



SECONDARY TEACHER EDUCATION CHANGE REFORMS ANALYSIS: EMPHASIS TO POST GRADUATE DIPLOMA IN TEACHING (PGDT) AT AMBO UNIVERSITY

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ABSTRACT

The purpose of this study was to provide a more comprehensive picture of the paradigm that guided secondary school teacher preparation in Ethiopia. It was also to examine the student teacher's interest towards teaching profession and PGDT teacher education program. The study was guided by descriptive research design of Quan-qual strategy. PGDT summer and regular student teachers, lecturers, PGDT program coordinators (dean and department head) involved in the study. Self-developed questionnaire; key informant interview guide, focus group discussion guide and teacher education policy and reform documents were the data collection tool of the study. Descriptive statistics like percentages, mean, SD, inferential statistics like an independent sample t-test and content analysis were the techniques used to present and analyze the data. The analysis of the conceptual foundations of teacher education revealed the trend from the standardized paradigm in the earlier days of teacher education towards reflective paradigm at least theoretically. The practice was, however, dominated by standardized paradigm. The survey part of the study evidenced that the student teachers individual interest towards the teaching profession was found to be not promising for the profession whereas their situational interest differs by factors studied. They had higher interest towards the PGDT courses and the teachers' teaching practices while they had low interest towards the program implementation mode. Regular pre-service student teachers had a little more individual and situational interest towards the teaching profession and the PGDT program than the in-service summer student teacher. One of the possible reasons could be an increase in unemployment rate of graduates that made the teaching the only profession absorbing these unemployed graduates. Based on the interpretation of data of all sources and types, I argue, the PGDT approach to teachers' recruitment, selection and preparation was found to be short of meeting the aims and requirements of teacher supply for secondary schools. Ways forward were sketched for concerned entities.

Keywords: *teacher education, standardized paradigm, reflective paradigm, individual interest, situational interest.*

1. Introduction

Quality and excellence in the education sector is one of the Ethiopian government national priorities. This is in line with the move of the globe that the standards for teaching and learning become higher than they have ever been before (Darling-Hammond, 2006). Teachers are the key agents in the move towards the goal and consequently the government has been introducing reform changes to the same. Darling-Hammond and Sykes (2003) are among scholars who noted that teacher quality is the focus of unprecedented policy analysis. Teachers have to face up to numerous new changes, expectations, and uncertainties in the internal and external environments in which they discharge their professional duties (McGhan, 2002). In these challenging work environments, they are often required to take up expanded roles and responsibilities in school management, curriculum, mentoring, staff development, action research, and school community issues (Cheng, Tam, & Tsui, 2002). The implication is a teacher has to be trained in an innovative method, interactive approaches to fascinate the students, to develop their interest in the subject and to arouse inquisitiveness, which is the first step towards learning and acquiring quality education. A person who would be in charge to educate others must be made "ready "first and "kept ready" in the profession as long as he/she is in the profession.

Interest towards teaching plays an important role in the profession. It has been found as one of the major determinants of teacher effectiveness (Grewal, 1975). Teachers' interest, willingness, motivation and above all love for the teaching profession is the major focus of teaching profession (Egwu, 2015). It is a common belief that an interested teacher can inculcate interest for the subject in students and all other activities. Teaching interest is related to teaching success and only interested teachers can open

the world of wonders to their students. The analysis is the need to have willful and competent teachers who will help to promote education system.

Likewise, the motto of teacher education program that derived from the expected role of teachers in the society is to have able and willing teachers in sufficient number. To this effect, Ethiopian secondary teacher education programs have undergone observable structural changes since its introduction to produce interested teachers with the required skills and knowledge of the time (Ahmed, 2013). The most decisive turn took place in 1991, when Ethiopia experienced a shift in political ideology that promised to introduce a major change in the national education system. Teacher Education Overhaul (TESO) and Post Graduate Diploma in Teaching (PGDT) were the two major changes reforms of the time.

Regardless of the multiple interventions that affected the conduct of teacher preparation, little is known about the paradigm that guided the conceptualization of the new initiatives; most importantly, about the consequence of the shifting policy environments on teachers interest. It is, therefore, critically important to examine the conceptual foundations of the teacher education programs and the prevailing individual and situational interest of teacher trainees (summer and regular) at Ambo University. How teacher education was/is conceptualized was seen in view of Kennedy's (1989) teacher education paradigms: Reflective paradigm and standardized paradigm. The student teachers' interest was analyzed in view of Frick's (1992) category of interest: individual interest (interestedness) conceptualized as an interest that can be identified prior to the outcome of a learning event; and situational interest (interestingness) conceptualized as work environment related interest that stimulate and capture interest (Frick, 1992).

Problem statement

By principle, teachers and teaching profession command respect from the society. Currently, this is not the case and the opposite becomes the reality. Teachers were widely blamed for the poor performance of students. The profession is not attracting willing and able employees. The management and sustenance of quality in teacher education has become a great challenge for the program planners and implementers. PGDT program was one of the current teacher education change reform programs underway and the implementation of which faced multifaceted challenge. The program hasn't been immune from the aforementioned blames. Local studies (for instance; Koye & Yonas (2013), Koye (2014), Bersisa (2012), Mulugeta (2016), Workneh and Tassew (2013) and Muhammed et al (2014)) come up with findings that were not affirmative to the program. The studies evidenced that there were problems and challenges in the implementation of the new teacher education program and at the same time suggested for the need for government policy intervention to address the critical problems happened to the teaching profession.

