

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE LINKAGE BETWEEN TEACHERS' TRAINING
COLLEGES AND SCHOOL CLUSTER CENTERS ON
CONTINUOUS PROFESSIONAL DEVELOPMENT OF
TEACHERS IN OROMIA REGIONAL STATE**



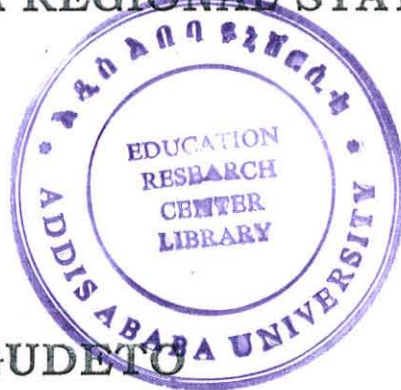
**BY
TESFAYE GUDETO**



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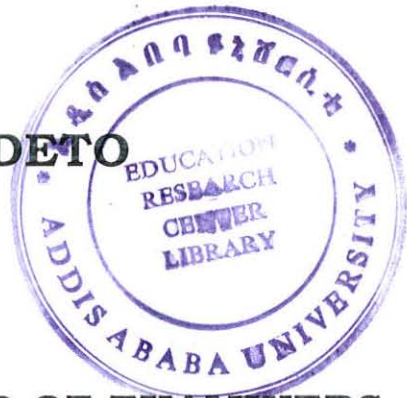
**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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ABBREVIATIONS / ACRONYMS

AERA -	American Educational Research Association
ANNOVA -	Analysis of Variance
BESO -	Basic Education System Overhaul
CPD-	Continuous Professional Development
CRC -	Cluster Resource Center
EDI -	EFA Development Index
EFA -	Education for All
GER -	Gross Enrollment Ratio
HSD -	Honestly Significant Difference
MOE-	Ministry of Education
NDT -	Newly Deployed Teacher
NER -	Net Enrollment Ratio
NP -	No Place
REB -	Region Education Bureau
SD -	Standard Deviation
TDP -	Teachers Development Program
TGE-	Transitional Government of Ethiopia
TTC -	Teachers Training College
TTI -	Teachers Training Institute
UNESCO -	United Nations Education, Scientific and Cultural Organization
UNICEF -	United Nations International Children's Emergency Fund
UPE -	Universal Primary Education
WEO -	Woreda Education Office
ZED -	Zonal Education Department

ABSTRACT

The main purpose of this study was to investigate the status of teachers' CPD program and, the degree of the linkage between TTCs and CRCs, and to give recommendations for its improvement. The study was conducted on the samples drawn from CRCs, primary schools, WEO, ZED, and TTCs in Oromia Regional State. Three of the TTCs were randomly selected from six colleges that similarly perform CPD practices. Six school cluster centers from the towns and another six from rural woredas were randomly selected. Two primary schools from each school cluster were selected using purposive sampling technique. Four groups of respondents, namely; mentees, mentors, directors and coordinators of CPD at different hierarchical echelons were included in the study. Questionnaire, interview, and personal observations were used to collect the necessary data. The collected data were analyzed using statistical tools like percentage, mean, t-test, one way ANOVA and post hoc comparison of means. The results of the study indicated that there was lack of responsible body to manage the CPD and the linkage between TTCs and CRCs, and their linkage was loose. In addition, the involvement of most of the CPD providers at school, CRC and Woreda level was almost partial. Regarding the training techniques or strategies, only limited number and type of them were employed; however, teachers have benefited from those scanty trainings. Teachers were interested to participate in the training, mostly, to get financial and material benefit more than the knowledge of the subject matter and the teaching methodology. Moreover, the competence and commitment of some of the CPD stakeholders was low. There was also absence or lack of clear guideline; materials, competent coordinators, and absence of assigned personnel to manage the program. The recommendations include: training the supervisors and assigning responsibilities, improving the linkage between TTC and the CRC through preparation and provision of films and training materials using cost sharing mechanism, involving different stakeholders to make them provide financial, material, and technical support and providing incentives like salary increase for both the mentees and mentors.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter is designed to present the introduction, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, the research design and methodology, definition of terms, and organization of the study.

1.1. Introduction

Educational organizations are established and are interwoven with each other to achieve educational purposes. Schools are institutions that provide instruction and are largely geared to preparing children for the world of work, and some for further education. Primary education, particularly, is the chief instrument for social and economic growth, and it is the right to every citizen. A person with primary school education is more productive than a person who had no schooling opportunity (MOE, 2002:77).

Teachers training colleges are educational organizations where students are trained to be teachers, and working teachers develop their profession. Current practices show that teachers training colleges inter-link with primary schools to provide their instructors with practical applications of what is in the college or the theories, and to help their trainees to practice in the schools. In the teaching stations like classrooms, gymnasias and laboratories, teachers impart information or knowledge to students. This might be effective when there is professional linkage among different educational structures.

The attainment of educational objectives seeks the systematic and well-established links of teachers with students, colleges with schools, and teaching stations in general with educational management structures. Therefore, the

strong links among schools, colleges, teachers, students and other educational organizations is important process in education system.

Teachers are the basic providers and facilitators of educational services, agents of change and as such are in the front line of education reform (Dejnozka, 1983: 164; MOE, 2004:2). Teachers, with other resources, if they possess the desirable knowledge and skill, are indispensable to fulfill educational purposes of schools. Nelson, Carlson and Palonsky, (1993:251) reviewed that without good teachers, there cannot be good education. They added, "Effective teachers are as essential to good schooling as good athletes are to the success of sport's teams". Training is an instrument to maximize teachers' potential, skill and knowledge.

