

A COMPARATIVE STUDY ON THE PREPARATION OF SENIOR
SECONDARY SCHOOL TEACHERS IN ETHIOPIA: 1962/63 -
1988/89

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Abstract

Studies indicate that teaching has become a complex and demanding task- it lies within the cognitive, affective and psychomotor domains. Because of its complexity and demanding nature, the teaching profession requires people with moral, physical and intellectual qualities, and professional competence, which can only be acquired through special training. It is the responsibility of specific training establishments to provide this.

Regarding the preparation of senior secondary school teachers in Ethiopia, two approaches have been experienced, one from 1962/63 - 1978/79, and another from 1979/80 - 1988/89. This study was undertaken to compare them in the light of their role of producing teachers with professional knowledge and skills. In conducting the study, various methods and materials have been used. The findings indicate that the 1962/63-

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1978/79 approach was more appropriate in producing teachers with moral and physical qualities, and professional competence, than that of 1979/80 - 1988/89

Some recommendations have been made, which the writer hopes may encourage those concerned with the 'quality' of secondary teacher education in Ethiopia to conduct further studies on the problem.

I. INTRODUCTION

In general terms, senior secondary teacher education and training for grades 9-12 includes among other things, recruiting and selecting, educating and training and certification. The content of its programme encompasses quite a wide range of subject matter and professional studies. For all practical purposes, this study has limited itself only to some aspects of teacher preparation: selection, types of training establishments, professional courses offered and certification.

Regarding the preparation of senior secondary school teachers in Ethiopia, two major approaches could be viewed. In this study, the first approach refers to the time from 1962 to 1978; and the second from 1979 to 1988.

According to some studies, considering the increasing complexity and the demanding nature of teaching, and taking into account the experiences of other countries in the preparation of secondary school teachers, it appears to be necessary to look critically into the two approaches to the preparation of senior secondary school teachers in Ethiopia from the point view of effectiveness and professional competence.

In the light of studies on teacher preparation, principles established and recommendations made by ILO/UNESCO with regard to the status of teachers, the experiences of other countries in the preparation of secondary school teachers, and the opinion survey conducted, which one of the two approaches seems the more appropriate to produce

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senior secondary school teachers with professional competence? Answering this question, is the main theme of this paper.

As pointed out by Lemma Arity (1986, pp. 1-2) factors such as material incentives and working conditions can influence the effectiveness and efficiency of the teacher. The experience, professional qualifications and dedication of the trainers of would-be teachers can also play an important part in this respect. However, this study has essentially been limited to: Recruitment and selection, Types of training establishments, Professional studies, and Certification. These are also important factors in determining professional efficiency and teacher effectiveness.

2. MATERIALS AND METHODS

In collecting relevant data, studies on teaching and teacher preparation have been briefly reviewed, and principles established by ILO/UNESCO with regard to the status of teachers have been taken into account. Some 26 countries have been randomly selected, and their experiences in the preparation of secondary school teachers have been considered. Opinion survey questionnaires have also been administered to educational administrators and secondary school teachers.

3. A BRIEF REVIEW OF STUDIES ON TEACHING AND THE PREPARATION OF TEACHERS

Now-a-days, teaching is said to be far more complex and demanding- it lies heavily within the cognitive, affective and the psychomotor domains. Writers such as Adams and Garrett (1969) assert that it is only through the undertakings of such type of

teaching that learning is considered to be behavioral. On the same point Azeb Desta states (1983, pp. 14-15):

... It is an irrefutable fact that teaching is a challenging, interesting and exciting intellectual enterprise which demands the use of judgment imagination, initiative, enthusiasm and creativity...

Discussing the complexity of teaching, it has been stated in a journal of the Ministry of Education (Nehasse 1978 E.C, p. 37), "teaching is creating a human being. Teaching a human being, who is the most complex creature, requires a high professional competence. A teacher must be a person who has a special dedication and professional competence." (My translation).

Teaching is not just transferring information. As stated by Burton (Azeb Desta, 1983, p. 12), there is a lot more to learning than a mere mastery of the "fundamentals." Burton points out that an attempt by teachers to comprehend the educative process and to conduct successful teaching is a useless exercise unless they have a broad understanding of how knowledge originates, how individuals learn, and what kind of methods should be devised to determine whether desirable learning has taken place. All this of course, can only be acquired through a special preparation. Responding to the statement that 'Good teachers are born not made,' Okatcha (1982) states that mastery in the subject matter, confidence when presenting new information to students, dedication and good human relations with students and colleagues, and the necessary teaching skills which are the quality of a good teacher can

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only be acquired through training and experience.