Still, the studies did not see the conceptualization of teacher education as a rule of the game. It was not clear from the studies whether the studies examined individual interest or situational interest towards the profession. The studies examined either pre-service or in-service trainees' separately, it did not study those in-service and pre-service separately. All the studies conducted before the government takes some improvement initiatives like salary and emoluments and takes some regulatory policy initiatives. Furthermore, no study was conducted to understand insider's view qualitatively involving relevant personnel like the program coordinators, PGDT teachers and students. On top of that, there are a few studies that studied situational interest factors, such as teachers and their overall approach and the course and its design promote interest. Hence, acknowledging the aforementioned studies and at the same time urged by research findings, gaps in the studies, personal commitments, I planned to examine teacher preparation paradigms prevalent in Ethiopia since earlier days of the teacher education through PGDT program at one of the universities that started PGDT training earlier than others -Ambo University. The study also analyzed the student teachers' individual and situational interest towards the program. Hence, the purposes of the study were two fold. One was to identify the paradigm that guided the teacher education program since the earlier days of its emergence. The other was to examine teaching profession. Hence, the basic questions that guided this study were:

1. How is teacher education conceptualized in Ethiopia?
2. What is the extent of PGDT student teachers' interest towards teaching profession?
 - a. Individual interest
 - b. Situational interest

2. Materials and Methods

The study was approached with mixed methods research design. The quantitative method preceded and informed the qualitative method (Creswell & Clark, 2011). The decision to use the mixed approach was to utilize the strengths of both qualitative and quantitative approaches (Creswell, 2009 and Bryman, 2004) and to address the complexity of social sciences problems (Creswell, 2009) like teacher education. The other reason was to get flexibility (Bryman, 2004) of combining objective survey questionnaire (Creswell, 2009) derived from theories that are considered to be accurate, credible, and scientifically rigor (Bryman, 2004) with insights, meanings, reflections of insiders like individual PGDT trainees, teachers, and program coordinators (Creswell, 2009).

One hundred three (43.6 %) student teachers participated in the survey part of the study by random sampling whereas institute dean, department head, two teachers, and 5 focus group discussant student teachers took part in the qualitative part of the study on purpose. Self-developed and pilot tested questionnaires were the survey data collection tool. Some

corrections and modifications of the statements were made after the test and the instrument was tested for Internal consistency reliability, and the score was acceptable (Cronbach's alpha = .78).

Both quantitative and qualitative data analysis techniques were used. Mean scores, standard deviations, and an independent sample t-test statistics were used in the study. The five major variables studied had sub indicative statements and result of the statements were combined and presented in grand mean scores. The grand mean scores reflective of the extent of

agreement were categorized for ease of interpretation into three levels: Low agreement (mean scores less or equal to 2.5, Neutral (mean score ranging from 2.51-3.5) and high agreement (mean score of above 3.51). Policy content analysis and qualitative data narrations were also part of presentation and analysis. Transcribed interview and focus group data along with observation insights were supportive data. Pseudonyms were used for the interview informant to keep them anonymous. The names were Bilisa, Nestanet, Dhimama, and Akuri.

Results

Table1 summer and winter PGDT student teachers response mean distribution on the interest

| Mode of delivery | | Student teachers interest towards teaching profession | Student teachers interest towards PGDT teachers | Student teachers interest towards PGDT Courses | Student teachers interest towards mode of delivery |
|------------------|-------------|---|---|--|--|
| Regular | Mean | 3.62 | 4.04 | 3.44 | 2.73 |
| | N | 56 | 56 | 56 | 56 |
| | S.D | .60 | .59 | .59 | .94 |
| | % tot. Sum | 57.2% | 56.0% | 53.6% | 54.8% |
| Summer | Mean | 3.24 | 3.78 | 3.54 | 2.68 |
| | N | 47 | 47 | 47 | 47 |
| | S.D | .81 | .73 | .62 | .94 |
| | % tot . Sum | 42.8% | 44% | 46.4% | 45.2% |
| Total | Mean | 3.45 | 3.92 | 3.49 | 2.71 |
| | N | 103 | 103 | 103 | 103 |
| | S.D | .73 | .67 | .60 | .93 |
| | % tot. Sum | 100.0% | 100.0% | 100.0% | 100.0% |

There has been common agreement that interest drives effort and there is a link between effort and effectiveness. As such, students' responses to interest surveys typically reflected their less valuing of the profession or activity of teaching described in the survey items. This valuing typically relates to personal valuing that is influenced by the individual's past experience, current interests, knowledge, and goals, as well as their level of emotional attachment to the topic (Carmichael, et al , 2010). Summer and regular PGDT student teachers interest towards the profession was described by a mean scores of 3.63 (57.2%) and 3.24 (42.8%) respectively (see Table 1). A test of significance by an independent t- test showed that there existed significant mean differences at $t(101) = 2.77$; $p = 0.007$ at .05 confidence level between summer mode and regular mode PGDT student teachers.