Teachers acquire professional competencies through different ways. Firstly, they acquire the knowledge and skill through pre-service training and practicum program given in the teachers' education institutions before joining the teaching profession. In these institutions, the students complete coursework in the following general areas before being eligible for certification: language arts, methodology courses for various subject areas, measurement, learning theory, and curriculum (Smith, 1990: 240).

Secondly, they develop their profession through an induction period that ranges from 1 to 2 years, and is given during the teachers' initial entry in to the profession. This time is a highly significant moment for the newly deployed teachers. It is a time when they face great challenges and are in need of a well-established support in developing and demonstrating their competence. It also is a period of transition from student teachers to full members of the staff of a school (MOE, 2004:12).

Thirdly, teachers acquire knowledge and skill through in- service training programs given throughout their career. These programs are planned activities

for incumbent teachers designed to improve their on-the-job performance. Dejnozka, (1983:86) pointed out the ways in-service training brings about improvements. These trainings (1) expand teachers' knowledge, (2) improve individual teachers' effectiveness; and (3) encourage teachers to want to improve themselves. Teachers training colleges (TTCs) possess a great deal of duties and responsibilities in this program. These institutions aimed at developing the teachers' knowledge with which they are going to teach, and the method and skill of teaching.

Moreover, the TTCs are going to have increasing links with schools. Apart from conducting pre-service teacher education and undertaking research, these colleges are going to have increasing links with schools. This linkage could be any of the many formal or informal arrangements in which the colleges, schools and their respective faculties collaborate to enhance the education of students (Unger, 1996:949). Smith (1990:411) has stressed that; student teaching or practicum is one of the links between teacher training colleges and schools.

In Ethiopia, the main duties and responsibilities of teachers' education institutions for this linkage are spelled out as follows (MOE, 2004:20):

- *Link with school directors and supervisors to support the implementation of induction packages for the newly deployed teachers.*
- *Link with schools, school supervisors, and cluster centers to support the implementation of CPD programs.*
- *Provide professional support to the CPD programs for teachers.*
- *Develop CPD packages for locally identified needs.*
- *Provide findings of action research to schools, school supervisors and cluster centers.*
- *Provide reports and examples of good practice to schools, school supervisors and cluster centers.*

In general, Teachers training colleges perform a number of training activities. They undertake practicum programs, higher diploma programs, the new CPD strategies, the induction of newly deployed teachers, and the on-going CPD

programs of other working teachers at the schools in their vicinity (MOE, 2004:20).

To sum up, teachers could accumulate skills and competencies through pre-service, induction and in-service programs. However, there could be indispensable changes in the knowledge structure, the procedure of practical application of the knowledge, teachers, students, and/or communication resources. New forms of university management, for example, could bring different students and different challenges to teachers (Nicholls, 2001:16-17). This is true in Ethiopian context. The 1994 Education and Training Policy of Ethiopia has brought different students to colleges and universities. They must have completed their freshman program at the secondary schools.

The MOE also launched that the criteria for the professional development of teachers will be continuous education and training, professional ethics, and teaching performance. Therefore, updating is important and it must be continuous throughout career long. MOE (2004:2) pointed out that, CPD is the most effective process and system of learning, experiencing and sharing throughout a teacher's career. It will be more effective if it is properly implemented at school level.

In general, the world is swiftly changing. Therefore, the already employed teachers have to update their knowledge and skills, and cope up with the dynamic nature of knowledge through in-service training, which is also termed as professional development (Farant, 1980:5). In order to attain these objectives, the 2004 CPD guideline is prepared and its implementation has been started.

Although CPD is not a new idea to Ethiopia, it has not been structured, and supported (MOE 2004:2). Teachers' training colleges and schools are the training and practicing sites for training programs. Therefore, the efforts of

these colleges must not terminate just after graduation or certification of the students. They have to continue developing teachers' profession beginning from the start up of teachers' career. They do this in collaboration with school cluster centers and other educational structures.

Ethiopia has already started clustering primary schools for providing opportunities for a range of staff development activities. Recently, some three to five nearby primary schools are organized as a school cluster centre. One of these schools (grade 1-8) is selected as Cluster Resource Centre (CRC) and is responsible for coordinating the school cluster centre.

Thus, it is in light of this framework that the study is designed to assess the status of the linkage among teachers' training colleges, school cluster centers and primary schools in Oromia Regional State. With this guiding principle, as part of a country, Oromia Regional State is expected to implement teachers' CPD within its respective primary schools as per the guideline of the MOE. Accordingly, the region is implementing the program in all primary schools in collaboration with teacher training colleges.

1.2. Statement of the Problem

The fact that pre-service education is not a guarantee for acquiring qualified teachers implies there is a necessity to update their professional competencies. Since the world is rapidly evolving, teachers will face problems for the fact that their initial training will not see them throughout their lives. Therefore, they need to update and improve their own knowledge and techniques throughout their lifetime. The implication of this fact is that teachers need to continuously up-date their profession.

Pertaining to this fact, various attempts were made to help teachers develop their competencies. MOE has conducted a number of mechanisms like

workshops, seminars and symposiums to improve the quality of teachers. On the other hand, frequent observations and research findings have shown that teachers are poorly educated, in-service programs are used only to up-grade teachers' qualification, there are inadequate CPD opportunities, programs are not relevant to professional development needs, and there is no systematic follow up and support (MOE, 2004: 1; MOE, 1991).

The Ministry also recognizes that there is a gap between policy demands and the existing professional skills of teachers (MOE, 2004:1-2). Other investigators also have found out the factors that adversely affect the training program. There is uninviting work environment, lack of incentives, finance, time and indifference of educational leader to CPD (Zenebe in Amare et. al 2001:429; Seyoum, 1998:15).