According to Hughes and Hughes (1948, pp. 319-320), teaching means causing to learn; teaching is more than the efficient delivery of thoroughly prepared lectures. Hughes and Hughes go on to say that a knowledge of how individuals learn is most essential for success in teaching. They claim that in some respects, teaching is like lighting a fire; we bring heat to paper to enable oxygen combine with its environment. Hughes and Hughes assert that in the classroom, the teacher's function is similar; he brings to bear various teaching devices with a view to producing a "flash" between each learner and some part of his environment. Stressing the same point, Grams and McClure (1964, p. 26), state that teaching never has been and never will be easy. It takes courage, wisdom, endurance, humour and dedication. They go on to say that teaching is a complex task that involves skills which must be learned, knowledge of what is to be taught, the ability to plan for effective learning, maintenance of pupils' records and evaluation of skills in staff work, are among the major categories of tasks of a teacher in any teaching situation.

Yauch (1955, p. 238) begins by saying that the science of teaching demands a comprehensive knowledge of human behaviour and how it may be changed. He claims that the art of teaching requires a high degree of skill in working with human beings in such a way that they develop into more creative, independent and understanding adults. In the same line of argument, (Dennt, 1961, pp. 9 - 10) states that in every society the demand for teachers is increasing enormously, particularly for good teachers. Not just people who are willing to "take up teaching" because it will enable them to earn a living, but people who are prepared to look on teaching not only as a means of livelihood, but

also as a tremendously worth-while job of social service. Dennt believes that teaching should not be taken as a money-making chore, because it is not; it is actually the making of men and women. Continuing his line of thought, Dennt attests that teaching can only be undertaken successfully by people who have both mastery of the subject to be taught and the methods and techniques of teaching. According to Dennt (1961, pp. 71-73) for people to be able to carry out such responsibilities, special training is highly desirable, a few teachers might be "born not made", but the overwhelming majority can only become good and competent teachers if they can build on a sound foundation of theoretical knowledge and supervised practice. He claims that a person who wishes to become a teacher should have a deep knowledge and understanding of human behaviour, and great skill in applying that knowledge and understanding, which can only be acquired through special training and practice. Discussing some of the problems that teachers who do not have adequate training encounter, quoting one of such teachers, Smyth (1987, p. 45) states, "I have never been trained as a teacher. As a result I do not know how to make lesson plans; nor can I manage a classroom." Stressing the same issue, Yauch (1955, pp. 40-41) asserts that unless we provide the best qualified, trained and competent teachers who can contribute to the social, psychological and intellectual development of the young citizens, society has no right to expect competence from its youngsters. Yauch goes on to say that, as more and more untrained or inadequately trained teachers are employed, the whole profession can suffer from lowered standards, the quality of teaching will enter a downward spiral, and all efforts to raise the quality of service will be vitiated.

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A teacher who does not have adequate qualifications and proper training does not encourage creativity, nor can he entertain diversity. As Dove (1986, p. 59) states:

... if teachers... are untrained or inadequately prepared, they are likely to lack confidence and ability in undertaking any activities other than those which involve familiar and 'safe' teaching routines.

4. STUDIES AND RECOMMENDATIONS BY ILO/UNESCO ON TEACHER PREPARATION

Considering the major principles laid down by UNESCO in relation to the "Global Status of Teacher Training" in 1966, and adopted by a special intergovernmental conference, Dove (1986, p. 191) says teaching, which is a form of public service, ought to be considered as a profession requiring teachers with expert knowledge and specialized skills acquired and maintained through continuous study and training. She points out that the completion of an approved course in an appropriate teacher preparation institution should be required of every person seeking entry to the profession. According to Dove, entry to the teacher preparation establishment should be based upon the completion of appropriate secondary education, and on the personal qualities likely to help the people concerned to become worthy members of the profession. Regarding recruitment and selection for preparation in the profession, the Joint Commentaries by the ILO and UNESCO state (ILO, 1984, p. 12):

Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

On the basis of debates at different times about whether teacher training is worthwhile, policy oriented studies into the issues of teacher effectiveness have been conducted by the World Bank.

Another such study concerned with the impact of teachers' education and training on their effectiveness, was sponsored and organized by the International Development Research Centre. A summary of the findings by Avalos and Hadded (Dove, 1986, p. 196) states that (1) trained teachers appear to have better professional attitudes and relationships, are less authoritarian and make better lesson preparations than untrained ones, and (2) trained teachers seem to have more positive effects on pupil achievement than untrained teachers at both primary and secondary levels.