Thus, the interest level of regular mode PGDT student teachers towards the teaching profession was found a little more than average as compared to average interest level of summer mode PGDT student teachers. This result indicated that the regular mode trainees joined the teaching profession with more interest than the summer ones though the mean agreement scores

Table 2 An independent t-test statistics of summer and winter PGDT student teachers of both groups were almost average or a little more than average and as such not as expected.

| | | Levine's Test for Equality of Variances | | t-test for Equality of Means | | | | |
|---|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| Student teachers interest towards teaching profession | Equal variances assumed | 6.38 | .013 | 2.77 | 101 | .007 | .39 | .14 |
| | Equal variances not assumed | | | 2.71 | 84.29 | .008 | .39 | .143 |
| Student teachers interest towards PGDT teachers | Equal variances assumed | 1.91 | .170 | 1.98 | 101 | .050 | .26 | .13 |
| | Equal variances not assumed | | | 1.94 | 88.98 | .055 | .26 | .13 |
| Student teachers interest towards PGDT Courses | Equal variances assumed | .093 | .761 | -.86 | 101 | .40 | -.10 | .12 |
| | Equal variances not assumed | | | -.85 | 96.39 | .40 | -.10 | .12 |
| Student teachers interest towards PGDT mode of delivery | Equal variances assumed | .000 | .98 | .25 | 101 | .80 | .05 | .185 |
| | Equal variances not assumed | | | .25 | 97.99 | .80 | .05 | .185 |

The implication was they were neither interested nor disinterested towards the teaching profession. Dewey (1933) noted the existence of strong connection between interest and effort. He drew a conclusion that the more a person becomes interested in a subject the more effort he will put in it. The implication for this study is that the student teachers had an average level interest towards teaching profession and consequently they may not make maximum effort to the teaching profession and the teaching practice.

Discussions

The discussions of this study were presented under teacher preparation paradigm and student teachers interest. Student teachers interest is further presented and discussed under sub themes. The researcher began with teacher preparation paradigms in view of the history of teacher preparation programs.

Standardized Paradigm: The dominant concept of Teacher Education

The basic concept "How does a good classroom teacher get prepared?" should be central to the design and the practice of teacher education program. Sultana (2005) concurs that the way teacher educators conceptualizes teachers' work determines the way they go about preparing teachers. Hence, teacher education programs are reflections of, according to Spodek (1974), an ideology held by a particular teacher educator or teacher education institution, and there is no such thing as a value-free teacher education. This article briefly highlights the conceptual foundations that have guided our teacher education program since its earlier days of emergence in view of Kennedy's (1989) two broad teacher education paradigms.

It was a common knowledge that in the earlier days of secondary teachers' preparation program in Ethiopia, teachers were prepared to be competent academicians and theoreticians (Sultana, 2005). They were expected to be subject matter experts and sole source of knowledge; meaning that they should be able to deliver knowledge to the students who were assumed as passive recipients and consumers of knowledge. Teaching was also believed to be a process of passing knowledge from teacher to student and that learning involves absorbing or memorizing information and practicing skills. This approach detached knowledge from the recipient and calls minimal roles of the students in the teaching learning process. To this effect, the curriculum of teacher education emphasized content knowledge than other professional and practical courses and Negasi (2015) noted knowledge was perceived as academic. The approach allowed teachers to enter teaching with sufficient knowledge base and less of professional courses and methodology courses. This approach corresponds to Kennedy's standardized approach to teacher education. Valli (1992) calls this paradigm technical rationality, mechanistic and behavioral model. He critiqued the approach for its limiting effect of teachers thinking and reflectivity. It was a technocratic image of the teaching profession and university-based teacher education that it tends to emphasize theory over practice (Sultana, 2005). University-based provision has often been criticized for being highly theorized, Feiman-Nemser (2001) arguing that, teacher educators can often overload student teachers with far too much information. The side effect of which, as Ure (2010) observed, is would be teachers often get confused about what pieces of information are important and they find that much of the initial learning is not directly useful while teaching. This academic tradition of teacher education has been the dominant approach since the beginning of teacher education through the socialist regime.

Some points worthy noting are the major education goals of the socialist government had some relevance with Tobachnick & Zeichner's (1991) social reconstruction paradigm. This paradigm conceives teachers as social change agents. The government tried to shape teachers in line with the Marxist-Leninist philosophy and political economy and wanted them to indoctrinate the same in the young generation at schools (Negash, 1994 /2006). Teachers were expected to indoctrinate the dominant ideology to the young at schools (Zeichner, 1996). According to Kelemu (2000), teachers of the day were trained and assigned for teaching political education, and act as agents of change (Day, 2004). The other point indicative of the tradition was that during the first few years of power, the socialist regime gathered together all new and old secondary school students and sent them to the countryside to preach to the peasantry the gospel of the new socialist revolution (Negash, 2006). It encourages teachers to engage in the wider public sphere, particularly in the major social movements that mould the political issues of their particular community (Sultana, 2005).