UNICEF (2000) proposed that to overcome such shortcomings that may have been part of problems in teachers' pre-service education, and to keep them abreast of new knowledge and practices in their field of profession, the effective implementation of CPD is compulsory. In addition, Ayalew (2004) recommended that a cluster network has to be created and the linkage between clusters, TTIs and colleges has to be established.

At present, MOE is trying to create favorable conditions for teachers' CPD, which is endorsed in June 2004. A guideline for schoolteachers' CPD encompasses the rationale for CPD objectives, strategies and other details about teachers' career structure, licensing of teachers and the role and linkage of various levels in educational structure. Particularly, it emphasizes the practical linkage between teacher training colleges and school cluster centers. In practice, too, there are attempts in schools, at woreda and zonal level to undertake teachers' CPD.

The strategies currently taking place include English Language Improvement Program (ELIP) course that is being given to almost all teachers so as to

5. What are the factors that constrained CPD and the linkage between TTC and CRC?

1.3. Objectives of the Study

General Objective

The general objectives of this study were to investigate the status of teachers' CPD programs and the level /degree of linkages between the TTCs and the CRCs of Oromia Regional State.

Specific Objectives

The specific objectives of this study were:

- To know the extent of the links made between TTCs and CRCs,
- To assess the degree to which the responsible bodies of CPD discharge their roles and responsibilities.
- To examine the level of the involvement of CPD providers in the program.
- To identify the extent to which different CPD strategies /opportunities are effectively conducted in the CRCs and the individual primary schools.
- To investigate teachers' motives behind CPD program.

1.4. Significance of the Study

Primary education is the base for social, economic and human capital development. The absence of quality teachers, however, jeopardizes the effort towards the effective building of human capital investment, poverty reduction and an attainment of UPE goals. Teachers have to participate in quality and sufficient programs of CPD to be effective. The linkage between colleges and schools is popularly known in that colleges train secondary school completers and equip them with teaching profession. Beyond this, the involvement of colleges in to schools activities was limited. In deed, this limited involvement was not need based too.

To ensure the level of quality of teachers and the level of linkage between colleges and schools, it is important to evaluate programs frequently and make timely adjustments. Although a number of studies were made on teachers' CPD, there were limited efforts to study the link between colleges and schools (Ayalew, 2004). Thus, the study becomes useful and timely in assessing the anomaly behind the problem. It will also have contributions from the following points of view:-

1. It shows the status of the linkages made between TTCs and CRCs and the underlying problems during the linkage.
2. The findings of the study would shed light on the alternative strategies of CPD and thus create awareness on planners and managers of the subject under study.
3. The study will help the colleges to formulate realistic and need based strategies in developing teachers' profession.
4. It will identify the major stakeholders and create better ways of linkage among them so as to discharge their efforts.
5. It is hoped that the findings of the study would provide specific data to act as a working platform for further studies.
6. The paper would serve as a reference material for beginning researchers in the field.

1.5. Delimitation of the Study

Teachers' profession could be developed through different strategies or programs. This study is restricted only to the development obtained through the linkage among TTCs, school cluster centers and schools; in line with the newly endorsed strategy of the 2004 teachers' CPD. The reason is related to due attention given by MOE to implement the program.

Considering the distribution of colleges, the study was conducted in public primary schools and CRCs of Oromia Regional State to which the colleges

undertake the CPD programs. The region is chosen for its greatest number of primary schools compared to other regions. Public schools and government colleges are considered because the CPD program is aimed at teachers serving in public schools and it is taking place in the government educational institutions only.

1.6. Limitations of the Study

The researcher could not access to complete data on the number of CRCs, mentors, and mentees at each woreda or zone. Since CPD is a newly emerging activity to Oromia Educational Bureau, there was no well-organized and complete data pertaining to this issue. Besides, there was lack of literature on the linkage between TTCs and CRCs or primary schools.

In addition, documentary information that could have helped to show the actual practices of CPD undertaken at CRC and the number of mentees and mentors participated in the CPD programs were totally inaccessible in CRCs or TTCs for the reason that there was no personnel to collect and organize the data.

1.7. The Research Design and Methodology

A descriptive survey method was employed in the study. Since the purpose of this study is to identify the status of teachers' CPD program, and the linkage among TTCs, CRCs and schools, the problem can best be approached using this method. Besides, it is an appropriate method to understand the root cause and the current state of the problem by examining and describing the major problems facing the implementation of teachers' CPD and collaborative efforts on CPD in the region. Both the quantitative and the qualitative methods were employed.

1.7.1. Source of Data and Sampling Techniques

The study tried to gather data from both primary and secondary sources. For secondary data source policy documents and guidelines related with the implementation of teachers' CPD were used. As a source for primary data, various relevant groups of respondents were selected. These include: the newly employed teachers (mentees), serving teachers that are trainers (mentors), directors and coordinators of CPD at WEO, ZED, and TTCs. The three colleges included in the study out of the six colleges of the region were Jimma, Nekemte, and Asella Teachers Training Colleges.

In Oromia, there are six teachers' training colleges. Three of them were randomly selected for the reason that they are operating CPD programs in almost similar fashion. Along with each of the sampled college, two school cluster centers, from the town in which the colleges are found and are exercising CPD programs, were randomly selected. In addition, two other school cluster centers from other rural woredas along with each of the three TTCs were randomly selected. From each of the school cluster centers, the school that is operating as CRC and one additional primary school were selected using purposive sampling technique. The samples were indicated in Table 1 below.