Teacher Preparation Programme

Another problem that has been raised at different times and studies conducted in connection with teacher preparation is the 'Programme.' What should the content of studies of the prospective teacher include?

Regarding the problem, ILO/UNESCO jointly recommend that the aim of the teacher-preparation programme be to help each trainee develop the ability to educate others, conceptualize the

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principles which underlie good and effective human relations, and develop the sense of responsibility to contribute, both by teaching and by example, to social, cultural and economic progress. The recommendation points out that, basically a teacher-preparation programme should include: (a) general studies; (b) study of the main elements of Philosophy, Psychology, Sociology as applied to education, the theory, and history of education, comparative education, school administration, curriculum, and methods of teaching the various subjects; (c) studies related to the student's intended field of teaching and (d) practice teaching and conducting extra-curricular activities under the guidance of fully qualified teachers.

With regard to the training establishments, the Recommendation by the International Labour Office (1984), indicates that teacher - preparation institutions must concentrate on development in education service both keeping schools abreast of the results of research and methodological progress and reflecting in their own work the experiences of schools and teachers. It has also been pointed out that teacher - preparation institutions should be responsible for certifying that the would-be teacher has satisfactorily completed the programme.

The principles and studies indicated above, imply that there ought to be a teacher preparation programme with the purpose to equip the would-be teachers with the necessary skills and knowledge to teach. They also imply that there should be establishments with special duties and responsibilities to recruit and select, educate, train and to certify students upon the completion of the programme.

5. THE EXPERIENCES OF OTHER COUNTRIES IN THE PREPARATION OF SECONDARY SCHOOL TEACHERS

According to the information by Gimeno and Ibanez (1982, pp. 134-136), secondary education will generally refer to three basic types of education: (1) general education; (2) technical education, and (3) vocational education. So, the preparation of secondary school teachers; by and large, will appear to be envisaged in the context of these three types of education. However, issues and problems raised with regard to teacher preparation in this study, have been focusing on secondary school teachers in general.

Regarding the experiences of other countries in the preparation of secondary teachers, 20 countries from a book by Gimeno and Ibanez (1981), 3 countries from a book by Fafunewa and Aisiku (1982), and another 3 from a book by Mallinson (1980), a total of 26 countries have randomly been selected. Here also in looking into the experiences of these countries, only a limited aspects of the teacher training scheme have been considered: admission requirements, types of training establishments, professional courses offered and certification. Summary of the data is given below. (See Appendix for details.)

5.1 Admission Requirements

	<u>Number of Countries</u>	<u>Percentage</u>
Secondary School-Leaving Certificate	7	27
School-Leaving Certificate plus entrance examination	11	42.3
First Degree	8	31

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Whether an admission to the training establishment is based upon School-Leaving Certificate, or both the Certificate and entrance examination, or any other recruitment and selection procedures, candidates are recruited and selected. And as a result, every applicant knows right from the start that he or she is going to be trained to teach at a given educational level, which could have a certain impact on the attitudes and the professional preparation of the trainees.

5.2 Types of Training Establishments

In all the 26 countries, training is carried out in higher institutions especially meant for preparing secondary school teachers. (See Appendix)

5.3 Professional Studies

Categorizing the professional subjects in such a manner that the categorization equally applies to each country in the study, does not seem to be easy because in some of these countries certain professional courses have been incorporated with another course while in others they are treated independently. There are also countries (e.g. Finland, France, Denmark and Ivory-Coast) where the professional subjects have not been indicated as such (at least in the literature considered by the writer) except that a general reference is made by saying "Professional Studies." However, on the basis of the list of professional courses (Gimeno and Ibanez, 1981) indicated in the curriculum of most of these countries, an attempt has been made to broadly categorize them. In the categorization, each area of study is followed by a figure showing the number of countries which include the area of study indicated in these curricula.

<u>Area of Study</u>	<u>Number of Countries</u>
General Principles of Education.....	4
History and Philosophy of Education.....	11
Curriculum Studies and Methods.....	5
Psychology.....	12
Educational Policy and Comparative education...	4
School organization and administration.....	7
Educational Measurement and evaluation.....	3
Guidance and Counseling.....	1
Educational policy and planning.....	1
Methodology and statistics.....	1
Teaching methods for particular subjects.....	4
Psychological and educational testing.....	1
Educational legislation.....	1
Sociology of education.....	1
Current educational trends and problems.....	1
Professional ethics.....	1
Theory and techniques of educational research..	1
Teaching Practice.....	26

Though there are some variations in the professional course offerings, in each case, the course included in the curriculum seem to be comprehensive, and cover a wider area of study. Nine courses, namely, Teaching Practice, Psychology, History & Philosophy of Education, School Organization & Administration, Curriculum Studies & Methods, General Principles of Education, Educational Policy and Comparative Education, Teaching Methods for Particular Subjects and Measurement & Evaluation, in that order of importance, have been indicated to be important components of teacher education programme.