One may therefore argue that sometimes the nature of our teachers' education programs depends on factors other than educational. Other aspects of life particularly politics have an impact in shaping what comes out as an educational system in general and a program of teacher education in particular (Kelemu, 2000). Education during this time were more of instrumental to the politics and the teacher education approach contained elements of indoctrinating socialist values in students and in turn teacher preparation curriculum were oriented to realizing this mission.

Until the teacher education reforms of TESO and PGDT, teacher preparation during the earlier years of the democratic government of Ethiopia continued with the conception of standardized paradigm. Teachers of the time were prepared with in the frame work of predetermined, taken for granted prescriptive educational goals. TESO program was assumed as a paradigm shift in the history of Ethiopian teacher education; a shift from technocratic teachers to professional teachers, from routine teachers to reflective teachers. The program was based on the thinking that university-based teacher education tends to emphasize theory over practice, fails to get right the relationship between the disciplines and their application, and tends to be inordinately taken up with criticism rather than with helping students develop alternative forms of practice. In the newer program there was a claim of making lessons student-centered, truly-engaging, active and real-life-like (Tessema, 2007) and of making teachers reflective and professional. These viewpoints impacted the curriculum of teacher education at the same time the modes of teacher preparation in the beginning of 21 century. According to the premises of TESO program, would-be teachers who join pre-service programs have sufficient content background and hence they do not need sophisticated or higher-level subject matter knowledge but professional courses. With the intention of moving teacher education closer to the work of schools; professional, reflective, action research, psychology and practicum courses were introduced to the system and universities and colleges cooperated with schools to train teachers. The conceptions of standardized paradigm that expect teachers to achieve certain predetermined competencies ruled the game of teacher education. And students are exposed to theories and visit schools to apply. The intention of TESO, of course, was to shift teacher preparation paradigm from technical mechanistic to reflective approach and hence campus courses were coordinated with field experiences concurrently organized. To this aim, professional and methodology courses outweigh theoretical courses in teacher education curriculum of the time. Would-be teachers are expected to spend a significant portion of their study in schools observing teachers, schools, classrooms, and the total school environment and transform the theory to practice with the help of their mentors. This approach was supported by Velija, et al (2008) study. They unveiled those students who undertook a one year initial teacher training course valued the school based elements over the university based input. The practice, however, did not go as it was intended and teacher education faced serious challenge. It was observed that the program was loosely planned, and monitored. The field experiences were unguided and disconnected from the field experiences. Thus, the field experience parts of BEd (Bachelor of Education) curriculum were a loss.

Dissatisfactions with the integrated concurrent BEd model to teacher preparation stimulated the consecutive model to take place in 2009; that provides the knowledge base first and then to followed with the professional and methodology courses. The paradigm looks shifted from standardized to reflective practitioner. Reflective practitioner approach to teacher education has been the current paradigm and known by different comparable concepts, as Bagenstos (1995) describes, for instance, reflective teaching, reflective practice, reflective thinking, the teacher as researcher, and the teacher as reflective practitioner. As per the curriculum of the program, faculties and students should spend large percentage of their time at school to get exposure to teaching and its contexts (Sultana, 2005). The various aspects of teaching and learning environments constitute the central elements in preparing to become a teacher (Ben-Peretz, 1995 & Moon, 1996) as to the PGDT program.

Noteworthy is the implementation of the field experience and the difference in the amount of time allocated to the knowledge base and the how part of the program. The proposal was three years for the academy and one year for the methodology. The researcher is not arguing for the larger time for reflection. Teachers should have (Feiman-Nemser, 2001) grounding in their teaching subjects, knowledge of facts, concepts, and procedures. But the gap is between the conception and the real practice. The conception was to focus on teachers as reflective practitioners and hence more focus on field experiences. The student teachers pass most of the one year time at universities classrooms not at school classrooms again. In addition to the lesser time for professional part of the program, the real practice was rarely observed. So to ask is "Where do the student teachers experience the real teaching activities and reflect?" Fair to say is the other loosely planned, uncoordinated and unmonitored teacher education model in which the standardized teacher education model prevail in practice.

The differences between TESO and PGDT were the former gave emphasis to school based practice with less attention to theory. It provided theory and practice in a concurrent model whereas the later minimized the time given for professional course and increased the knowledge base. And as a result inclining towards the idea that teaching is a science. Both the theory and practice were separated and provided consecutively. Of course, some argue that a balance should be maintained between the two, for teachers must be knowledgeable and able in both what they are teaching and how they are teaching (Kassahun, 2006). There is also an international trend towards increasing the time devoted to teaching practice, in terms of both direct field placements and school-based practices (Moon, 1996).

To summarize this brief review of teacher education reform paradigms, in the earlier reforms of teacher education the concepts of teachers as technical experts dominated the program of teacher education. The focus was more on academic than profession, teacher centered than student centered, theory oriented than field based practice and university than school. It also appreciated memory than critical thinking. This conceptualization of teacher education was more in line with standardized paradigm where teachers were expected to be technical experts for teaching. The next developmental stage of teacher education in Ethiopia paid more attention to, at least at plan level, teachers as reflective practitioners. Site based learning and reflective practitioner were the important guides particularly during the TESO and PGDT teacher education programs. The real practice, implementation, of teacher education program however was still appearing standardized paradigm. The rhetoric of reflective left complicated.