Table 1: Sample Colleges, Zones ,Woredas, CRCs and Respondents

Locations CPD Considered for Sampling			Number of Samples of the Four Groups					
TTC	Zone	Woreda	CRC	Primary School(1-8)	Mentees	Mentors	Directors	Coordinators at office level
Jimma	Jimma Town	Jimma Town	2	4	3	8	4	4
	Jimma	Kersa	1	2	5	6	2	2
Nekemte	Nekemte Town	Nekemte Town	2	4	2	8	5	5
	East Wollega	Guto Wayu	1	2	6	6	3	2
		Guduru	1	2	6	6	3	3
	West Shoa	Welmera	1	2	4	7	3	3
		Meta Robi	1	2	6	5	2	2
Asella	East Arsi	Asella Town	2	4	4	5	4	4
		Tiyo	1	2	6	5	2	1
Total Sites (36)			12	24				
Total Respondents (152)					42	56	28	26

With regard to the subjects of the study, 42 mentees, and 56 mentors were selected using stratified sampling technique from strata of mentors and mentees of sample primary schools. Using purposive sampling, the school directors and CPD coordinators from each sample primary school were selected. This is because it is believed that they have almost similar characteristics with their respective groups and perform the CPD program. Office level coordinators including TTC deans, TTC and ZED personnel responsible for CPD program were selected using purposive sampling for the fact that they have decisive position in the coordination and implementation of the scheme.

Finally, WEO is one of the responsible bodies for CPD at the grass root level. The CPD coordinators of the WEO were included based on purposive sampling technique.

1.7.2. Data Collection Procedures and Instruments

The instruments used for collecting primary data were questionnaire, structured interview and observation. The questionnaires were prepared based on basic questions and review of related literature. Four sets of questionnaires containing open and close ended question items were prepared in the questionnaire and distributed: the first for mentees, the second for mentors, the third for directors and vice directors, and the last for coordinators. The content of the questionnaires were obviously different based on the duties and responsibilities of the respondents.

Prior to distribution, the questionnaires were tested for reliability and validity on Nekemte TTC along with one of its school cluster center. Three of the questions in the questionnaire possessed wrongly stated items, and they were corrected based on the feedback from the pilot test. After the pilot testing, questionnaires were distributed to the sample respondents and filled in by the mentees, mentors, directors and coordinators. Moreover, to enrich and assist the data collected through questionnaire, structured interview was conducted with WEO and ZED training personnel and the colleges' CPD coordinators.

1.7.3. Methods of Data Analysis

Different methods of data analysis, which are relevant to each variable or component, were used to examine the qualitative and quantitative responses. The unclear responses that were difficult to comprehend were discarded. After the questionnaires are collected from the respondents, they were tabulated. Based on the nature of the questions, different statistical tools such as percentage, mean, standard deviation, t-test, one-way ANOVA, and Tukey HSD

post hoc comparison were employed for statistical analysis to explore and describe differences among the four groups. Information obtained through open-ended items, structured interview and observation were considered in the analysis and interpretation of data.

1.8. Operational Definition of Key Terms

Cluster school- One of a group of schools, geographically contiguous to one another, which make their individual offerings (material and human) available to one another's teachers in to a mutual support.(Good, 1973: 114; Bredenberg and Dahal,2000).

Continuous Professional Development- A process and system of learning, experiencing and sharing throughout teacher's career (MOE: 2004:2).

In-service education- Efforts to promote the professional growth and development of teachers' while on the job (Good, 1973: 294).

Mentee- A teacher who is assisted, guided, trained, etc. by a mentor during his/her initial years in the profession.

Mentor- The teacher who is relatively experienced, highly skilled and given the responsibility and playing the role of assisting, guiding, training and serving as a role model for new teachers during their initial years in the profession. (Unger, Harlow. G., 1996: 595).

Pre-service education- The academic and professional work in schools, colleges, or universities that a person has done before employment as a teacher (Good, 1973: 435).

Profession- The teaching career of teachers that requires advanced education and specialized training (Dejnozka, E.L., 1983: 128).

Professional Development- An effort of moving each teacher forward towards ever expanding expertise and expert practice (Allington and Cunningham, 2002: 186).

Staff Development- Personnel process designed to improve the personal and professional growth of teachers, supervisors, and administrators (Dejnozka, E.L., 1983: 154).

Strategies of Continuous Professional Development- the methods, techniques, or CPD opportunities that are aimed at teachers professional development and that help them acquire knowledge and skill.

1.9. Organization of the Study

This study was organized in four chapters. The first chapter deals with the problem and its approach. The second chapter presents the review of the related literature. Presentation, analysis and interpretation of the data are treated in the third chapter. The final chapter is concerned with the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

Teachers are one of the basic inputs in education system. Educational purposes are materialized through the interaction of the teachers and students in the classrooms. This interaction is the essential mechanism for effective teaching and active learning process. Effective teaching is a comprehensive concept that involves the orchestration and integration of key activities into a meaningful pattern to achieve specific educational goal. Effective teaching behaviors are positively linked with student achievement. Lambert, et. al. (1996: 33) noted that effective teaching implies making a difference at schools, classrooms and profession that is central to the work of teachers.

Active learning, on the other hand, as discussed in Ainscow (1994:40), is the process in which the learners are being required to take responsibility for engaging with certain experience whilst taking note of alternative perspectives. This will help them to relate new ideas to their existing frames of reference. Teachers with competent skill and knowledge on how to guide students to be active learners are the base for the attainment of teaching learning objectives.

Educational objectives are also best achieved in effective schools where there are effective teachers and directors. The best way of improving school effectiveness is investing in teachers' development. Stronger teacher skills and qualification lead to greater students' learning. Quality professional preparation increases professional status and the responsibility that goes with that training (Sadker and Sadker, 2003: 24). Student achievement and teacher competence are, therefore, interrelated. Therefore, the importance of teacher development to successful educational change has to be well established and has to be continuous.