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5.4. Certification

As indicated in the Appendix, in all the 26 countries, certification to teach is compulsory. This is to say that a person must be certified in order to apply for a teaching job.

In all these countries, there are special establishments solely responsible for training and certifying the trainees upon the successful completion of the programme. In fact, in some of these countries (e.g. France, Mali, the Federal Republic of Germany, Norway, Holland and Italy), employment to become a teacher is not automatic even after one has completed the training programme - a probationary period is required of a candidate before he or she becomes an established (or permanent) teacher.

In considering the preparation of secondary school teachers in these countries on the basis of recruitment and selection, types of training establishments, professional subjects offered and certification, one observes the following factors to be common to all:

- availability of criteria to especially recruit and select candidates for training;
- availability of special establishment particularly charged with the duties and responsibilities of training and certifying secondary school teachers;
- availability of a comprehensive professional course offerings, and
- prior training and certification is compulsory.

6. THE PREPARATION OF SENIOR SECONDARY SCHOOL TEACHERS IN ETHIOPIA

As indicated earlier, regarding the preparation of senior secondary school teachers in the Ethiopian education system, two approaches have been considered - the first one being from 1962 - 1978, and the second one from 1979 - 1988.

As pointed out earlier, both approaches have been reviewed on the basis of: recruitment and selection of candidates, types of training establishments, professional subjects offered and certification.

6.1 The Approach from 1962 - 1978

6.1.1 Recruitment and Selection

For recruiting trainee teachers for senior secondary schools, the Prince Bede Mariam School which was sponsored by the Faculty of Education, Addis Ababa University (then Haile Sellassie I university) was the major source of candidates, especially after 1967/68.

As stated in the Faculty's Catalogue (1968-69, p. 134), students were selected from all over the country and were brought into the Laboratory School and enrolled in the special 12th grade Teacher Education Programme. Upon the recommendation of the School Faculty, they were admitted to the Faculty of Education.

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6.1.2 Training Establishment and Certification

The Faculty of Education, which was initially a unit at the Faculty of Arts, Addis Ababa University, became a separate department in 1959. Due to the pressing need to provide professionally qualified manpower for the rapidly growing elementary and secondary schools in the country, the Department was raised to Faculty level in 1962 (Faculty Catalogue 1968-69, p. 133).

The function of the Department of Secondary education, which was one of the departments in the Faculty, was to prepare teachers for senior secondary schools. Students who successfully fulfilled the requirements received either the Bachelor of Arts, or the Bachelor of Science in Education, which qualified (certified) them to teach in senior secondary schools in the country (General Catalogue 1973-75 Issues, April 15, 1973, p. 118).

6.1.3 Professional Studies

Though there could be some possible variations, depending on the area of study, major - minor combination, and changes that might have been made from time to time, trainees of senior secondary schools by and large studied the following subjects (Faculty Catalogue, 1968-69. pp. 158-179):

- Epsy 101 Introduction to Psychology (3)
- Epsy 101-2 Human Growth and Development (2)
- EAdm 311 Social Foundations of Ethiopian Education (3)
- SeEd 402 Building a Curriculum (2)
- Epsy 303 Educational Psychology (3)
- SEdu 301 Secondary Education Methods (3)
- EAdm 313 Organization and Administration of Ethiopian Schools (3)
- SEdu 312 Student Teaching (3)
- Education Elective (2 - 3)

These education and educational Psychology courses were common to most of the prospective senior secondary school teachers, and those who minored in Educational Psychology were expected to take the following additional courses (Faculty Catalogue, 1968-69, pp. 159-197):

- Epsy 104 Psychology of Adjustment (2)
- Epsy 203 Measurement and Evaluation (3)
- Epsy 202 Introduction to Educational Statistics (3)
- Epsy 301 Psychology of Learning (2)
- Epsy 304 Introduction to Guidance and Counselling (2)
- Epsy 407 Introduction to Psychology of Personality (3)
- Epsy 204 Psychology of Exceptional Children (2)
- Epsy 409 Organization and Administration of Guidance Service (2)
- Epsy 410 Seminar in Educational Psychology (2)
- Elective in Psychology (3)

6.2 The Approach from 1979 - 1988

6.2.1 Recruitment and Selection

Following structural re-organization of the Addis Ababa University, the function of the Faculty of Education has changed, and instead, College of Social Science, Faculty of science, and Institute of Language Studies became the source of teachers for senior secondary schools (The President's Report, 1971 E.C. P. 14). (My own translation.)