To what extent the existing paradigms attracted able and willing students to the profession and resulted in quality secondary school classroom is questionable and doubtful. The major reason, I argue, is that the reforms were just for the sake of reform. This was the point where teacher educators, student teachers, researcher as well as hosting organization felt confusions. For obvious reasons; we cannot be immune to the influence of globalization and donors implicit missions. There is no time in history that the Ethiopian education system was left alone to evolve on its own (Semela, 2014). The reasons for facing repeated failure discourses in teacher education should be a prior concern of decision makers and politicians as well.

Less interested Cohort Entering Secondary School Teaching

Able and willing teachers, among other factors, play the greatest role in the improvement of education sector of a nation. Fullan (1993) noted the same when he said there are no substitutes to having better teachers. In a normal situation this conceptualization guides the recruitment, selection and training of classroom teachers. However, different countries use different combinations of mechanisms to screen teacher candidates, attempting to ensure that the best candidates actually become employed in the profession. In order to ensure the high quality of education, Arif & Iqbal (2011) advised governments to select the teacher based on professional competency and professional responsibility. Better teachers are those who have the required competence and interest towards the teaching profession. The major basic question of this article was to see student teachers interest towards teaching profession. The answer of which, however was not promising for the profession.

The First of the Steps Goes Wrong: Recruitment and selection

The relevant question for Ethiopian secondary school teachers, I felt is, “Who are entering the PGDT training/teaching profession? This can be seen from academic background of the trainees. Though teacher quality is very hard to measure, certain observable teacher characteristics such as qualifications, experience, training, salary, subject specialization and incentives can be used as proxies for quality (Rockoff, 2004). To begin with the common practice, the student teachers were those who joined the profession because they scored less in grade 12 entrance examination; the common recruitment approach since the socialist government. Representative direct words of the focus group discussants supported the same idea. It is read as “Had I obtained a good score in entrance I would have been joined high ranking disciplines like my classmates and enjoyed life?” In continuation the group agreed that the minimum score they obtained in the campus (their respective universities) was also another pull factor towards the profession. Worse than these, the trainees who are coming to the PGDT training were those who did not get and or difficult to get employment (with their applied sciences degree GPA) in teaching profession or other related sectors of the economy. This idea was also evidenced by the focus group discussion when they complained that some of their batches were already employed in the teaching profession and other sectors of the economy.

One of the coordinator of the program, Bilisa, did not hide the fact that PGDT entrance exam was set two times in the year 2017. He evidenced that in the first round most students failed to score the minimum score (the so called standard) required. As the ministry failed to get the national PGDT quota, it announced the second round call for exam. Then compromising the expected standard, the ministry conducted second round exam, selected those qualified by the exam and assigned to the university late. It is not unfair to raise an accountability question from the phenomenon. “Why the ministry stayed late up to November when the recruitment and selection process could be started in September immediately when the students were graduated from their respective universities; and when the possibility of getting relatively high ranking (among the groups) graduate unemployed is likely; this is because where there is ample supply of qualified applicants, admission criteria can be tightened (Joshi and Verspoor, 2013). How to create, sustain, and motivate good teachers throughout their careers was found, Alfie (2011) explained, the greatest problem in teaching. Recruiting and preparing high quality teachers must remain a priority for policymaker. Sachar (2015) remind that it is a common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.

Nestanet responded to an issue of who their student teachers are. She said, these students are those who lack an opportunity to get recruited and they are the “leftovers” of the sciences graduates, still waiting for other employment. She evidenced that previous year 17 student teachers from one of the high school subjects graduates (identifying the subject seems not important) started the program and in the middle of the program 17 of them left since they got employment. Moreover, out of 234 student teachers assigned to the university this year, they were only 157 who were registered for the program. Woredas employ sciences graduates directly without any pedagogy training because of the scarcity of teachers, though the dangers of having subject content specialists ignoring professional concerns, as well as those areas of the substantive framework required by teachers (Grossman, Wilson, & Shulman, 1987) were well explained by researchers. It is to be underlined that every graduate cannot be a teacher. Some countries are conscious of this principle in selecting teachers. Entry into a teacher education program is highly competitive in Japan, the Republic of Korea, The Netherlands, and Singapore—where the teaching profession is prestigious and well rewarded—hence only the better students are admitted (Joshi and Verspoor, 2013). In the case of Ethiopia they were only low score cohort both on grade 12 entrance examinations as well as university GPA, and those who could not get employment of any kind as well.

The interviewees expressed their concern about teacher education. All the interviewees underlined the need for attention from the MoE (Dhimama, Netsanet, and Bilisa). They also raised their limited role of teacher education of doing what they were told to do. In this regard Fullan (1993) points out that in times of educational reform, teachers should not expect changes made to them or for them but should be forces for change themselves. Semela also argues that PGDT program made teacher education foreign to education and even made the faculty suspicious of their security to stay in the system (2014). Tessema (2007) is doubtful of the future of teacher education and the superficiality of participation of stakeholders in reform agenda just to please donors. He echoed, "It was a managerial trick to demonstrate to international lenders and the skeptical public that the reform was participatory. For Tessema (2007), such a process, by intention or in effect, pushes away educators and pedagogical professionals from the equation.

