Teacher Educators' Professional Competencies: the Unrecognized Profession in Ethiopia

Alemayehu Teklemariam[*]

Department of Special Needs and Inclusive Education, CEBS, AAU

Abstract

Inadequate transfer of knowledge, skills, attitudes and behaviors from the context of teacher education to the school environment, teaching children is a big concern in this 21st century. To realize this, teacher competence is the most respected part of educational assets. A person to be considered as a member of profession of teaching student teachers has to possess essential qualities and professional competence. Teachers should have personal, social, professional competences and positive attitude towards teaching profession. The present article aims at evaluating and synthesizing teacher educators' professional competencies from various sources. Systematic review method is employed to identify the uncertainty of teacher educators, policy and practice gaps, in Ethiopia. The entire attempt is to relate the synthesis to the Ethiopian context; while reflecting the drawbacks of the Ethiopian teacher education system. Fifty one articles were identified using web searching terms, and qualitative systematic review was employed. Available literature of various years (from year 1959 to 2019) were identified, selected, read, reviewed, analyzed, synthesized, interpreted, discussed and concluded. The available literatures those are focusing on teacher educators were selected. The findings of the reviews show that teacher educators professional competence has been supported by policy and give due attention in the other part of the world, unlike Ethiopia. No one should be a teacher educator without high quality professional competences; and this is achieved when teacher education is independently organized within its own structural set up, to work towards its vision, goals and mission. To create teachers professional competences, there must be high level professionally competent teacher educators in a well-organized teacher education system. High level of teacher educators' competence realizes greater achievement in education; whereas, low level of teachers' competence resulted in poorer education, like we are facing today. Ethiopia really needs teacher education system that meets the demands of Ethiopian people in this 21st century.

1 Introduction

The question of what kind of competences teacher educator need to possess, to enhance the quality of education, should be a question of what kind of teacher education programs we have. Teacher educators are expected to be competent enough in constructing knowledge, skills and positive attitude towards their student teachers, children, their profession, nature, diversities and societal devel-opments in general. They are also expected to create positive physical and social environments of the schools, which are vital for learner's well-being and holistic development. In return, their students' teachers need to be competent enough in creating high level mental ability of their students; be competent in identifying, assessing and supporting divers needs, and create dynamic and fruitful learning environment. Quality education and training of students teachers can bring tremen-

dous change on children. Teachers play a central role in providing better opportunities to learn to interact, communicate, develop friendship, work together, and assist one another, considering their strengths, difficulties, differences and special needs. Teachers' influence is essential for children's social skills, emotional, cognitive, language, academic, behavioral and psychomotor developments. To play such a very significant role in the lives of students, they must be a graduate of quality teacher education programs; a program that is well organized and led by competent teacher educators. Teacher educators should be the best models for their student teachers, so that the student's teachers in their turn become models in their communication of academic content and in their response to the constantly changing social and emotional needs of all children with divers' needs and potentials. This tell us that the most important and expensive resource in any school, classroom and community are teachers.

Educating student teachers is not simply lecturing like preaching or talking to them; rather, talking with the candidates that help them to learn content knowledge, skills, personality and the didactics; for student teachers to repeat similar things to their young learners. These help teachers to understand learners' needs and learning potentials. These in turn help teachers to predict what the learners can do alone and perform with the support of adults (Vygotsky, 1978). It also helps to develop believes and appropriate expectation of their students. Teachers' beliefs and expectations of their students' potential can also affect their students' actual performance and directions in their development and career. Competencies of teachers can also create positive and welcoming academic environments for all learners. This helps to create citizens with good personalities and intrinsic motivation that may facilitate better learning. Hence, creating well organized teacher education and training program with highly competent teacher educators can yield teachers who have all rounded competencies.

Contrary to this, teachers' professional incompetence may demonstrate negative feelings, by rejecting, discouraging, discomforting, distracting, confusing, silence and indifference to the students' needs, unique potential, activity and experiences

(Rye, 1998). Teachers with professional incompetence may not able to analyze their relationship with their students, understand them and understand the learning environment. They may not keep a close watch on problems; potential problems, special needs, and may not able to apply appropriate knowledge and skill to meet the need of all children in their classroom. Teachers with professional incompetence may demonstrate negative feelings and undesirable communicative interactions with their pupils and may fail to enhance quality education; the education that help students to change their own life and the life of the nation. From the above paragraphs we can understand that there may be two kinds of teacher s in schools: those who transform education on the right track and those who go astray.

There is no policy that helps to exclude the incompetent teachers who are at risk for the development of the nation. With well-organized teacher education programs and the bets teacher educators, we must build teachers who are inspirational figures, motivators, architects, dynamists, and communicators to change, discover, and advance the potential of students to respond to the problems of present-day Ethiopian society. Therefore, the quality of education of student teachers depends on the quality of teacher educators, who are required to have the qualifications and competencies of experts in their fields. Establishing such independent teacher education institute and producing high quality professionally competent teacher educators, requires national policy for appropriate practices.

Having the above challenges in mind, the purpose of this article is to review teacher educators' professional competences from various research findings around the world; synthesize them in relation to the Ethiopian context; while reflecting the drawbacks of the Ethiopian teacher education system. Then, the paper includes, teachers' professional competency, methodological competences and the act of teaching motivational competences, material utilization competences, instructional competences, assessment competences, the practical knowledge, reflection and conclusion.