Recently, teacher preparation programs typically emphasize research and practical classroom skills, often working in close collaboration with local schools (Sadker and Sadker, 2003: 24; MOE, 2006). In connection with the above argument, Lambert, et. al. (1996: 47) also added the importance of the collaboration. Professional educators, parents, students and community members in partnership continue to know one another better.

School leadership also has an effect on teachers' development. When school has one or two good teachers, it is usually a matter of individual initiative, but when a school has many good teachers, it is a result of leadership (Allington and Cunningham, 2002: 16). Therefore, in line with the professional development of the teachers, the directors' development should attain greater emphasis. Currently, MOE has set new form of collaboration among different stakeholders of education on teachers CPD to create many good teachers and effective leadership (MOE, 2004). It should be noted here that effective educational results and outcomes would hardly be obtained without quality teachers and directors who need timely and continuous professional development opportunities. TTCs are the major responsible educational organizations to effectively and timely develop teachers' and directors' profession. Instead of coordinating CPD at individual primary school, the TTCs could easily interact with collection of schools- the cluster schools.

To this effect, the linkage between TTCs and CRCs on teachers' development should obtain special prominence. Having introduced the importance of effective teachers and effective schools, it seems reasonable to briefly shed light on the linkage between the TTCs and CRCs, and CPD and its management.

2.1. Teachers Training Colleges: An Overview

To become a teacher, considerable training is required. Qualified elementary teachers complete a program of study at TTIs and/ or TTCs with an approved teacher education program. Upon successful completion, individuals will be eligible for certification as an elementary teacher.

Colleges, in different countries, vary with the duration of initial training. There could be various ways to prepare and support teachers in variety of environments. UNESCO (2007: 80) proposed, the reduction of the duration of pre-service training is a means to increase the supply of teachers. For instance, in UK, trainees spend two-thirds of their training time in schools. In Cuba, all pre-service training is school-based. Although the shortening of training time is a growing trend, it requires significant resources, sufficient schools serving as training environments, and enough mentors.

It is summarized in UNESCO (2005) cited in UNESCO (2007: 80) as: the teachers trained in the new program (shorter time) are as effective as those who graduate from the three-year one, and the program is considered cost-effective in part of higher ratio of student teachers to teacher trainers. Moreover, effective schools encompassing effective teachers could serve as training grounds for the teachers' CPD. In so doing the linkage between the colleges and the schools has to be firm. Along with this, MOE also is improving and developing the expertise of TTC instructors through a higher diploma program for teacher educators (MOE, 2004: 23). Therefore, a thorough training is incomparable, and it could be supported through CPD and effective training in the TTCs.

It is believed that Ethiopian Higher Education started in the 1950s with the advent of a western type of colleges and universities. These colleges were part of higher education institutions and designated as Teachers' Training Colleges,

Teachers' Education Colleges, Teachers' Education Institutions, etc (MOE, 2004; MOE, 2006; Amare, 2005:1). Prior to the 1994 Education and Training Policy, TTCs have trained secondary school (grade 12) completers, for two years and certified them with diploma. These individuals will become eligible for elementary or secondary schoolteachers. Since the 1994 education policy, the general secondary school (grade 10) completers are trained for three years and certified with diploma and will be eligible as second cycle primary education (grade 5-8) teacher (TGE, 1994).

The admission to TTCs had exposed the colleges to critics. Admission standards were so low that any one that has low academic talent could enroll in teacher education and will undoubtedly graduate, because the academic standards were so low. Furthermore, in developing countries, teachers lack adequate preparation, pedagogical skills, motivational and professional commitments (Smith, 1990: 402-404). This argument seems true in the Ethiopian context. Secondary school completers with low GPA are admitted to teachers' training colleges. This situation demands a great deal of support to teachers while they are on-the-job, and hence, the need for continuous professional development.

Currently, TTCs are creating partnership with schools. One of the roles of TTCs is to cooperate in operating with schools like laboratory schools and CRCs. Laboratory School, as defined by Dejnozka (1983: 93), is a school operating under the supervision of a college for demonstration of teaching, student teaching and research. Recently, however, colleges are operating with clusters. This concept will be discussed briefly in the forthcoming topics.

2.2. The System of Primary School Education

Primary school, also called elementary school, is an education system catering children who are, in most cases, eagerly involved in learning and/or playing and who may be as young as six or seven in first grade and as old as thirteen or

fourteen in eighth grade. This school is a mandatory beginning point or the stepping-stone, the most important education opportunity and the first organized educational experience for young children (Smith, 1990: 222).

In UNESCO (2002: 306) elementary education is defined as:

Educational programs that are normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases, religious instruction is also featured.

Jarolimek and Foster (1997: 5-7) also discussed purposes of elementary school education that included literacy, citizenship education and personal development.

Currently, there is a consensus among world community to enroll and retain all primary school age children to schools until 2015. However, developing countries have faced a problem in arresting dropout and attracting children to school. In 2004, for example, a large number of out of school children were found in Nigeria, Pakistan, India and Ethiopia (UNESCO, 2007: 30). For instance, the 1997 Educational Statistics Annual Abstract indicated that, when even the GER is considered, about 12.5% of children are out of school from a total student population of more than 5.2 million in Oromia Regional State. One reason could be the shortage of teachers and the inadequacy of CPD to convince teachers to work effectively in their respective schools.

2.2.1. The Organization and Management of Primary Schools

Grading

Primary schools could be organized in either graded schools or non-graded schools. Graded school is a structured system in which specific information or content is “covered” within a set period (Tewksbury, 1867 in Reinhartz and

Beach, 1997: 9). It is the practice of grouping children, who are of similar age and keeping them intact from one year to the next as children progressed through school. The elementary school in Ethiopia officially enrolled children of age seven through fourteen in the graded schools from grade one to eight respectively. On the other hand, Jarolimek and Foster (1997: 51-52) have proposed the organization of the non-graded school system. This is a cross-age grouping that groups children of homogeneous ability with even varying ages for specific subjects.

