establish the prestige of the teaching profession such that it attracts the most able and ensures that all teachers are valued and value their profession. Through this process, teacher retention will rise, teacher attendance will increase and student achievement will be improved with rising teaching and learning standards in the classroom [15]

But as the researcher thoughts different educational courses for the PGDT he observed that the PGDT programme faced different problems and students teacher were not interested in their profession in general and in training (learning) PGDT programme in particular. In line with [8] on his study found out that majority of student teachers believe that teachers and teaching profession deserve low social respect by other professionals; they would like to be skilled in other profession than continuing in teaching in future, they put teaching profession ninth in ranking order out of ten professions. Similarly, [13] also affirmed that the PGDT programme went through numerous problems and turbulence. Thus, this study aimed to assess the challenges facing on the effective implementation of PDGT programme in Adigrat University department of mathematics. In particularly, this study was designed to answer the following research questions.

1.4. Research Question

- i) How is the implementation of PGDT in the study area?
- ii) What is the attitude of the student teacher's towards PGDT and their profession?
- iii) What is (are) the challenges facing effective implementation of PGDT?
- iv) What can be done to enhance the implementation of PGDT as required?

1.5. Objective Of The Study

1.5.1. General Objective.

The general objective of the study was to assess implementation PGDT and to identify those factors affecting the implementation of PGDT programme in ADU.

1.5.2. Specific Objectives

The specific objectives of the study were:

- i) To investigate the implementation of PGDT in the study area.
- ii) To examine the attitude of the student teacher's towards PGDT and their profession.
- iii) To identify the challenges facing effective implementation of PGDT in the study area.
- iv) To recommend appropriate strategies through which the implementation PGDT in the study area.

1.6. Significance Of The Study

The finding of the study is expected to have the following contributions:-

- It may help PGDT trainers to analyze and select the methods and material in mathematics lesson.
- It clearly pointed out the main factors that affect implementation of PGDT programme.
- Find out the student teachers' attitudes toward PGDT and their profession.
- Finally, this research can serve as a baseline for further detailed study on issues related PGDT.

1.7. Delimitation Of The Study

It is important to delimit the scope of the study in to manageable size. Hence this study was delimited to Adigrat University College of Natural and Computational Sciences. In addition to this the scope of the study was delimited to focus in investigating the implementation of PGDT programme and the major factors influencing its implementation in the study area.

1.8. Limitation Of The Study

Among the various problems encountered, the following were the major ones.

- Lack of seriousness of the respondents in filling the questionnaire.
- Information on the implementation of requires repeated assessment on its process for many times but this assessment was more of a one shot process.

Despite these factors the study was easily managed and completed.

2. LITERATURE REVIEW

This chapter presents review of the most relevant literatures and research findings related to the topic under study. So a review of the literature on PGDT would make to support the particular method used in the study for overcoming the problems on the Challenges Facing the effective Implementation of PGDT.

From July 2011 onwards the Ministry of Education of Ethiopia introduced a new secondary school teacher training programme. This new teacher training programme is called Post Graduate Diploma in Teaching (PGDT).

The general objective of the programme was to fill the content and pedagogical gaps for the applied science graduate students who are interested to join the profession of teaching. In other words the programme was given for trainees of a three-year BA/BSc programme in different field of study like biology, chemistry, physics, mathematics, Sporty science, English, etc. and those who are interested to join the profession of teaching. In addition to this, [4] stated that the intended objective of PGDT was to equip trainees with the knowledge and skills needed, to become reflective practitioners, to develop understanding of the nature of teacher profession, to provide teacher trainees with theoretical and practical experience, and so forth. This programme was design for one-year a regular programme in teacher education institutes in Ethiopia and was given before they were employed in a typical teaching job [10].

However, according to [5] the initial designed mode of delivery as the one-year regular session was suddenly changed by Ministry of Education, and a tentative new mode of delivery was introduced as the country faced a critical shortage of secondary school teachers. The new tentative mode of delivery has been conducted in two summer programmes, and one distance programme [10].