The main objective of the present desk review article is to discuss teachers' professional competences

based on the following specific basic research questions:

1. What are the major professional competences in teacher education around the world?

2. Why professionally competent teacher educators are important in the development of teacher education?

2 Methods of the Reviews

A systematic review method will be employed in this article. A systematic review is a multifaceted piece of research that aims to identify, select and synthesis all research published on a particular question or topic. Systematic reviews stick to a strict scientific design, based on pre-specified and reproducible methods (Jill *et al*, 2011). According to these authors systematic reviews are useful tool to promote research knowledge that need to put into action, after identifying gaps in knowledge and practices in teacher education. It is particularly valuable as a means of reviewing on a particular question, if there is some uncertainty about the answer; for example, in relation to teacher educator, to provide evidence-based information for policy input, develop practice and support professional development (Mark and Helen, 2006), which is the focus of the present article. Furthermore, systematic review is important when people have uncertainty about the professionalism of teacher educators; because, policies have not been issued in Ethiopia in relation to teacher educator. The practice of teacher educators is unprofessional and the questions who should train teachers are unanswered (Mark and Helen, 2006), particularly in Ethiopia. Systematic review has a scientific framework with a qualitative approach, i.e. interpretative paradigm which is unbiased, has technical procedure, rational and consistent and a transparent process to the reader (Jill *et al*, 2011).

The purpose of this review article is to provide a general description of teacher educators' professional competences and its systems. A systematic review is employed to extract data, evaluate, analyze and report. In the process of extracting data, the first step was identifying key words from my research statements such as teacher educator, teachers' professional competence. Similar and related words,

such as synonyms, broader terms or narrower terms were considered in browsing from online data base. Though there is scarcity of research focusing on teacher educators, the factors influencing the development of teacher educators' may be wide and unmanageable in a short essay like this. Therefore, the article tried to describe only some of the basic concepts and theoretical issues of teacher educators' professional competencies. The findings from various researches were gathered, reviewed in detail, analyzed, synthesized and discussed based on the research questions with bias free knowledge and lived experiences of the writer from the Ethiopian perspective.

Fifty one scientific sources of various cultures were identified, read through, categorized and used to discuss the phenomenon. Sources focusing on teacher educators and students teachers are identified and included. I have tried to collect all possible studies related to a given topic and design, review and analyze their results. Furthermore, I have also tried to avoid old articles, but, since there is serious scarcity of publication on teacher educators, I was forced to use the available primary and second sources. A search of electronic databases and reference lists was carried out. All full text studies published and unpublished between 1959 and 2019 with the aim of investigating teacher educators' professional competence were eligible for inclusion. Based on the identified objective search strategies such as terms and appropriate database such as Academia, ERIC, Google Scholar, Research 4 Life, and, Z-BOOK LIBRARY and PDF DRIVE were utilized. The findings from these literatures were selected, described, interpreted, synthesized, discussed, reported and finally concluded, below.

3 Results and Discussions

3.1 Teacher Educators' Professional Competencies

Fifty one studies were identified following screening and quality appraisal for systematic review of the professional competence of teacher educators. As it is indicated in the methodology part, a systematic review of the present study is an outline of main studies on teacher educators, comprising obvious statement of aims and methods to answer the

aforementioned research questions that have empha-size the why of professionally competent teacher educators and how international experiences are different from the Ethiopians context. In this result and discussion part, definition of teacher educa-tor; effective teaching which consists of teaching mode, teaching methods, classroom competencies, instructional process competencies; competency for inclusion of diversity; assessment competen-cies; motivational competencies; teachers' practical knowledge competence; teacher's attitude towards their profession; teacher education institutions for development of competencies; personal reflections and conclusion. These result and discussion parts emphasize the importance of professionally compe-tent teacher educators in the development of teacher education and its system, refereeing to the identified references list.

3.2 What does teacher educator mean?

According to research findings, the concept of competence in teaching involves tacit and explicit pedagogical subject knowledge, cognitive and prac-tical skills and dispositions, such as motivation, beliefs, value orientations and emotions (Rychen & Salganik, 2003). Competence means that teachers act professionally and appropriately in a situation (Koster & Dengerink, 2008) and ensures teach-ers' undertaking of tasks effectively (achieving the desired outcome) and efficiently (optimizing resources and efforts).

Simply put, teacher educator means teachers of teachers in higher education institutions. They en-gaged in the education of school teachers through pre-service or in-service course teaching. Teacher educators need to be seen as a unique occupational group with distinctive knowledge, skills and under-standing about teacher education and its importance for schooling (Swennen and Klink, 2009). Accord-ing to these authors, in many countries, significant numbers of teacher educators have been teachers in primary and secondary schools. These teachers have cumulative wealth of professional knowledge and expertise acquired through previous teaching experience, unlike the Ethiopian situation. Teacher educators are responsible for teaching, supervising students on school placements, conducting research, providing service to the school and to the university.

Furthermore, they have to be engaged in lifelong learning for high level professional competencies. However, there is no policy or standards that de-termine the role of teacher educators; it seems that the issues of teacher educators are not give signif-icant place; that is why any persons with content knowledge are preaching and claim to teach.