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Admission into these establishments has mainly been based on the results of the Ethiopian School-Leaving Certificate Examination (ESLCE) or equivalent, which is an entrance to the institution of higher learning (General Catalogue, 1982, pp. 27-28).

6.2.2 Training Establishment and Certification

It was first suggested that a study be made because the conducting of education by other faculties of the University, and the Faculty of Education, which had been running the teacher training programme up to 1970 E.C. appeared to be 'complex'. Based on the study, it was recommended that those students who register for the teaching profession, would study in other faculties. A recommendation was also made that there should be a teacher training unit, where these students would take professional studies after they complete their programme in other faculties (The President's Report, 1971 E.C. p. 14) (My own translation.)

6.2.3 Professional Studies

Students enrolled in the aforementioned establishments (College of Social Science - History and Geography; Faculty of Science - Biology, Chemistry, Mathematics and Physics; Institute of Language Studies - Amharic and English), had been given the following education and educational Psychology courses (Addis Ababa University, General

Catalogue, 1982, pp. 27-28):

- Psych 222 Developmental Psychology (3)
- Educ 211 Curriculum Inquiry (3)
- Educ 212 General Methods (2)
- Educ 203 Instructional Media (3)
- Educ 311 Subject Area Methods and Practice Teaching (4)
- Educ 310 Social Foundations of Ethiopian Education (3)

7. OPINION SURVEY ON THE PREPARATION OF SENIOR
SECONDARY SCHOOL TEACHERS

The comments that have been made by educators in several educational conferences and workshops on secondary teacher preparation, and studies made on the same problem (Lemma Arity, November, 1986; Be-itiyopia Timhrt Tinatawi Gimgema, Nehassee 1978 E.C.) seem to imply that the 1979-1988 approach to the preparation of senior secondary school teachers could not produce teachers with psychological readiness and professional competence. In the light of such views, the writer felt that it might be necessary to gather the opinion of educational administrators, experts and senior secondary school teachers on the issue in developing this study.

So, the main purpose of the opinion survey was to learn something about the opinions of people in the field on some alternative approaches to the preparation of senior secondary school teachers with the view of teacher effectiveness and professional competence.

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7.1 Analysis and Interpretations of Data Collected Through Questionnaire.

Sample

The sample used in the survey consisted of 30 persons working in the Ministry of Education (Head Office) as department heads, experts, and educational inspectors and 1047 senior secondary school teachers. The number of teachers in each Administrative Region are shown below:

<u>Region</u>	<u>Number of Senior Sec. School Teachers</u>
Addis Ababa.....	1916
Arssi.....	403
Arbaminch.....	23
Bale.....	210
Eritrea.....	693
Gamu-Gofa.....	201
Gojjam.....	514
Gonder.....	424
Hararge.....	431
Illubabor.....	189
Keffa	320
Shewa.....	1441
Sidamo.....	703
Tigray.....	355
Wellega.....	634
Wello.....	495

Source: Teacher Education Department, Ministry of Education.

Since the purpose of the opinion survey was simply to get ideas from people in the field with regard to some alternative approaches to the preparation of senior secondary school teachers, taking 15 percent from each region ought to be sufficient to serve the purpose. On the basis of the 15 percent 1337 questionnaires were distributed out of which 1047 (78.3%) were filled and returned.

The items used in the questionnaire, have taken from the literature discussed in this study on the basis of their relevance to the paper.

Table 1. In order to Teach in a Senior Secondary School, a Person Needs to Obtain:

Afirst degree or above in the subject expected to teach	A first degree or above in the subject expected to teach, plus certification to teach	Other
162	862	53

From the table, one learns that quite a large number of the respondents are of the opinion that for a person to teach in senior secondary schools, certification is necessary, which of course, implies that prior training should be given.

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Table 2 In Order to Teach in a Senior Secondary School, a Person Does not Necessarily Need a Special Training:

Agree	Disagree	Other
115	962	-

From the data, one observes that among the educators asked, most of them believe that people need a special training in order to teach in senior secondary schools.

Table 3 If You Think that Senior Secondary School Teachers Need to have a Special Training Prior to Assignment, Where Should They be Trained?

Any institution at a university level	Any institution at a college level	Institutions at a university level meant especially to prepare teacher	Other
172	65	765	75

The obvious observation that one makes from the data is, from among 1077 educators, 840 (78%) believe that there ought to be establishments specially geared to the preparation of teachers for senior secondary schools.