Even though PGDT has different advantage in bringing quality of education in general and in producing professional teacher in particular there are different factors that affect negatively its implementation. According to [15] some of the factors are:

- i) Student teachers' related challenges of the implementation of PGDT programme are
 - lack of awareness towards a programme,
 - negative attitude towards a programme,
 - high dropout,
 - lack of professional commitment and
 - Low perception towards the programme.
- ii) Institutional related challenges of the implementation of PGDT programme are :
 - large class size,
 - mixing students from different disciplines,
 - reluctance in certification,
 - lack of support from respective department,
 - lack of good governance at department level, and
 - Lack of reference materials.
- iii) Curriculum related challenges of PGDT programme, summer modality, are
 - shortage of modules for distance learning
 - Repetition course contents.
- iv) Instructor related challenges of PGDT programme are:
 - lack of experience,
 - poor attention for PGDT courses,
 - lack of professional ethics and autocratic behavior,
 - using merely chalk and talk approach of instruction,
 - lack of commitment to teach PGDT courses and
 - Lack of awareness.

3. METHODOLOGY

This part elaborates on the method; which refers to the actual and detailed procedures and techniques for participant selection, data collection, data analysis, and reporting; that would be used to conduct the present study that deals with students' anxiety towards learning Mathematics. It began with the presentation of the overall design and the procedures followed by giving an explanation of the data sources, data collection and data analysis procedures.

3.1 Research Design And Method

In order to have clear picture about the challenges facing effective implementation of PGDT, descriptive survey design was employed. Because it helps to have general understanding of the problem by studying the current status, nature of preventing conditions, practice and trends through relevant and precise information (Koul, 1996 cited in [6]).

3.2 Population Of The Study

The population of the study consisted of all mathematics summer-ii student teachers of Adigrat University department of Mathematics of the year 2018.

3.3 Sample And Sampling Techniques

There were 45 numbers of students teachers in the study area. By using Census sampling technique all of the student teachers were used as simple size of the study. Thus, the sample size of the study consisted of 45 mathematics student teachers of the year 2018. In addition to this the researcher was used simple random sampling to select 12 student teachers for an interview purpose.

3.4. Procedures And Instruments Of Data Collection

3.4.1. DATA COLLECTION PROCEDURES

The researcher has used the following steps to collect meaningful data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Finally, data gathering tools were developed and piloted.

3.4.2. INSTRUMENT OF DATA COLLECTION

Throughout this study questionnaire and interview were used to collect complete data for the study.

A) QUESTIONNAIRE:

To assess the challenges facing effective implementation of PGDT both closed-ended and open-ended questionnaire were used. In particular 11 likert-scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD) items were prepared to investigate the major factors that hinder the implementation of PGDT and to see the attitude of student teachers towards PGDT. The scale ranges from SA (5) to SD (1) for positive items and the reverse for the negative items.

B) INTERVIEW:

For enhancement of the information gathered by other instruments and for clearing some of unpredicted data, interview items were prepared to make face to face communication with the 15 student teachers. Because as Koul (1996) cited in [6] explains interviewing is necessary to get deep feeling, perceptions and values or how people interpret the world around them and past events that are impossible to replicate. Based on this, the researcher prepared 7 open-ended interview items which are related to the challenges facing effective implementation of PGDT. Thus, a detailed interview was made with the twelve student teachers by using semi-structured interview. Because semi-structured interview questions are flexible and then new question can be brought up during the interview as the result of the interviewee says.

Following the design and preparation of each instrument particularly the questionnaire was pre-tested with small groups that have similar characteristics with actual respondents of the study. To this end the questionnaire was administered among 28 respondents. Out of this figure 23 of them were filled and returned.

The main purpose of this pilot study was to check the appropriateness of the items and to make necessary correction based on the obtained feedback from the respondents. Therefore the researcher used Cronbach's alpha (α) in order to see the reliability of the items. Hence, the reliability of students' questionnaire was calculated by SPSS and the result in the cronbach's alpha was 0.82. Therefore, its cronbach's alpha value is recommendable. After it has been filled in by the teachers each questionnaire was examined item by item and it doesn't show any significant defects. Furthermore the validity of the instruments was validated by the three instructors who have good educational and pedagogical background. Hence, after some improvements the questionnaire was administered in to the original study

3.5 Method Of Data Analysis

To analyze the collected data both qualitative and quantitative data analysis techniques were used. For the quantitative data collected through questionnaire/ closed-ended questionnaire/ percentage and frequency were selected. Whereas the data collected through interview and open-ended questionnaire were analyzed qualitatively by descriptive statements. Finally, after the data were carefully computed, organized and tabulated according to the similarities of issues raised in the questionnaire by employing appropriate statistical methods, findings conclusion and recommendation were made.