More specifically, schools can be organized in to grades for separate subjects, with libraries, and pedagogical centers in the classrooms (Allington and Cunningham, 2002:54 and 260). Whatever the organization of schools or classrooms is, the schools that work, in which all children learn best, are schools where every classroom teacher becomes more expert in teaching children. This could be resulted from the development of professional learning community (Allington and Cunningham, 2002: 273). This implies that expert and effective teachers are the most important elements in all types of school organizations.

Principal Role

In line with the best organization, effective management of elementary schools is vital for the success of educational objectives. Principals perform many different tasks and functions. These may include instructional leadership, the management of personnel, finance, the school plant, community relations and students. "These roles are becoming increasingly complex; make principals constantly shift activities now and then" (Smith, 1990: 224-225 and 343).

Cooper (1989) in Smith (1990: 225) expressed that principals, as instructional leaders, perform all activities that promote learning in students, and attend staff development activities to improve their skills. As Smith argued, principals must be able to identify exemplary teaching from poor teaching and should

develop incentives and rewards for the better and improve the poor. Principals should support teachers for the development of their profession. They have to give teachers enough time to accept responsibility for their own professional development

2.2.2. Considerations in Primary School Teachers

A number of important elements are needed to improve the quality of primary education. Investments aimed at improving facilities, developing coherent curricula, providing cost effective instructional materials, textbooks or technology, or improving school management are all essential inputs one could mention. However, Raudenbush, et. al. (1993: 279) argued that “the impact of such an investment on student learning depends upon the capacity of teachers to utilize resources effectively in classrooms. Lissitz and Schafer (2002: 3) stressed the importance of teachers, “the locus of the teaching learning experience is in the classroom, and its primary agents are teachers and students”. They added, “Teachers become the experts in a domain no one else is expected to understand”.

Effective schools are not the results of a plan developed by federal, regional or district officials. The people who work in them change them. Others outside can help the change, but do not do the changing that needs to be done (Allington and Cunningham, 2002: 282). Therefore, teachers are the main actors as well as the change agents in the process. There are factors interlinked with teachers’ career that could affect teaching and additional roles. Some of these might include training, social status, incentives and qualification.

Training

Effective teachers can be the result of effective training and improved teaching learning environment. Training (pre-service and in-service) is the means by which teachers are made and developed. After pre-service training is

successfully completed, it follows the receipt of a certificate to mark the acquisition of professional knowledge and skill. The acquisition of the certificate may not be the end of teachers' training.

Through time, also, the knowledge and skill they once acquired could become changed. The educational policy, institutions, organizations or structures may be changed or reorganized. As the pre-service trainees are newly joining the teaching profession, they definitely lack the practical skill and experience. They have not yet assimilated their theoretical knowledge with practice. Therefore, CPD is to be compulsory.

Social Status

Before the pre-service training or even throughout their career, teachers could perceive themselves as low status professionals. Smith (1990: 386) said, "Teachers often are looked up on by the public as unprofessional who are incapable of earning a living in any other vocation". Weis (1987: 3) added, "The best and the brightest do not elect to enter teaching, and prospective teachers learn little in teacher education programs".

Teachers dislike their career for many reasons. The major one is low salary. Incremental obstacles pile up and wear down a teacher. Teachers complain heavy workload, extra responsibilities, discipline issues, negative attitudes expressed by students, unresponsive school administrators, and lack of support from parents. The worst of all is teachers' perception. They perceive themselves as being at or near the bottom of a hierarchical order in the education system (Lambert, 1996:34).

Incentives

Different authorities and researchers have recommended that teachers' recognition or teacher promotion is powerful incentive for professional development. Jarolimek and Foster (1997: 370- 371), Sadker and Sadker (2003:

567-571), Smith (1990: 22-23) mentioned the strategies that assist teacher recognition or teacher promotion. Some of these include merit pay, career ladder and board certification, and differentiated staffing. The themes of these strategies will be discussed under the topic "Teachers' CPD", below.

A study undertaken on why teachers join the teaching profession indicated that the reasons could be intrinsic, extrinsic or altruistic, although they vary among the developed and the developing countries (UNESCO, 2000: 343). In most advanced countries, also called metropolitans, the reasons are intrinsic and altruistic motivations. These include the need to make a difference to students and society, to be role models for students, exchange of ideas between teacher and student for mutual growth, a wish to share personal knowledge and expertise, love for children, to express creative expressions, considering teaching as respected profession, etc. The reasons in developing countries fall either in extrinsic, intrinsic or altruistic. These include to serve the nation, to further knowledge, to contribute to society, to earn a living, teaching was the only choice, future is uncertain or nothing else available.

Qualification Associated Behaviors

Pertaining to the qualification, as indicated in MOE (2005: 25), in Ethiopia, about 97.3% of first cycle (1-4) primary teachers are qualified. However, in the second cycle (5-8) primary, only 43.1% is qualified. This indicates that there is a great need for qualifying teachers to the level they teach and to continually develop their profession-in line with teachers' development program (MOE, 2006).

The other considerations that teachers must be aware of are the range of behaviors associated with effective teaching. In the effective teaching process, teachers need to have background information to successfully use resources and materials that aid the teacher in delivering instruction and enrich the instructional strategy (Reinhartz, 1997: 144).