Teacher competence deals with pedagogical skills, personal skills and professional skills. Pedagogi-cal skills refer to teachers' abilities to understand their learners, construct and implement, assess the development of students' learning potential and understand the learning and teaching process. Personal skills refer to teachers' honorable model personality, and professional skills are a mastery of subject knowledge and methodology of knowledge. Teacher educators professional competence is the ability to function effectively in the tasks considered essential, in learning and teaching with appropriate proficiencies, discipline-specific knowledge-base, technical skills and the ability to solve the type of problems encountered. The general characteristics of the teacher education program facilitate the de-velopment of teacher educators and maintenance of professional competence (Kautto-Koivula, 1996) of primary and secondary school teachers. Highly competent educators meet the vision, mission and the goals of teacher education institutions success-fully (Willis and Dubin, 1990) through identifying and removing barriers that hinder the development of student teachers, children, institution, and at the end, the quality life of a given society. Teacher educators should be competent enough in pedagog-ical content knowledge, classroom management, instruction, literate in technology and competent in assessment and intervention. In addition to this, desirable attitudes towards teaching profes-sion is paramount important. Without possessing appropriate professional competencies, significant numbers of people claim to become a teacher edu-cator, in Ethiopia, unlike the experiences of many other countries, as disclosed in this paper.

Teacher education programs need to be strong, to create strong teacher educators, school teachers and strong students. Strong teacher education program mean, sowing a seed on a fertile land, and yield thirty, sixty and from some hundred, from a single

seed, unlike the Ethiopian situation that sowed a seed on barren land, yield few (Fafunwa, 1991). According to some research findings, the potential and quality of manpower for the nation's development, depends on the quality of teacher educators and a well-organized institutions that help to cultivate teachers suitable and interested in the teaching profession, possess the right attitude, dedicated to duty, and professionally qualified (Banjo, 1960; Aderounmu and Ehiametalor, 1985, Pillai, 2001). It is obvious that, if teacher education is poor, all the system of education may be deteriorating, and the quality of life the people become poor. Teacher educators' professional and academic competencies are linked to societal development in many ways. They can make their center of teaching on community development, focuses on changing the life of people, not simply preaching the single content in a static way for decades. This preaching the single content in a static way has been the Ethiopian practice with unsatisfactory success in enhancing quality education.

Since education is the door to emotional, physical, mental, behavioral, economical and sociocultural development, quality teachers hold the key to the door; teachers are therefore great builders of national development. Professionally competent teacher should be the hubs of our educational system to enhance the quality of the learning and teaching. A school buildings and facilities are important input for learning, no doubt; but, they cannot function without the input of the teachers and as a result, teachers determine the quality of education. Therefore, the nation's educational system at all levels must to a great extent be improved by enhancing the quality of its professional teachers (Fafunwa, 1991). Producing quality teachers require resources, clear philosophical direction which is research based and given sufficient time. The Ethiopian education has missed directions for decades and swinging by individuals in power, like a pendulum, not transformed and move forward. Ethiopia needs, teachers with relevant competencies, exerting a great deal of influences on the positive behavioral formation, fixing values and the process of socialization of the learners placed under their physical, social, mental and emotional care.

Ethiopia has given irrelevant and rudimentary teacher education, before and after the practice of TESO. Of course, TESO had some limitations which were subject to adjustments. Unfortunately, instead of reforming, TESO was sadly closed down, to meet the interest of group of individuals; rather than the nation. TESO was replaced by producing unqualified teachers, who have undesirable attitude towards teaching profession, apathetic for meeting diversity needs. Negligence in installing values, shaping good behavior in enhancing mental abilities of the students and disregarding care for the formation of emotional intelligence were missing. We need teacher educators who are professionally competent and devoted in creating good and hardworking teachers and students, influencing vision, creativity, intelligence, ethics, values and democracy in the school.

Professionally unqualified persons who call themselves 'teachers', because, they simply lecture content in the classroom, cannot bring significant change in their student teachers' and students social, emotional, mental development and economic dynamicity of the nation. Unqualified teacher educators may be an enemy to the teachers and students' progress, a danger to the child's upbringing and to the nations' development as well. The enemies include those who hate the science of pedagogy. For a non-professional teachers to handle any subject in school is a very serious problem; because, teaching a subject concerns the intellectual, moral and emotional phases of the students' life, not simply talk and chalk of the contents. For example, from my observations, some unqualified 'teacher educators', working at teacher colleges in Ethiopia are writing on the board and talking to the blackboard, even not to the students. Some others talk down to the students, but not even with their students. From my three decades observation, and once a leader of teacher education program in the Ministry of Education and a teacher educator for two decades, our teacher education programs could not create highly professionally competent teachers for Ethiopia. This may be why they are not effective in their teaching, not proud of their profession and have not promoted and disrespect their own golden profession.

3.3   Effective Teaching

Effective teaching comprises of modes, methodology, classroom competencies, and instructional processes. Effective teaching connotes the ability on the part of the teacher educator to communicate, reflected in a logical presentation and the transmission of an enthusiasm or teaching with passion. A teacher educator is therefore a person who can communicate with genuine enthusiasm and skilled in teaching modes.

Teaching Mode

Gbamanja (1989) has identified the following four teaching modes and their implication for various patterns of curriculum organization and instruction. Imparting requires professional competence in didactic, heuristic, Philetic and Guristic modes. These are accompanied with lecture method, demonstration method, dramatizing, discussion method and questioning methods for better and effective classroom competencies.

Didactic Mode is the teaching mode that conveys information which is aimed at imparting knowledge and building skills for the students to remember. It allows students to learn concepts, skills, and formulas through texts, lectures, and study guides in classes that require active student involvement. In this mode students practice and master skills introduced in their classes (Eastwood Paideia, 2004). Heuristic Mode involves inquiry and discovery methods, the teacher as a resource person and a facilitator of meaningful learning; learning how to learn. In Philetic Mode, students' feelings or opinions are aroused, holding conference, think critically to understand ideas, solve problems, make decisions, resolve conflicts, and apply knowledge and skills to new situations (Eastwood Paideia, 2004). In Guristic mode teacher tries to explain his or her experience or feelings, as s good interpreter of the future, creating imagination for students, involving reflective thinking.