4. RESULTS AND DISCUSSION

This chapter deals with the presentation and interpretation of the data gathered from the concerned respondents. Accordingly, the presentation and analysis was made based on the data gathered from all summer – ii PGDT mathematics student teachers of Adigrat University. Moreover in gathering the data the researcher used questionnaire (both closed and open-ended), and interview.

Accordingly, the respondents of the study area were asked different questions which are related to their profession and the PGDT programme. A total of 45 questionnaires were distributed for the respondent student teachers of the study area. From the total of 45 questionnaires 40 questionnaires were properly filled and returned. Hence the analysis of the questionnaire was made based on 40 student teachers response.

In addition to this an interview questions were prepared for the 12 PGDT Students (student teachers) and all of them have responded to the questions. The interviewee student teachers were coded from student teacher (ST₁) to student teacher (ST₁₂).

Thus, the interpretation and analysis of the data was made based on the response obtained from the respondents. Moreover, the frequency distributions and percentage were computed for the purpose of analyzing and interpreting of the findings.

4.1. STUDENT TEACHERS INTEREST AND UNDERSTANDING ON THE PROGRAMME, PGDT

As it is indicated in table-1 below in the first item, the majority of the respondents 26 (65%) of them were not interested to learn the programme. Likewise the data obtained from the interview indicated that almost all of the respondents were not interested to learn the programme. For example, one interviewer student teacher (ST₁) explained his feeling as follows: *"I had taken different educational course while I took my diploma programme so this programme is unnecessary for me. This is why I am not interested to learn the programme."* Most of the interviewee student teachers had such kind of views regarding the programme. [15] has obtained the same result in his research. From this one can understand that the respondents learn the programme without interest and this may affect the effective implementation of the programme. Therefore, the respected body may take a responsibility on the selection criterion.

Table-1: Student Teachers interest and Understanding on the programme, PGDT

Items	Alternatives	No of respondents teachers	%
1. Are you interested to learn PGDT?	Yes	14	35
	No	26	65
2. Do you think that all the PGDT Modules are well prepared in such a way that each student teacher can easily obtained what is expected from the programme?	Yes	15	37.5
	No	25	62.5

Similarly as it is indicated in the same table of item-2, 25 (62.5%) of the respondents response indicated that the PGDT modules were not well prepared. That data obtained from the open ended questionnaire supported this idea. One of the major reasons was that the modules were very wide and contains many repeated information as well as there is a shortage of time to cover this modules within the summer programme. In addition to this the data obtained from the interview supported this idea. For example one of the interviewee student teacher (ST₁₁) said that *"the modules were too vast and we can't easily understand what it was expected from it at the end of the programme. And also, the time given for the programme is not enough to cover the contents of each module."* Almost more than half of the interviewee student teachers were agree with this idea.

4.2. STUDENT TEACHERS ATTITUDE TOWARDS THE PROGRAMME, PGDT

Attitude is one of the major factors that influence ones individual decision in adopting any type of instructional approaches. [7] argued that Great Attitude→Great Result; Good Attitude→Good Result; Average Attitude→Average Result and Poor/Bad Attitude→Poor/Bad Result. Accordingly, the first item in table-2 was asked to know student teachers' interest towards their profession affected the implementation of the programme or not. Hence, 12(30%) of the respondents have agreed that their lack of interest towards their profession affected negatively the effective implementation of PGDT. Similarly 18 (45%) respondent student teachers said that their lack of interest towards their profession strongly affected the effective implementation of PGDT. On the other hand 3 (7.5%) and 5(12.5%) respondents respectively said that their lack of interest towards their profession did not affect the effective implementation of PGDT. While only two respondents had no clear idea on the statement. According to [8], PGDT students have unfavorable attitude towards teaching profession. Thus most of the respondents response indicated that their lack of interest to their profession affect the effective implementation of PGDT.

Furthermore as indicated in table-2 of item-2, almost more than half of the respondents believed that PGDT has no contribution for their further education. This is because, 8(20%) and 18(45%) respondents rated item-2 as "strongly agree" and "agree" respectively. While the remaining respondent believed that it has a contribution for their further education with only four student teachers having no decision on it. Similarly the third item in table-2 deals with the low perception of PGD students' on the programme. Hence, 8(20%) and 18(45%) of respondents said that the effectiveness of the programme was not affected by low perception of the student teachers towards the programme "disagree" and "strongly disagree" respectively. Furthermore, 4(10%) and 5(12.5%) of respondents said that the effectiveness of the programme was not affected by low perception of the student teachers towards the programme "agree" and "strongly agree" respectively. But, there are five respondent student teachers who didn't give their idea on the effectiveness of the programme.