Effective teachers could act as mentor, itinerant teacher, and substitute teacher, for example. Mentor is someone who supports or nurtures the student teacher or the newly deployed teacher in the most prevalent perception (Elliott and Calderhead (1992) cited in Williams (1994)). Mentor, as defined in Jarolimek and Foster (1997: 372), is experienced and highly competent professional who is selected to work with beginning teachers for ensuring a successful entry to teaching. Mentoring, as discussed by Caruthers (1993) cited in Field (1994), is a complex, interactive process occurring between individuals of differing levels of experience and expertise that incorporates interpersonal or psychological development, career and/or educational development, and socialization functions into the relationship.

“Itinerant teacher is a traveling teacher; one who works in more than one school. He works directly with children who have special needs. And provides advice and assistance to regular teachers” (Dejnozka, 1983: 89). He is needed to foster inter CRC relationships, in case of CPD. Substitute teacher, on the other hand, is a certified teacher who serves as temporary replacement for regular teachers for a day or more during a regular teacher’s temporary absence or for an entire year, while a regular teacher is on leave (Unger, 1996: 948). This might work in urban primary schools where there are excess teachers.

2.2.3. Primary School Students

Enrollment

The international community has planned to achieve Universal Primary Education (UPE) in 2015. The UPE goal implies both universal access to and universal completion of primary education that is measured by net enrollment ratio. According to the report of UNESCO (2007: 109), under a topic “A Nine Point Agenda”, achieving UPE by 2015 is uncertain. The report said, “In some countries, the gender parity goal, already missed in 2005”. We must act now to get all children, including the disadvantaged and vulnerable, into school and

take steps to ensure that they stay there and learn. To this effect, teachers must be motivated to effectively perform their teaching activities and assist the achievement of UPE goal. This needs increased number of trained teachers through both the pre-service and the in-service.

In Ethiopia, dramatic quantitative achievements have been made recently. Primary school enrollment has increased from 19% in 1992 to 61.7% in 2004. As indicated in a report of UNESCO (2007: 202), Ethiopia is grouped with countries that have low EFA Development Index (EDI). Ethiopia is on the 118th rank in EDI and 117th in the total primary Net Enrollment Ratio (NER) out of the 125 countries, according to the 2004 data. Countries ranked below Ethiopia include: Benine, Mozambique, Guinea, Mali, Burkina Faso, Niger and Chad. Therefore, Ethiopia has to strive to enroll all students into school, retain them in the school and make them complete primary school education. To do so, the role of primary school teachers is of great worth.

Similarly, achieving UPE in Oromia Regional State is uncertain. The Educational Statistics Annual Abstract of MOE (2005: 25) indicated that the Gross Enrollment Ratio (GER) of 2004/05 (1997 E.C) is 87.5%. Although GER is 102.8% in grade 1-4, it is only 55.3% in grades 5-8 in the same year. Many children including the disadvantaged and the vulnerable are out of the school. It can be assumed that the NER is lower than this figure.

On the other hand, students at primary schools are learning in densely populated classrooms and are taught by many unqualified teachers (about 3% at grades 1-4 and 57% in the second cycle (5-8)) with heavy workload. The MOE (2005) reveals that the pupil teacher ratio (PTR) and Pupil Section Ratio (PSR) are 78 and 74 respectively. Therefore, to catch up on the countries of the world, we have to consider the paramount importance of teachers' development program (MOE, 2006). CPD has to get emphasis to help teachers strive towards attracting and retaining students at school.

Academic Achievement

Reinhartz and Beach (1997: 143) suggested, in the teaching learning process, when identifying goals and objectives, teachers have to consider students' suggestions, perceptions, ideas, needs and interests; teachers have to consider the students' learning styles, and discover various ways to motivate them, acknowledge their developmental level and cognitive styles. This will help students learn more effectively and retain what they learn. These achievements could easily be attained when the teachers are knowledgeable about these concepts, which could be obtained through CPD.

2.3. Main Functions of Primary School Clusters

Primary schools organize themselves to provide a higher level of support. Bredenberg and Dahal (2000) stated that, "school clustering is a process of organizing geographically contiguous schools into a mutual support, to share resources, both material and human, and to facilitate interaction between schools" and also to undertake CPD. In Lunt, et. al. (1994: 6) a given committee recommended about cluster schools that secondary schools and their feeder primary schools in a locality should form themselves into "clusters" and collaborate in meeting their pupils' needs by sharing or pooling resources. By pooling resources, ordinary schools could take joint responsibility for meeting a greater level of pupils' needs.

Ethiopia has started clustering primary schools. In some part of the country there may already be school clusters in operation. Recently, some three to five nearby primary schools are organized as cluster schools and are providing opportunities for a range of staff development activities. One primary school of grade 1-8, termed Cluster Resource Center (CRC), is responsible for coordinating the clustered schools. Teachers are participating in CPD programs at the CRC.

The specific objective of training, as stated in Education and Training Policy (TGE 1994: 8), is “to improve relevant and appropriate education and training through formal and non-formal program”. Concerning the teachers’ qualification the policy adds,

Teachers, starting from kindergarten to higher education, will be required to have the necessary teaching qualification and competency in the subject matter, techniques of teaching, language fluency, classroom management, and media of instruction (TGE, 1994: 20-21).

As spelled out by MOE, cluster schools could have different functions and responsibilities. These include:

- *Design and develop, plan and coordinate high quality CPD programs for schools within their cluster, in consultation with the cluster schools and other relevant stakeholders.*
- *Provide well-planned CPD programs for schools within their cluster in cooperation with school directors.*
- *Supervise support and evaluate the CPD programs of the schools within their cluster.*
- *Ensure that effective systems of communication are in place within and between the cluster schools.*
- *Encourage and support action research and the sharing of good practice.*
- *Implement particular CPD opportunities for female teachers,*
- *Provide report, evidence of good practice to schools and woreda education offices (WEOs).*
- *Be venue for the delivery of centrally developed course, so that staff from isolated schools might then be able to benefit from the facilities of the cluster center.*

In Lunt, et. al. (1994: 6), some of the functions of cluster schools is listed. These are: 1) sharing of responsibilities for meeting education needs; 2) forming links among cluster schools, secondary schools and tertiary education; 3) assisting local decision making process on educational needs; 4) providing services like health and social services, etc.