Teaching Methods

Teaching in schools is not something any person jump into it without knowledge in the teaching and learning methodology. Talking to the students and writing or detecting students cannot be considered

as the best teaching approach. A teacher educator who equipped with methodology can adapt his teaching to effective learning styles of the student teachers; analyze the task to be performed by him/herself and students; begin the process of teaching by creating enthusiasm into the students; understand the diversity needs of the learners in the classroom; perform the task successfully, analyze one's procedures and evaluate the level of the success for further intervention, that bring better achievements of all learners (Gbamanja, 1989).

Achievements here is to mean, the ability to analyze, synthesize, evaluate and create; rather than testing only for facts, that lead learners only to memorize facts. Installing the objective of the lessons for students learn effectively, through doing various activities, or experiment, by inquiry and solving problems. The teachers are expected to guide individual students to reach an intended learning, and how to learn in cooperative learning through solving problems (Gbamanja, 1989). All this requires classroom and instructional competencies.

Classroom Competencies

Teachers are expected to foster the adjustment of students, understand students' special needs, understand basic cognitive and social problems, match curricular offerings to the levels of mental development, make curricular specifications relevant and provide a smooth transition from home to school and from one level of education to another.

Amalaha, (1979), identified the following required classroom competencies that teachers need to possess:

1. **Competence to adjust students to learn:** Teaching in the contemporary world involves the task of assisting students in making worthwhile and satisfying adjustments to school work, social groups, creating the essence of harmony, remove barriers such as friction and frustration is a vital part of making learning meaningful for the child, thereby making him more interested in his schooling.

2. **Competence to address the Divers needs of children:** Teachers must able to identify the needs of children with special needs and

vulnerable, their meet needs through full participation in education.

3. **Competence to understand student's cognitive and social problems:** Due to a lack of effective early stimulation, students may show weakness in cognitive, social problems and some areas of their learning. Teachers need to have full grasp of the situation and then remediate the child to alter the effects of lack of stimulation.

4. **Competence to matching curricular offering with levels of mental development:** Teachers should consider entering behavior such as the level of mental development; which is the foundation, upon which new knowledge must be built. Teachers need to ensure that teaching suit the developmental level; and children are adequately reinforced to maintain their levels of intelligence of their work.

5. **Competence to make the curricular relevance:** The right type of classroom teacher should be sufficiently knowledgeable about the current question and debate about designing a school curriculum to design lessons and curricula accordingly. Classroom teachers should appraise the curriculum specifications according to how they suit the students they are teaching.

6. **Competence to make smooth transition from home to school:** Research has shown that certain unnatural disruptions of intellectual life occurs when the child's environment changes drastically and his or her experiences are discontinuous. Short lived disruptions may happen to those who join University as well. Teachers are expected intervene in such maladjustments and emotionally support the learners.

Therefore, teacher educators should be competent enough in the above classroom competencies to educate student teachers and become a model that help to enhance quality teacher education.

3.4 Instructional Process Competencies

Instructional competence is doing well in the teaching profession which comprises caring, friendly, firm, upright and welcoming behavior for her/his students (Banjo, 1960; Fafunwa, 1991; Hegarty, 2000; Wilson, Floden and Ferrini-Mundy, 2002) that help to learn effectively and improve students' academic achievement. Teachers' behavior in the classroom is positively related to students' achievement (Stringfield, 1994). This may include management of the classroom, high expectation, clear goal setting, structuring the content, clarity of presentation, collaborative teaching for students co-operative learning, questioning by means of low and higher order questions, personalized and adaptive instruction, immediate exercise after presentation, and evaluation of whether the goals are obtained by testing, feedback, and corrective instruction (Creemers, 1994). The quality of teacher educator has impacts on student teachers, students and the society as a whole. If quality of teacher educates failed, it fails education of student teachers; and if learners failed to be achieved, social, political and economic development may go astray or education may have little or no impact on the life of the society (Swennen and Klink, 2009). Within such condition we may remain in confusion and move towards the direction of the track of poverty, where quality life is unthinkable, and survival may be in question, as we are observing from the present Ethiopian context.

3.5 Competency for inclusion of Diversity

Unless the teacher educator is equipped with pedagogical science s/he may not able to accommodate the divers learning needs and styles. Through careful preparation and greater flexibility in instructional methods, all students can be appropriately accommodated according to their respective levels of understanding, need and potentials, and can progress at their own pace. Teachers are expected to facilitate the learning environment for all children regardless of their diversities (Beare, Caldwell and Millikan, 1989). Providing remedial materials and approaches for individual students and encouraging can help for the learning task of students and success (Gbamanja, 1989). Teacher educators should be exposed to courses that help them to accommodate learner with divers learning (Reid, Hopkins & Holly 1987), such as psychology, special needs education, sociology of education, philosophy of

education, pedagogical content knowledge, teaching method courses and curriculum development and evaluation. . . *etc*. From among these, special needs education remains a predominant element in understanding the need, potential and learning style of all learners.

Children with disabilities may include visual, auditory, mental, physical, learning disability, behavioral disorder, autism, multiple disabilities, children at risk, gifted and talented children, *etc*. Significant number of children with disabilities and special needs are in regular schools which may count to be 17.6% (WHO and World Bank, 2011) of the total children in the regular classrooms of general education and higher education institutions. Teaching is preparing the lesson in the way that children can learn: "*If I can't learn the way you teach; teach me the way I learn*" (Unknown source).