Table 4 If You Think that There Should be a Special Recruitment and Selection Criteria to Admit Candidates for senior Secondary School Teacher Preparation, What Mechanisms Do You Recommend?

Ethiopian School Leaving Certificate Examination	Secondary School Academic Result	Teaching Performance and work experience	Other
97	269	603	108

From the table, one observes that in one way or another, a special recruitment and selection ought to be made in order to prepare teachers for senior secondary schools. This of course, calls for the establishment of specific selection criteria.

8. SUMMARY AND CONCLUSION

The major theme of this paper has been to study the two approaches (1962/63 - 1978/79; and 1978/79 - 1988/89) to the preparation of senior secondary school teachers in Ethiopia. The study has been focusing on recruitment and selection; types of training establishments; professional studies and certification.

In examining the two approaches studies on teaching and the preparation of teachers have briefly been reviewed; the principles established and recommendations made by ILO/UNESCO with regard to the status of teachers have been consulted; the experiences of other countries in the preparation of secondary school teachers have been considered; and an opinion survey-study has also been conducted.

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Studies indicate that for teacher effectiveness and professional competence, adequate preparation of the prospective teacher is of paramount importance. It has been said that a teacher who does not have adequate professional training, not only does not have the skill to properly plan his lesson, organize the class for effective teaching and learning, initiate pupil participation and enliven the class, but he also lacks confidence; and as a result, he prefers to "play it safe".

Discussing some of the shortcomings of a teacher who does not have proper qualification and adequate professional training, Ejiogu and Beeby (Dove, 1986, p. 59), State:

...If teachers have low levels of general education and are untrained or inadequately trained, they are likely to lack confidence and ability in undertaking any activities other than those which involve familiar and 'safe' teaching routines.

Explaining the complex nature of teaching, and the necessity of preparation of the prospective teacher, Grams and McClure (1990) attest that teaching is a complex task that involves skills which must be learned. They go on to say that a teacher should have knowledge of what is to be taught, understanding of pupils to be taught, and the ability to plan for effective learning. These can only be acquired through special training. Referring to some of the problems that a teacher who does not have adequate training encounters, quoting such a teacher, Smyth (1987 p. 45) states, "I have never been trained as a teacher; as a results, I do not know how to make lesson plans, nor can I manage a classroom.

According to Hoyle (1980), society cannot afford to put its youngsters in the hands of underqualified, untrained or inadequately trained teachers. As Hoyle states:

Improving academic qualification and professional competence of teachers would make it possible that the desired outcome is better educated pupils.

Writers such as Dennt stress that teaching, which is a learned profession, requires a high degree of skill in working with human beings in such a way that they develop into more creative, independent and understanding adults.

All these skills, knowledge, and professional competence, according to studies (Dennt, 1961; Adams and Garrett, 1969; Yough, 1955), can only be acquired through a special training; and it is this that makes the availability of special institutions indispensable.

- Regarding selection policy for the professional preparation of the prospective teacher, the Joint commentaries of the ILO and UNESCO, principle 11 stated (International Labour Office, 1984, p. 12):

Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

- Studies and recommendations made by ILO/UNESCO with regard to the status of teachers, which have been presented earlier, indicate among other things:
 - Admission to teacher preparation should be based upon the evidence of persons concerned to become "worthy members of the profession."

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- Since teaching is a profession, it requires specialized skills acquired through rigorous training and continuous study.
- Trained teachers have better professional attitudes, relationships, and are less authoritarian, and make better lesson preparations than untrained teachers.
- Trained teachers have more positive effects on pupil achievement than untrained teachers at both primary and secondary levels.
- Preparations for teaching provide teachers with the necessary moral, intellectual and physical qualities with the required professional knowledge and skills.
- The training institutions have special duties and responsibilities for preparing teachers for effective teaching and learning.
- In the countries considered in this study, the following observations can be made:
 - Candidates are specially selected for admission to the training establishments.
 - There are establishments especially meant for and geared to the preparation of secondary school teachers.
 - Professional training and certification is compulsory for individuals if they wish to obtain a teaching job.
 - Courses included in the professional studies are comprehensive, and likely to cover a wider aspect of the teaching profession.