As indicated in the previous sections, the PGDT program faced challenges of different kinds. Unlike the years before, 2017 was the year in which the new policy initiatives were made to the PGDT program. The policy initiatives seem a response to the researchers recommendation inputs (eg. Koyye (2014), Bersisa (2013), Semela (2014) and the program performance reports of universities. Some of the initiatives, as the program coordinators (Bilisa and Nestanet) and teachers of the program (Dhimama and Kormee) indicated, were the introduction of pocket money for the students, and the decision that the PGDT program diploma shall be one of the requirements of the teachers' career structure and post graduate education entry. Along with teachers' salary increment and the policy responses to the program, I assume, differences were being observed between the previous studies and the present one. These situational stimuli (Schiefele, 1991) forced the students to attend the program and hold the diploma. These were catch factors (Hidi, 2006) that at least trigger interest by stimulating students in temporary and emotional ways. This was observable from the idea of group discussion. I quoted directly, "We want at least the paper (it means diploma) for career and for education if we remain in the profession."

The minimum interest level of student teachers was explained by their teachers with different indicators and expressions. One of the teacher interviewees also showed me how he was strictly taking attendance to keep at least the students in class. Of course, the teacher acknowledged the improvements observed this year (2016/17) as results of some policy interventions particularly pocket money. This is still another investigation area whether pocket money and other regulatory policies could create intrinsic motivation or not. Still his reservation was, "though you find the students in class for the sake of attendance and to be safe from salary cut, they are not motivated to learn. Scoring either A or C is the same for them. The matter is about certificate, 'the paper'". In other words PGDT students are attending the program for the sake of attendance and to secure pass mark. The concern observed almost from all the informant teachers were the less value of the assessments attached to the courses. Worth noting is the words of Netsanet; "with the grades, there is no loss or there is no gain". The claim is that since the grades obtained from the courses have no further values in their future career students do not give such credit to assessments and this affected the objectives of the course. The informants suggested for some effect of PGDT scores on the students' overall GPA. The coordinators of the program were doubtful of the enforcement of the policy; at the same time not sure of whether this regulatory type policy could improve the interest of students towards the PGDT than improving attendance and completion of the program.

In summary the selection and recruitment, and preparation of secondary school teachers is from those low academic achievement cohort both in university entrance score as well as in applied sciences GPA. The authority does not have any option to choose the best; the best are made far from the sector by the MoE itself first and then those who got the chance made themselves far from the sector.

Promising Teachers Commitment and PGDT Courses Design

The PGDT teachers' commitment was one of the situational interest dimensions student teachers responded positively. The survey mean scores (see Table1) in this variable were 4.04 (56.0 %) for regular mode student teachers and 3.78 (44%) for summer mode student teachers. Both groups of student teachers had shown their higher agreement with their teachers' commitment to implement the program, though significant mean difference was observed between the two groups at $t(101) = 1.98; p = 0.05$ at 0.05). The focus group discussants did not also keep back the commitment and advice of some of their teachers on the one hand and the loss of interest of their classmates and some others of their teachers on the other. The major themes they agreed up on were most teachers' skill to present contents, everlasting teaching related advice, punctuality, dedication to complete the portion of the course and tolerance. They were also open to raise some teachers' loss of interest towards teaching PGDT student teachers. To present sample impressive quote from one of the participant, "...just to be frank, I observed teachers at both extremes of good and bad in teaching as well as in behavior." The commitment and quality of university instruction determine the quality of teacher graduates. The quality of teacher education, as Nandita (2013) noted, depends not only on professionally sound and relevant curriculum, but also on the way the curriculum is implemented in Teacher Education Institutions but also on the proficiency of the faculty and its quality and the infrastructural and instructional.

To the negative end, it was the common talk of PGDT coordinators and teachers that they were bored of teaching PGDT students. The repercussion on teachers' commitment and motivation to teach was paramount. The FGD discussants identified the existing practice like non attendance, truancy, and non participation; withdraw, less interest, attendants for the sake of attendance, less value for the assessment and consequent grades, and not ready student coming to class. One of the course teachers angrily said that "of all the inconveniencies related to this program what I loathe and become furious about is when I get prepared, carry all the necessary devices (LCD, Computer, and divider) to the class and miss the students and stand erect waiting for at least few of them to come." I can quote my experience as follows:

I was a summer mode PGDT students' lecturer in the summer of 2016. Besides the problem of non attendants, and observing less motivated faces (it was before some policies were introduced to enforce the program) most student teachers came to class bare handed: no pen and pencil, no exercise book and handouts. This is again what I observed while collecting survey data. Some asked me pen to fill my questionnaire. Some use a single pen in twos and thrice. Still

some did not fill my questionnaire because they have no pen. For your understanding, the time I collected my survey data was the last minutes of a teachers class hours.