3.6   Assessment Competencies

Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses; to judge instructional effectiveness, curricular adequacy, and to inform policy formulators (Sanders *et al.*, 1990). The various assessment techniques according to them include, but are not limited to, formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student's records. Students' assessment is an essential part of teaching and good teaching cannot exist without good student's assessment. Students' assessment helps to identifying the strengths and weaknesses of one's own professional capacity and commitment. Teachers' assessment competencies include the knowledge and skills critical to a teacher's role in the instruction process and assessment.

Among many other things dynamic assessment is very important for the development of individual learner. It is an interactive approach to psycho-educational assessment that embeds intervention within the assessment procedure. One purpose of dynamic assessment is to identify the need and potential of the learner and to apply intervention,

accordingly. Assessment need to focus on holistic development of children, including barriers for learning and development. Students cannot promote from grade to grade without assessment. Many teachers in Ethiopia may claim exams must be given and those who passed the exam promoted to the next level. Of course who failed to score below average, should repeat the same grade level. The assessment should not be used for single purposes, promotion. The purposes of assessment in education are to provide feedback, intervene, stabilize learning and enable all learners, regardless of their diversity in the needs, potentials and learning styles.

Furthermore, assessment is see the discrepancies of learners and make all learners learn best, score best and promoted to the next level with knowledge, skills and positive attitudes towards learning, school and development. Teacher educators' high-quality assessment practice is crucial to produce 'reflective practitioners' among student teachers (Schon, 1987). Teacher educators have the responsibility to educate student teachers to be competent teachers, who reflect on their own practices and improve, develop and change constantly. To measure to what extent a student teacher is a competent teacher and to help student teachers to reflect on their own practice and support their development

Teacher educators should educate their student teachers, continuously assess, provide support and promote the children with sufficient knowledge, skills and favorable attitude. Educational testing practices changed from what is referred to as 'the testing culture' such as multiple-choice, to the 'assessment culture'. In teacher education assessment, the crucial role of assessment is preparing student teachers to become flexible and reflective teachers (Gibbs, 1992). Changing from traditional tests to assessments that resemble teaching practice in all possible ways is a major challenge. Assessment should also be used during the learning process as it is for learning. This means that assessment is used to diagnose the current level of competence and to give feedback on this current performance in order to stimulate further development towards becoming a professional teacher (Boud, 1995; Elwood & Klenowski, 2002; Gulikers, Bastiaens, &

Kirschner, 2004).

Assessment results assist teachers in knowing whether the curriculum, teaching and learning experiences, and the practices has been effective. The assessment may not only primarily focus on the learners, the way we do today; instead, focus on the system of education; This may include, the quality of teachers, principals, curriculum, the effectiveness of the learning materials, the suitability of the instructional environment, learning strategies, the support system designed for children with special needs, and methods proposed to achieve the objective at hand (Sanders *et al.*, 1990). Teacher educators should educated student teachers to be skilled in developing diverse assessment methods appropriate for instructional decisions, administering, scoring, interpreting the results and applying for the improvement of learning and development of the individual. Finally, teachers must be well-versed in their own ethical and legal responsibilities in assessment (Sanders *et al.*, 1990).

3.7   Motivational competencies

Motivation is an essential component of teaching. Teachers should have the competence of enhancing intrinsic motivation in the learners that help them to initiate and persist behavior, especially goal directed behavior. Motivation is "... *the process whereby goal-directed activity is instigated and sustained*" (Pintrich and Schunk, 2002:5. Teaching and learning go on well in the school environment and they are being carried out by qualified teachers who can motivate students to learn under diverse conditions (Creemers, 1994). Students who are intrinsically motivated undertake an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes, unlike extrinsically motivated students perform in order to obtain some reward (Lepper, 1988). Teacher educator with professional competence knows how to create relevant and appropriate motivation and how to capitalize on existing intrinsic motivation (Harris & Muijs, 2005; Hardre & Reeve, 2003).

Teachers possessing professional competence can motivate through environmental design, arranging attractive classroom-learning environment in the

ways that promote students' motivation. Teachers, who create warm welcoming and accepting students, promote persistent effort and favorable attitudes toward teaching and learning (Beare, Caldwell, & Millikan, 1989) can motivate the learners. Besides, teachers can motivate students by using instructional strategies which include joyful instruction by being friendly, adding educative humor, fun, exciting stories, happiness in their profession, caring, loving children and their job. These conditions inspire students to respond with interest and motivation (Condry & Chambers, 1978). Creating an environment where learners actively involved in their own learning, such as, cooperative learning and group problem solving exercises; (Niederhauser, 1997; Austin *et al*, 2003), has a power to motivate the learners. Hence, competent professional teacher educators should be equipped with motivation competence.

3.8   Teachers' Practical Knowledge competence

The content of practical knowledge includes the knowledge of subject matter, curriculum, instruction, classroom management, self and the milieu of schooling. Teachers need to have knowledge of the interaction between teacher and students, colleagues, administration and school environment, that developed through school based teacher education. School-based teacher education is based on the assumptions that teacher education should be based on the real problems student teachers need to address in order to do their work in schools and classrooms (Bullough, 1997). Teachers are expected develop lesson planning, implementation skills, classroom management and nurturing professional and personal qualities. Teacher educators should develop skills, attitudes, values and beliefs in the student teachers. Schools are learning places for both student teachers and children, where it should create excitement, engagement, passion, challenge, creativity and joy' (Hargreaves, 1995; Michalak, 2004). Teaching practice provides the student teacher with hands-on experience in schools, it is often the most valued experience by students during their course.