- With regard to senior secondary school teacher training in Ethiopia from 1962/63 - 1978/79, the following observations can be made:
 - Candidates were especially recruited and selected for admission to the training establishment.
 - There was a Faculty with a special duties and responsibilities to recruit, train and certify trainees.
 - Courses which were offered in the professional studies, not only in terms of credits, but also in terms of subject coverage appear to be comprehensive, and more likely to cover a wider area of the teaching profession.
- Regarding the approach to the preparation of teachers for senior secondary schools from 1979 - 1988/89, the following observations could be made:
 - There has been no special criteria or mechanism for recruiting candidates who are to be trained as teachers.
 - There has been no establishment specially meant to train teachers.
 - Subjects related to education and educational psychology which have been offered as 'service courses' appear not to be comprehensive either in credits or coverage.
- We can now compare the 1962/63 - 1978/79 approach to the preparation of senior secondary school teachers with the 1979- 1988/89 approach. This is done in relation to studies on teaching and the preparation of the prospective teacher, using principles established by ILO/UNESCO with regard to the status of teachers, and the experiences of

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other countries in the preparation of secondary school teachers, and the opinion survey. The following is a summary of these comparisons:

- Courses in education and educational psychology, which used to be offered during the 1962/63 to 1978/79 approach appear to be more compatible to the principles of teaching, and the preparation of the prospective teacher than the 1979/ - 1988/89 approach.
- The 1962/63 - 1978/79 approach appears to be more in line with the principles established and recommendations made by ILO/UNESCO with regard to the status of teachers than the 1979/ - 1988/89 approach.
- The 1962/63 - 1978/79 approach seems to be more comparable to the training of secondary school teachers in the countries considered than the 1979 - 1988/89 approach.
- According to the opinion survey, the 1962/63 - 1978/79 approach, appears to be more suitable for producing teachers with effectiveness and professional competence than the 1979 - 1988/89 approach.

In fact, in the last ten years or so, the employing organization has been expressing its dissatisfaction with the fact that the pedagogical aspect of the secondary school teacher-education has been inadequate.

Due to the seriousness of this problem, the Addis Ababa University Senate has stated the following under the title, "Improved List of Pedagogical Courses."

Teacher education in the University, is given by the College of Social Science; Faculty of Education; Faculty of Science, and Institute of Language Studies. Although teachers who graduate from these Faculties are 'efficient' in the subject they graduate, the fact that they are not as 'efficient' as expected in pedagogy, has repeatedly been expressed by the Ministry of Education. Courses worth 18 credits in pedagogy have been offered. However, because it is found to be unsatisfactory, raising the credits to 28 by adding more courses, it is believed will strengthen the pedagogic aspect of teacher education. (My own translation)

If we examine the two approaches in the light of

- Studies on teaching and teacher preparation;
- Principles globally established and recommendations made by ILO/UNESCO with regard to the status of teachers;
- Secondary School teacher training practised in the countries considered in this study;
- The opinion survey,
- The dissatisfaction expressed by the Employing Organization on the inadequacy of the

Professional preparation of secondary school teachers, and the decision passed by the University Senate by way of improving the situation, clearly indicate that the 1962/63 - 1978/79 approach to the preparation of senior secondary school teachers, was more relevant to produce teachers with moral, intellectual and physical qualities, and professional competence than the 1979 - 1988/89 approach.

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On the same line of thought Lemma Afity (November 1986, p. 2) States:

... in the process of training teachers in various nonpedagogical faculties and colleges where overt expression of the prevailing antipathy towards teaching is daily made. This certainly induces more hatred towards teaching and operates as an additional push-factor both before individuals enter the profession and also after entering it...should teachers continue to be trained in the same faculties as those training for nonpedagogical careers in an environment which fails to be not only conducive but is in fact hostile to better teacher formation! My answer is no.

This of course, does imply that in view of psychological readiness, and professional commitment, the 1962/63 - 1978/79 approach to the preparation of senior secondary school teachers was more appropriate than the 1979 - 1988/89 approach.

Expressing a similar points of view, G.C. Last (May 1989, p. 10), has this to say:

... It is obvious that, while special selection methods are justified, the ultimate solution lies outside the TET operation in making teaching more attractive and that the ONCCP/CPA procedure of dumping excess graduates on the secondary school classroom is no more than a sabotage of the possibility of developing professional aspirations.

It seems to be certain that this together calls for serious attention to look into and carefully examine the country's senior secondary teacher education and training. From this and other studies, the writer is of the conviction that, it is necessary, in fact long over due that a policy with regard to secondary teacher education needs to be established. Because of the nature, scope, and other possible implications of such a policy change, such a decision needs further study and discussions by the Ministry of Education, and other concerned parties. After such discussion, it might be useful to organize a workshop on "Senior Secondary Education." In such a workshop, some of the problems that could be raised for discussion may include: Admission Requirements and Recruitment; Secondary Teacher Education Curriculum; Training Establishments and Duration of Training and Certification.