Though the student teachers are highly attendant, their motivation towards learning the courses is found questionable. This is evidenced by all the informants, student teachers inclusive. They are attending for the sake of attending just to avoid salary cut due to attendance. The challenge is for the teacher who is there to deliver the course. Standing before not ready to learn student. The indirect effect is far reaching. It is likely that motivated students make teachers ready, motivated and active or otherwise. It is fair to assume that the less motivated students appear to affect the motivation of teachers and this in turn affect the program.

Theory and Practice Mismatch in PGDT Program Implementation

In teaching profession subject matter knowledge alone cannot make teachers competent to deliver what is expected of him/her in the classroom. The knowhow of the methods of teaching their subject matters, of treating differences, of handling conflicts, of solving immediate classroom problems and of treating special needs students is very important. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness (Sachar, 2015). The two groups of student teachers had no significant difference of ideas on the course design and its contents as shown by an independent t-test significance statistics of $t(101) = -.87; p = .40$ at .05 alpha level. The mean score of regular student teachers was 3.44 (53.6%) and those of summer student teachers was 3.54 (46.4%) (See table 1 and 2). In this regard, all the informants expressed their agreement with the importance and attractiveness of the PGDT courses. Nestanet, one of the coordinators of the program had an insight that, "A good teacher is not only the one with subject matter knowledge but also the one with how to help others know what they should know". The other course teacher also happily expressed his interest towards the course. "I am also the most benefitted in teaching this course." The meaning is clear. The courses are very important for teacher educators. The complaint was the limited chance to make the curriculum practical, as a result of the unsuitable mode of delivery time and less coordination and cooperation among MoE, the teacher education faculties and schools. The courses were prepared with the assumption that 30 % of the contents are given by exposing students to the real school practice (MoE, 2009). The practice observable was the different story. The PGDT courses become university class sessions like that of the sciences part. Besides, there were some comments on the repetition of the courses within the course and across the courses of the program.

Another major situational interest factor studied in this article was the PGDT delivery mode. The mean agreement scores were 2.73 (54.8%) for regular student teachers and 2.68 (45.2%) for summer student teachers with no significant difference between the two groups; $t(101) = 0.25; p = .8$. Both the experienced PGDT students and prospective ones had similar views about the PGDT program delivery mode. They had low interest towards PGDT mode of delivery. Some of the ideas from an interview were consistent with the survey and some others not. The teacher interviewees attributed the failure of the program to the absence of coordination between the ministry and universities and between the teacher education colleges and schools. The teachers were in support of the field based teacher preparation proposal and understood the consecutive mode from emphasis perspective. However they critiqued the poor implementation of the program which completely missed its direction. A representative quote is presented as, "During BEd the pedagogy part missed its place in the curriculum in the name of practicum where most of the school related issues were uncoordinated. Again in PGDT the assumed site based pedagogy wholly became university based theory mode". It was also the concerns of the interviewees that government should not allow school based program to be provided during summer where schools are not open. The message was the design of the program and the real practice did not match and as a result the program failed to achieve its target. The focus group discussants idea was a bit different. They had the idea that pedagogy courses should be integrated with the subject contents so that students focus both. The teachers and the program coordinators had the view that the program had problem with coordination whereas the student discussants viewed from the design perspective. The obvious is the PGDT courses were well designed and contented whereas the mode of delivery faced with greater challenge by design or/and coordination.

The loudest voice in teacher education reform: Conditionality

There are many voices that speak about what happens in education—but some voices speak louder than others largely because education is an initiative of the state and increasingly of the federal government (Noblit, 2010). Theoretically, there are many actors who have a stake in the education of a nation individual citizen inclusive. Among the major ones, the MoE is responsible mainly for the policy and strategy design for the sector. Based on these strategic responsibilities, I argue that responsible and democratic governments should be critical to the teaching profession in general, and teacher education programs in particular; because teaching profession is a matter of preparing best fit citizens; best fit nationally and globally. The universities are the highest institutions primarily responsible for equipping the citizens with the necessary behavior, skill and knowledge in line with the broad national goal of the country and the economic context with an ownership role of the teacher education faculties. Education faculties should play the lion share in preparing teachers with the necessary skill and knowledge that could help them prepare the young for the tomorrow's rather complex and competitive dynamic globe. Not only do teacher-education institutions educate new teachers, they update the knowledge and skills of in-service teachers, create teacher-education curriculum, provide professional development for practicing teachers, contribute to textbooks, consult with local schools, and often provide expert opinion to regional and national ministries of education. Multinational donor organizations are the other invisible unrecognized but powerful units that impact every one of socioeconomic policies, strategies and programs. Teacher education program cannot be immune to this effect.