In the classroom teaching practices learning issues and teaching methods should be emphasized. The

learning issues includes creating the learning environment, lessen planning, encouraging students to actively participate and learn independent, assessing learners progress and accommodating diversity in the classroom. Teaching methods includes how teacher organize practical work of the learners, creating cooperative, whole class learning, support, mentoring learners and encouraging problem-based learning assessments. Colleges of teacher education need to work attaching their student teachers to the realities of life, closely work with school practitioners, instead of working from ivory tower.

The school based learning may be greatly enhanced by the utilization available resources in the institutions. Utilizing technologies make learning effective and easier, consume less time and help to search the type of materials they use for their professional development (Brown,Lewis & Harcleroad, 1959). Teachers' should be acquainted with the teaching resources and basic equipment, such as ICT and other educational technologies. Fundamentally, educational technology introduces teachers to the evaluation, selection, and use of audiovisual materials and equipment including films, slides, transparencies, projectors, globes, charts, maps, bulletin boards, programmed materials, information retrieval systems, and instructional television. Educational technologies are important not to substitute a teacher with professional competencies, like plasma, but to complement teachers taught and students learning. However, there have been predictions that new teaching and learning technology would replace teachers, textbooks and even schools. This may omit the hidden curriculum that come as result of teachers' emotion and the context he or she is teaching. Of course, Professional Digital Competence (PDC) is crucial in teacher education.

When Ethiopia has little or concern for Professional Digital competence other nations are creating high priority in teacher education (TE) to educate and prepare student teachers to meet the changing demands of new technology in their teaching practice (Livingstone, 2016; McGarr & McDonagh, 2019; UNESCO (2011). They underlines that teacher education should ensure that future teachers can help pupils to develop digital competence. Teacher educators have a substantial responsibility for enabling

educational environments that will help student teachers to develop the sufficiently high levels of professional digital competence considered necessary for teaching in the classroom of tomorrow (Baran, Canbazoglu Bilici, Sari, & Tondeur, 2019). This means teacher educator's level of PDC is important (Jackson & Burch, 2019). Besides all competencies, technology proficiency should be one of focuses of knowledge and skill area for teacher educators (Instefjord and Munthe, 2016). Teacher educators should be digital role models and they are more than just teachers. This means, they teach future teachers, who will then teach pupils in school (Uerz *et al.*, 2018). According to Tondeur *et al.* (2019), teacher educators can be seen as gatekeepers in providing the next generation of teachers with possibilities to develop competences suitable for teaching and learning. They use technology for their own teaching and teach service teachers' professional digital competence (Instefjord and Munthe (2017). Hence, issuing policy that enforces teacher education institutions to integrate digital competence into teacher education and career development of their teacher education system is very crucial. Furthermore, equipping individuals with digital competence for new ways of thinking, ways of working, tools for working and living in the contemporary world cannot be put aside.

3.9 Teacher's Attitude towards their Profession

I personally believe that teachers' personality is the most critical factor in successful teaching. As stated by Cooper (1998:153), "*If teachers have warmth, empathy, sensitivity, enthusiasm, and humor, they are likely to be successful than if they lack these characteristics*". Without these attributes an individual is unlikely to be a good teacher. Cooper (1998;153) believe again that "*Effective teachers are fair, democratic, responsive, understanding, kindly, stimulating, original, alert, attractive, responsible, steady, poised, and confident*". He further described ineffective teacher as "*partial, autocratic, aloof, restricted, harsh, dull, stereotyped, apathetic, unimpressive, evasive, erratic, excitement, and uncertain*". Teacher attitude may be seen from four categories: teachers' attitude towards self, teachers' towards children and relationship between self and

children, towards peers and pupils' and parents, and the teachers' attitude towards the subject matter.

Teacher attitude towards self is an important aspect of teachers' attitude. Unless teachers recognize their own needs and anxieties, they may be unlikely to understand and empathize with their students' needs or expression of anxiety. They may not recognize those students' inabilities, needs, inattentiveness, impudence, or irritability may be the result of anxiety. Teachers' anxiety may make the students irritable, causing the students in turn to feel and to show similar symptoms. Self-understanding of the teachers may be achieved through teachers' education programs, through the integration of affective domains in the content teaching, through professional courses, such as psychology, methods of teaching, special needs education and the like, through reading books about teachers, classroom observation of model teachers and the like. If teachers achieve this part, their attitude towards children could be caring and positive.

Children are sensitive observers of adult behavior, and they often see, and become preoccupied with, aspects of the teachers' attitude towards them of which the teachers may not be unaware. Teachers' effectiveness may be reduced by this feelings and the result could be strong dislike for particular pupils and obvious fondness for others; biases toward or against particular ethnic group; a bias towards certain kinds of students' behavior, such as docility or inquisitiveness and discomfort in working with children who have disabilities. Hence, teachers' negative attitudes need to be converted into positive direction, before they start teaching children and spoil them with discriminations and biases through effective teachers' education program discussed through out this paper. Generally, teachers need to be genuine, value the learners, and develop empathic understanding that may be achieved through professional teacher education programs. Teachers' attitude towards themselves and toward children may also apply to their attitudes towards peers and parents.

Teachers' attitude towards peers and parents is another important factor need to be discussed. Due to their inappropriate attitude, teachers may have problems with authority. Teacher may also seek

cheep recognition and act negatively towards children and parents. Some other teachers may not tolerate authority, parents and students. Effective teachers, work well with colleagues, and parents to empower children to achieve, show attitudes of acceptance. Such teachers may deal with parents and teachers being genuine, value other persons as worthy in their own right, and show empathy.