Among issues raised and discussed in the "Workshop on Teacher Education" held in Nazareth from Hamle 27-29, 1971 (E.C.) was curricular problems. According to the issues discussed and recommendations made on secondary school teacher education programme, the curriculum in operation lack integration, balance and structural pattern. The content of the curriculum ought to consist of general education..., major-minor, Professional education... and physical education. On the basis of the experiences obtained from other countries, the above-indicated areas of studies have the following coverage in percent (Commission For Higher Education, 1975 E.C. pp. 6-7):

General Education.....	21%
Major-Minor.....	61%
Professional Education.....	13%
Physical Education.....	1% and
for Marxism-Leninism 4% (My own translation.)	

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The writer believes that in the absence of a clear policy on senior secondary teacher education and training, not only is it impossible to maintain quality teacher education, but it will also be difficult if not impossible to plan and work towards the improvement and expansion of teacher training programmes as such. In the effort to establish a well-founded senior secondary teacher education and training system, and work toward its improvement in the Ethiopian institutions of higher learning, one could think of various ways and means of establishing clear programmes.

The problem might be dealt with in two phases. In the first phase, one may think of re-organizing and strengthening the present secondary teacher education establishments, thereby laying down the necessary foundation for further improvement and expansion; and in the second phase, one could plan and implement the building of new institutions (if necessary).

For more detailed and specific recommendations in relation to the First-Phase, the following literature could be of some help.

Abraham Husain Proposal Scheme For School Management and Teacher Training Programmes, Commission For Higher Education, Addis Ababa; April 1984.

Abraham Husain The State of Teacher Education in Ethiopia: A Comparative Study, Commission For Higher Education, Addis Ababa; April 1987.

- Kefitegan Timhrt Komishin, Yehuletegan Dereja Memihran Siltenana Aderejajet Aktacha, Addis Ababa Nehasse 9, 1980.

The writer does not claim that the study provides all the necessary solutions to the problem, but he hopes that it will encourage those concerned with the quality of secondary teacher education to conduct further studies on the problem, with the aim of achieving improvement of the teaching-learning processes which are instrumental in producing better educated pupils.

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APPENDIX

Country	Admission Requirements		Types of Professional Training Establishments	Certification in Teaching	
	School-Leaving Certificate	School-Leaving Certificate Plus entrance examination		Compulsary	Optional
ALGERIA	X		Institute of Technology of Education	X	-
ARGENTINA		X	Institute de Profesorado secundario	X	-
CUBA	X		University Institute of Education	X	-
EGYPT		X	University Faculties of Education	X	-
FINLAND		X	Teacher Training Institutions or Institute of Education	X	-
FRANCE		X	In the Entres Pédagogiques Régionaux/Ecoles Normales	X	-
FEDERAL REPUBLIC OF GERMANY	X		University Faculties of Pedagogics or Technological Institutions	X	-
INDIA*			Teacher-Training Colleges/Central Institutions of Education	X	-
ITALY		X	Teacher-Training Institute	X	-

Country	Admission Requirements		Types of Professional Training Establishments	Certification in Teaching	
	School-Leaving Certificate	School-Leaving Certificate Plus entrance examination		Compulsory	Optional
IVORY-COAST		X	University - Faculty of Education	X	-
JAPAN		X	University Faculties of Education	X	-
MOROCCO*			Ecole Normale Supérieure-University level Institute of Education	X	-
NIGERIA		X	University level Institutes of Education or Advanced Teacher Training College	X	-
SOCIALIST REPUBLIC OF VIETNAM	X		Institution of Education	X	-
SPAIN		X	Institutes de las Ciencias de la Education General Basica...	X	-
SWEDEN*			Teacher Training Institutions	X	-
USSR	X		Education Faculties of Universities, Higher Technical Institutes	X	-
UNITED KINGDOM*			Education Faculties of Universities	X	

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Country	Admission Requirements		Types of Professional Training Establishments	Certification in Teaching	
	School-Leaving Certificate	School-Leaving Certificate Plus entrance examination		Compulsory	Optional
USA*			Universities Teachers's Colleges or Liberal Arts Institutes		-
YUGOSLAVIA	X		Institutes of Education, and Education Faculties in Universities	X	-
NORWAY*			University Department of Education	X	-
DENMARK*			Teacher Training Colleges	X	-
HOLLAND	X		Teacher Training Institutes	X	-
GHANA*			Teacher-Training Colleges or Education Faculties in Universities	X	-
LESOTHO		X	Faculty of Education in the National University of Lesotho-NUL	X	-
MALI		X	National Teacher Training College or Secondary Teacher Training College	X	-

*Countries which in most cases require candidates to hold first university degree in general education prior to entry to the professional training establishment.