In item-4 of table-2, the respondents were asked whether the programme helped them to identify their students understanding level or not. Accordingly 5(12.5%) and 3(7.5%) of the respondent student teachers rated it as "strongly agree" and "agree" respectively. While, 20 (50%) and 10 (25%) of them rated it as "disagree" and "strongly disagree" respectively. Only two respondents rated it as "undecided". The response of the majority of the respondents for this item indicated that the programme didn't help them in identifying their students' level of understanding.

Table- 2: Student teachers attitude towards the programme, PGDT

No.	Possible items	Rating				
		SA	A	UD	DA	SD
1.	Teachers lack of interest towards the profession (teaching) affects the implementation of PGDT	18(45%)	12(30%)	2 (5%)	3(7.5%)	5(12.5%)
2.	I believe that PGDT has no contribution for my further education.	8(20%)	18(45%)	4(10%)	5(12.5%)	5(12.5%)

3.	Low perception of PGD students' about the value of PGDT programme has no any effect for the implementation of the programme	4(10%)	5(12.5%)	5(12.5%)	18(45%)	8(20%)
4.	I believe that the programme helps me to identify the understanding level of my students (gifted and talented students)	5(12.5%)	3(7.5%)	2(5%)	20(50%)	10(25%)
5.	The programme helps me to select an appropriate instructional method of teaching.	5(12.5%)	8(20%)	4(10%)	15 (37.5%)	8(20%)

Similarly, in item-5 of table-2 the respondents were asked the programme helped them to identify appropriate instructional method or. Accordingly, they gave their response as 5(12.5%) and 8(20%) of the respondents rated the item as "strongly agree" and "agree" respectively. But 15(37.5%) and 8(20%) of them rated the item as "disagree" and "strongly disagree" respectively. There were four student teachers who didn't give their response for the item. The data obtained from the interview and open ended questionnaire were supported this idea.

4.3. THE MAJOR CHALLENGES THAT MAY INFLUENCE THE EFFECTIVE IMPLEMENTATION OF PGDT

To investigate the major challenges that influence the effective implementation of the programme; the researcher collected data from the respondents of the study through questionnaire and interview. Then the collected data was presented as follows.

As indicated in table-3 below, 15(37.5%) and 18(45%) of the respondents rated item-1 as "strongly agree" and "agree" respectively. Similarly, 2(5%) and 2(5%) of the respondents rated the first item as "disagree" and "strongly disagree" respectively. Only three respondent student teachers rated item-1 as "undecided", has a neutral idea. From this one can understand that Reluctance in providing certificate after graduation is one of the major factors for implementation of PGDT. This idea was also supported data collected from interview. Furthermore, [15] supported this idea.

Similarly the respondents were asked to give their opinion for item-2 in table-3. Hence, the majority of the respondents 20(50%) and 12(30%) rate it as "strongly agree" and "agree" respectively. While 3 (7.5%) and 2 (5%) of the respondents student teachers rated the item as "strongly disagree" and "disagree" respectively. This shows that almost more than half (80%) the respondents believed that lack of encouragement and understanding of the administration towards PGDT is one of the major factor for the effective implementation of PGDT. This fact is also supported by the data obtained from other instruments like interview. Accordingly, student teacher (ST₇) said that: "My school administrations have no clear understanding about the programme that is PGDT. They simply believe that it as an order which was given for them from the higher intuitions as well as from MoE of Ethiopia. Thus, it affects me from actively attaining the programme specially the modules which was given as a distance."

The majority of the respondents (62.5%) rated item-3 in table-3 as "agree". The remaining 10(25%) and 3(7.5%) respondents rated it as "strongly agree" and "disagree" respectively. But two respondent student teachers rated it as an undecided, they had neutral idea. The result of the majority of the respondents for item-3 indicated that inadequate resources affect the effective implementation of PGDT. This fact was also supported by the data obtained from interview. According to ST₇ "shortage of teaching materials are major factors that affects implementation of PGDT especially for the distance course (modules)."