3.10 Teacher Education Institutions for Development of Competencies

Teacher education is part of a country's educational system, organized in Universities and Colleges. Teacher Education institution like Kotebe University of Education (KUE) established recently can create teacher identity; bridge the gap between theory and practice, balance between subject studies and pedagogical studies. It can freely contribute to a higher status of teachers' teacher educator and student teachers that help to enhance science and technology for better life of its citizen. Independent and free teachers institute can decide the 'why', the 'what' and the 'how' of teacher education (Lundgren, 1983). Increased freedom is often associated with more accountability. The government may determine the why and what of teacher education. Besides, the government is responsible to establish teacher education institution, fund and demand quality education, and evaluate whether the outcomes have been achieved or not. Teacher education institutions organize the programs within their place, develop and implement curriculum without internal and external influence. Teacher education institutes and teacher educators are responsible to design the curriculum, and develop the strategy of the 'how', the way in which these outcomes can be achieved. Such outcome-based approaches give teacher education institutes and for teacher educators freedom, responsibility and accountable for decisions, organize inputs, processes the implementation and achieve the outcome of the quality of teacher educators in the country. Simply put, responsible to change 'cast-iron into steal', ending the incompetence of teachers in Ethiopia.

Teachers incompetence is the legacy of the near past and trends that Ethiopia has experienced in the history of teacher education. Because of it organizational problems, teacher education in Ethiopia

could not able to bring desirable change, and the Ethiopian education has been deteriorating in quality from year to year. Clear direction has never been in the place to create strong teacher Education program for the nation; except the attempt of Teacher Education System Overhaul (TESO) and the current decision of the government in founding Kotebe University of Education. TESO had been aborted by the Ministry of Education, after few years encouraging development in creating competent high school teachers. Kotebe may work hard to realize the goal of TESO, soon, reforming all the limitations of TESO had. Will Kotebe Education University (KUE) bring significant changing in quality education including teachers' education? How KUE and other Teachers Colleges, escape from the adverse effect of the negative legacy of the past and create teachers with high level professional competency? I expect radial change from KUE; because it is relatively autonomous, not oppressed by insiders, like other Education Colleges under Universities.

Education Colleges, those are under some selected universities are still in chaos. Its organizational structure may not allow creating teachers' professional competency with identified philosophical direction. The present teacher education is organized in four Colleges, with various vision, goal, mission, values and readiness. College of Social Sciences, College of Humanity, Language, Communication and Journalism, and College of Natural and Computational Science, are not established for relevant and appropriate teacher education. Their vision, goal, mission, values and readiness are not the same with philosophy of the right teachers' education and training. They can teach pure content that may be divorced from pedagogical content knowledge. After decline of TESO, students attended three years content knowledge and joined Post Graduate Diploma in Teaching (PGDT), with the assumption that creating strong graduate in content knowledge can be good input for teachers' education; but, how was that program? Were the students successful in the content knowledge? Have they developed positive attitude towards teaching profession? This must be explored through research.

From my personal and other colleagues' observa-tions, those who joined PGDT after graduating in content knowledge have been observed and most of them were found with serious deficient in content knowledge. Their attitude towards teaching was not also desirable; the majority of them did not like to be teachers. They simply joined teaching profession, because, they do not have other employment opportunities. Furthermore, they joined PGDT with negative attitude; because, the philosophy, vision, mission, and readiness of the institute they got Bachelor degree were not similar to education institutions. In the present organization of teacher education in four colleges, the responsibility and accountability is unclear. If quality failed, one may convey the failure to the other; and if achieved, each may claim, it is because of their quality education and training. In both cases we can see hostility between the colleges. Then, what are the solutions? Professionals in pedagogical sciences have no any single bias on the importance of content knowledge. I strongly believe that content knowledge is important, but should not be divorced from pedagogical sciences, and/or pedagogical content knowledge. Besides content and pedagogical knowledge, professional teachers need to be imaginative, interested, curious, empathetic, friendly and above all hardworking in order to be effective in the classroom.

3.11 Personal reflections and Conclusion

My personal reflections may be observed in all part of this article, here and there, with referenced materials. However, this part is my strong final keynote I want to address. Quality teachers are architects of good education that determines our future. Good education promotes all-rounded development of an individual. Well trained doctors, lawyers, engineers, architects and so on, are results of teachers with high quality education; and the education of teacher depends largely on the system of teacher education programs, including teacher educators.

One of the arguments about teacher education in Ethiopia is found to be on who should be teacher educators. Some believes that any person with strong content knowledge can be a teacher educator. It is true that they may preach in a traditional way, the content of the subject matter. The questions is,

can they create teachers who possess professional competencies in instruction, classroom management, teaching methodology, education technology, motivation skills, interventional skills for children with diversities, assessment skill and have positive attitude towards their profession? It is clear that in Ethiopia, educating qualified teachers those who can teach students for the demands of the societal success in developments has been deteriorating from time to time. There are many reasons for this; but, the major reason could be due to lack of clear policy, regarding organizational structure of teacher education institutions and teacher educators, as distinct professional group. Of course, there is some directive that has been issued insisting teacher educators to go for professional development, such as HDP.

Teacher education is a complex and very demanding profession ever; where highly experienced teachers used to teach at primary or secondary level should involve with their current academic merit. Unfortunately, highly experienced, moderately experienced and newly employed instructors with no experience involve as teacher educator in Ethiopia. Then, how do we expect quality teacher education from these malpractices? Some countries have a policy that allows them to select teacher educators from best teachers of primary and secondary schools, with appropriate procedure of transition from school teacher to teacher educator, with the assumption that they will continue being models for their student teachers as their real experiences and theories are reflected in their teaching practices (Murray & Male, 2005), at lower level.