The question here is which organ is carrying out its mandated role appropriately. The trend shows that it has been the MOE that play the dominant role in teacher education. The education faculties appear to implement what and how they were told to do. Of course, educational professionals are contributing to the teaching profession through research and development though the acceptance of the findings is still minimal. The meaning is the share of education faculties remained lower in this country's teacher preparation, where it should be a prior responsible body for the case. Interest towards the profession should also be the prior factor to be analyzed. The students' interest and willingness towards the profession is not the least to contribute to the development of the profession. The possible questions in these areas are to what extent the profession has social respect and prestige and to what extent its rate of return is promising. Meaning that rate of return of the profession, the social respect and image of profession, support from the government to the profession, the work environment and autonomy of the teachers in the teaching profession are among the major factors contributing to the development of interest towards the profession. Though there were some initiatives emerging, salary increment and some privilege packages for instance, the aforementioned conditions were at their minimum level and therefore students are not attracted towards the profession unless the other options were exhausted. This article found the neutral level interest towards the profession. The implication is those in the profession are without or with minimum interest and the impact is direct forward. Teaching profession requires readiness in all aspects of human personalities: Physical, emotional, psychological and cognitively. With these existing conditions, one could evaluate which of the important actors of the system contribute much to a system's ineffectiveness. The answer is not direct forward and easy to justify.

But, I argue, the share of the problem is thinly distributed over all the actors without withstanding the authority and power differences to enforce the policy and take immediate measure of correction where problems were being observed. Teacher education requires all hands to be on deck including the government, teacher education institutions and teachers associations. But I suggest for greater consciousness and informed negotiations with powerful multinational donor agencies like World Bank, IMF, USAID and similar others before accepting their proposals.

Conclusions and Recommendations

Concern about the quality of teaching has focused attention on the quality of teacher preparation (Feiman-Nemser, 1987). This paper has attempted to critically discuss reforms related to initial teacher education and student teacher individual and situational interest about the teaching profession and PGDT program. The reforms for teacher education, by principle, have the major purpose of attracting, training and developing and retaining able and willing teachers with the view of improving the quality of teaching. The conceptualization of the teacher education, the program design and the interest developed in the mean time are important factors to consider.

This article analyzed the teacher education reforms of initial teacher education since its emergence; the paradigms guided the reforms, and the individual and situational interest of the student teachers towards the profession. The findings were that though there was an intention of following the reflective practitioner paradigm of teacher preparation the practice still showed that standardized paradigm is the dominating paradigm. Besides, the experienced teacher and would be teachers had no individual interest to teaching profession though regular PGDTs are relatively in a better position. This finding is slightly consistent with the previous findings that student teachers had no inherent motivation to be teachers. The slight difference observed on regular students could be attributed to the salary structure and the pocket money, and other regulatory policies introduced to the program like PGDT certificate as a requirement to pursue education and career development. The situational interest/interestedness findings were mixed. The student teachers were interested to most of the teachers and disinterested to very few teachers whereas they are happy with the courses design and contents except some reservations on the repetitions within and across the courses. Most of the respondents were not interested in the mode of delivery and they commonly suggested for an integrated concurrent mode with the pure sciences.

The MoE recruit and select would be secondary teachers from the less able and the less interested cohort of the academic rank who most probably make equivalent effort to the preparation of the young for the next complex world. Teacher education faculties are preparing would be teachers with the conceptualization of standardized teacher education paradigms that also limited the context based critical thinking of classroom teachers who could critically approach teaching with full understanding of teaching and learning at secondary schools. Those who are not interested with the profession cannot create interest in others. Teacher education requires special consideration in any deliberation on education because no organized education can rise above the quality of its teachers. From this viewpoint, the way to upgrade the quality of the teaching force is to upgrade the education and preparation standards required of new teachers. The less prepared and less interested self, I argue, cannot prepare the most prepared. It is erroneous to expect much from them. From this viewpoint, the way to upgrade the quality of the teaching force is to upgrade the education and preparation standards required of new teachers.

The PGDT program was meant to prepare student teachers for classroom teaching- very important but challenging modern class room. Modern classroom requires a teacher well prepared in both the subject matter and the pedagogy. The onus of nation building lies out rightly on the shoulders of teachers; the quality in education can thus be insured if the teacher education institutions show total commitment in producing quality teachers. Since no education system can rise above the quality of its teachers, it is imperative that the entire enterprise of teacher education should be raised to a level of par-excellence. The case study showed that teacher education was found not up to the demand of the time both in its paradigm and attracting and preparing able and interested teachers. Hence given the wider range of teacher education goals and the expectations of the forthcoming demand of schooling, the task for this article was to dwell on what the powerful of the sector- MoE, and those who are in the field of teacher education should do to transform the sector and support the kinds of learning so that the country will have able and interested classroom teachers. Therefore,

1. The MoE should shift the status quo that students from lower ability group join the teaching profession to the top ranking achievement students. A prerequisite to this aim should be to design attraction and retention policies and strategies like attractive salary and practical incentives. In this case both hygienic and motivational factors should be considered simultaneously. Seeking best practices both from developing and developed is very important. By any means and cost, the government should draw academically talented and willing students into the teaching profession.
2. Teacher preparation cannot be effective unless important and relevant stakeholders join hands together and listen to one another for its success. The MoE, the University and teacher Education faculties and researchers, together with local teacher education consultants should work in coordination on the how to prepare would be teachers in both the subject matter and methodology based on current and relevant teacher education paradigms.
3. I lastly recommend for all of us (those who have the political power and the expert power) to think and rethink about our teacher education journey. The current practice of teacher education appears to be at risk. The risk of teachers is not felt today but certainly when it is felt, it is rather irreparable and the society has to pay very heavily at a later time.

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