Table- 3: Possible challenges that may influence the effective implementation of PGDT

No.	Items	Rating				
		SA	A	UD	DA	SD
1.	Reluctance in providing certificate after graduation is one of the major factors for implementation of PGDT.	15(37.5%)	18(45%)	3(7.5%)	2(5%)	2(5%)
2.	Lack of encouragement and understanding of the administration towards PGDT is a major effect for the effective implementation of PGDT	20 (50%)	12(30%)	3(7.5%)	2(5%)	3(7.5%)
3.	Inadequate Resources affects the effective implementation of PGDT.	10(25%)	25(62.5%)	2(5%)	3(7.5%)	
4.	Unqualified learning modules affect the effective implementation of PGDT.	14(35%)	15(37.5%)		4(10%)	3(7.5%)
5.	Lack of awareness about the programme , PGDT, has no effect for the implementation of the programme		4(10%)		16(40%)	20(50%)
6.	Shortage of time (given in summer) is a great challenge for the implementation of the programme.	25 (62.5%)	15(37.5%)	2(5%)		

From the same table respondent teachers were also asked to give their opinion on the learning modules in item-4. Accordingly, 10(25%) and 15(37.5%) respondents rated item as "strongly agree" and "agree" respectively. Similarly 4(10%) and 3(7.5%) respondent student teachers rated item-5 as "strongly agree" and "agree" respectively. From the response of the majority of the respondents one can understand that the unqualified learning modules affect the effective implementation of PGDT. The data

obtained from interview also supported this fact. Regarding to this, ST₈ explained his idea by saying: “*the modules contain a lot of repeated ideas and the activities which were given in each module are simply wastage of time. That is the modules were not prepared depending on the understanding level of the trainee.*” The remaining interviewee student teachers shared this idea. The respondent student teachers rated the fifth item in table -3. Accordingly, 16(40%) and 20(50%) respondents rated item-5 as “disagree” and “strongly disagree” respectively. Only four student teachers rated the item as “agree”.

In addition to this the respondent student teachers were asked whether shortage of time (given in summer) affects implementation of the programme or not. Accordingly, item 6 in table-3 is rated by the majority of the respondents 25(62.5%) and 13 (32%) as “strongly agree” and “agree” respectively. While the remaining respondents rated it as “undecided” they had neutral idea. In general, the response of all respondents indicated that shortage of time has a greatest impact for the implementation of the programme. The data obtained from interview also supported this fact. Regarding to this ST₅ explained his idea by saying:

“The vastnesses of the modules, shortage of time those and other related factors affect implementation of the programme.”

This result shows that shortage of time can be considered as one of the major factors that affects the implementation of the programme.

In addition to those factors that were discussed above, some of the respondent student teachers gave their reason on the challenges of facing the implementation of the programme, PGDT in different parts of the questionnaire. According to them the major challenges the affects implementation of the programme were the interest of the student teachers, shortage of time, shortage of reference materials, student teachers lack of interest towards their profession and the programme PGDT

4.4. CONCLUSION AND RECOMMENDATION

4.4.1. CONCLUSION

As repeatedly mentioned above, the main purpose of this study was to investigate the Challenges Facing on the Effective Implementation of Post Graduate Diploma in Teaching and to identify those challenges that influence the implementation of the programme. Accordingly the following conclusions are made based on the findings obtained from the study. The effective implementation of the programme in the study area was affected by:

- Large class size,
- Lack of student teachers’ interest towards the teaching profession,
- Volume of the modules, its contents is too vast,
- Lack of awareness and negative attitude towards the programme
- Shortage of time,
- Shortage of modules for distance learning
- Repetition course contents.
- Student teachers lack of interest towards the programme PGDT.
- Reluctance in certification
- Lack of support from the administration

4.4.2 RECOMMENDATION:

Finally, based on the findings and conclusions drawn above the following recommendations were recommended.

- It is better to inform for the student teachers the importance of PGDT for their further educational.
- It is better to aware the student teachers the importance of a programme to their professional development.
- Advise the student teachers to like their profession and to have good attitude towards the programme.
- The instructors should give emphasis for the programme just like that of the regular one.
- It is possible if the programme is given in a regular
- The modules must be given by subject specialists (professionals)
- It is possible to revise the modules.
- The certificate must be given at the end of summer –ii.

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