In Ethiopia teacher educators' identity is not established yet; the gap between theory and practice of teaching is not identified; integrating the content and pedagogy is not appropriately in a place; and the balance between subject studies and pedagogical studies are not clear; because, there is no clear policy that guides these practices. Policy would be in a place to define what and the how of teacher education. The policy would define further, the societal setting in which the teacher education takes place; the organizations' set up and the types of degrees and teachers qualification, including the nomenclature. According to Swennen

and Klink (2009), as part of countries education system, teacher education has its own place within the institutional structure.

Teachers need to be educated and be trained to be academically qualified as well as professionally competent educators; to be able to perform in their post and bring significant changes, primarily, in teacher candidates and then in the life of their students and the generation. Teacher educators are those who integrate academic and professional competencies focusing on what students learn in schools. Content and practical studies need to be integrated by bringing teaching practice and pedagogical theorization closer to each other; rather than, lecturing contents only. This is to help future teachers to independently distinguish the problems in their work and solve those using practical and theoretical methods.

Teacher educators should emphasize research in the teaching student teachers that helps them to integrate and base their teachings on it, or develop evidence based teaching. Qualified teacher educators can integrate pedagogical studies with subject studies in every teaching they carryout. Thus, teacher educators should be well educated and experienced with positive attitude towards teaching professions, to educate teachers for schools. To produces such quality teachers, professionalism and academics must go hand in hand so that there are no discrepancies in the job effectiveness of teachers. For teaching profession to be effectively performed there has to be a balance between academic, professional training and positive attitude towards their students.

The very best teachers do not tie students down; they pull students along; they are visionaries. Unlike being a great scholar in non pedagogical knowledge, being a great teacher requires a passion for his profession. After all, teaching is not just about ideas; it is about engaging hearts and minds in the process of learning. These qualities can create an excellence in students and teachers become memorable among their students and the community. Good teachers inspire students to work harder while poor teachers inspire students to skip class. Quality teachers are those who inspire for students to compete against themselves, and cooperate with others, to take on

tasks that seem to exceed their grasp, to discover and develop their real determination as thinkers. At the same time, the very best teachers also seem to be the ones who never stop learning themselves; they are the folks who never quit reading new books, listening to new voices, or discussing new ideas, whose quest for understanding is never end up and lifelong students.

Professionally competent teachers have a passion in their lives, a deep regard for their students, (love their students) and farsighted. Furthermore, to be effective in the classroom teachers need to be curious, imaginative, empathetic, interesting, friendly and hardworking, thereby creating a learning environment that enhances and strengthens the learning disposition of the students. They also consider, children with special needs and vulnerability, provide support and enrich learning, through organizing meaningful material such as ICT. Professionally competent teachers contribute not only for a given nation, but also contribute knowledge and practices for the whole world, if they graduate from well-established teacher education institutions and highly qualified teacher educators.

Contrary to these, teachers produced in the disorganized and full of chaotic system, cannot produce teacher educators, and in return cannot produce professionally competent school teachers. Teachers without professional competencies are ridiculous and dangerous. Such teachers are not good models of the generation and may not help a nation like Ethiopia to escape from poverty. They give high level pride for themselves, rather than creating pride in their students. They humiliate, rather than proving humility. I would like to then, underscore that if Ethiopia gives priority to produce quality and professionally competent teacher educators and then school teachers, the generation can make Ethiopia today and tomorrow to the better position in the world. If we are able to make the greatest teachers for Ethiopia, our civilization and our quality of life could be dynamic ever, and our poverty will be invisible among our nation, and remain a history. If we consider high level of teacher educators competence a greater achievement in education can be realized; this means low level of teachers competence resulted in poorer education.

Ethiopia really needs teacher education system that meets the demands of Ethiopian people in this 21st century. There should be a policy that certifies teacher educators as an exclusive professional to educate teacher at all levels. The certification can help to improve the quality of teacher educators and protecting the teaching profession from unprofessional practices, which can impair the image of the teaching profession. Furthermore, it also extends to the level of defending the society from unethical and unprofessional educational institutions, which yield poor, unproductive and dangerous teachers.

3.12 Research for Future

Finally, this paper is not without limitation. It doesn't empirically assess the teacher educators' professional competencies and attitudes in Ethiopia. In the future, other researchers may look at the following questions and conduct researches for better understanding of teachers' professional competencies in Ethiopia and its contribution for the nation's development. How many teachers in Ethiopia from kindergarten to tertiary level have favorable attitude towards teaching profession? How many of them possess appropriate professional competencies? Why teachers in Ethiopia didn't contribute to enhance quality education and societal changes in development? Why the Ethiopian educations fail to eradicate poverty and, bring significant social changes? Who decide on the fate and direction of teacher education? What is the best international trend and practices in teacher education programs that brings significant changes? Can such practices be applied to the Ethiopian conditions? What will be the prospects of teacher education program in Ethiopia? Why higher education couldn't significantly contributed to the development of teacher education system and professional competencies? Why the Ethiopian natural resources such as oil is not discovered by Ethiopians and used? Why our education does not contribute for technological inventions? Why we are inefficient in medical provisions? Why educations fail to help us feed our selves? Why we depend on others? Why teacher education is not given high priority? Why teacher education has been controversial and the agenda are on the tables, ever... *etc*.?

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