This concept implies that a group of primary schools that may be three to five in number could form a cluster and contribute their important resources, material, or human to the CRC and all the individual primary schools could share and effectively use these resources. Moreover, in-service training or CPD opportunities could easily take place in the CRCs.

2.4. Teachers' Continuous Professional Development (CPD)

2.4.1. The Meaning of CPD

Different authorities have defined CPD in different ways, and according to Ornestein and Levin (2000: 46), MOE (2004), and Raudenbush, et. al. (1993: 280), it is commonly understood as:-

- a. the further education and training of teachers to stay up to date;
- b. an integral part of teachers' professional growth;
- c. continued education or training of teaching staff;
- d. a lifelong learning process;
- e. the most effective process and system of learning, experiencing and sharing throughout a teacher's career;
- f. an alternative mode of pre-service training.

Once teachers acquire professional knowledge and skill during the pre-service training, it is hardly a guarantee that they could be effective throughout their career. They should develop their knowledge and skill on continual bases to be effective and up to date, as it can be summarized from the previous discussions.

Raundenbush, et. al. (1993: 280) and Lissitz and Schafer (2002:42) also discussed CPD saying, it is the competence of teachers already on the job that must be enhanced through CPD if educational quality is to increase. CPD is the means for filling professional deficiencies of teachers. If teachers are deficient in the mastery of assigned achievement targets, they must be helped to fill this.

gap. To summarize the concept of CPD, Rabindranath in Elahi (1997: 8) aptly said, “A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself”.

2.4.2. The Need for CPD

The development of economy guarantees the adequacy of education. Educational inadequacies in developing countries are both a cause and a result of poverty. Therefore, countries and international organizations have placed great stress on bolstering the economies of developing countries by expanding and improving their educational systems in general and primary education in particular. Most importantly, CPD programs produce positive effects on teachers’ behavior and students’ achievement (Ornstein and Levine, 2000: 514).

To help the attainment of the UPE goals of 2015, CRCs together with TTCs are responsible for developing teachers’ profession to achieve educational aims of primary school using CPD strategies. The need for CPD has become widely accepted for different reasons. Obsolescence of knowledge through time is one of the reasons (Harris, 1989: 11-12). Change is another important factor that initiated CPD. Levin (1962) cited in Elahi (1997: 10) suggested that, further training remedies teachers from long set habits that become rooted in them and forces them to act always in the old well-established way, independently of the transformed world around them. Change in curriculum, technology, teacher’s role, materials, programs, etc force teachers to continuously develop their profession (Farrant, 1980: 286; Lieberman and Miller, 1979: 4; Raudenbush, 1993: 281).

Through CPD programs, teachers satisfy the requirements for the renewal of teacher licensure, work toward an endorsement or a license in a teaching field,

attend programs to master new skills, obtain advanced certificate, diploma or degree, as well may earn a higher salary.

Considering cost is important in educational programs. The cost of training teachers outside their school is extremely expensive. Conversely, training at school level or at CRC could be cost effective. Every dollar spent to increase teacher qualifications improves students' academic performance more than money invested in other areas (Sadker and Sadker, 2003: 551; Raudenbush, 1993: 282).

Although the need for professional development is worthwhile, it has to be tested against some benchmarks whether it attains its objectives. Little (1993: 138) has set the following principles against which professional development be reasonably tested. These are: 1) it offers meaningful intellectual, social, and emotional engagement with ideas, materials and colleagues both in and out of teaching; 2) it takes explicit account of the contexts of teaching and the experience of teachers; 3) it offers support for informed dissent; 4) it places classroom practice in the large contexts of school practice and the educational careers of children; 5) it prepares teachers to employ the techniques and perspectives of inquiry; 6) its governance ensures bureaucratic restraint and a balance between the interests of individuals and the interests of institutions.

2.4.3. The Practices of Some Countries on CPD

Countries underline the importance of the development of their teachers' profession. The emphasis may vary, however, on the length of training, strategies, policies, etc. Some countries prefer shorter and school-based training schemes. In UK for instance, two-thirds of the training time is spent in schools. All pre-service training, in Cuba, is school based (UNESCO (2005) in UNESCO, 2007: 80).

Public professional conversation is one of strategies of CPD. Schools of America, in which public professional conversations are fostered and supported, are moving toward becoming good schools. These conversations could exist during classroom observation. Teachers need to be observed by their mentors, administrators, or a veteran teacher. The observation by the veteran teacher, which is also called peer review, is well known in some states of America such as Minneapolis, Cincinnati, and Columbus. These states identify their strongest teachers to evaluate and assist others to move them toward greater professionalism and autonomy (Sadker and Sadker, 2003: 555).

In Thailand, on the other hand, internal supervision is preferred to in-service training. Teacher's experience in in-service training courses predicts neither instructional quality nor student achievement. On the other hand, intensity of internal supervision significantly predicts both instructional quality and student achievement. In-service training, to them, includes courses of academic instruction that may or may not include components of classroom observation and feedback. Supervision, on the other hand, is the activities of administrative authorities over teachers to monitor, observe, evaluate and provide feedback on classroom teaching (Randenbush, et. al. 1993: 279-280).

In general, there are wide varieties of teacher in-service educational schemes that improve teachers' profession in different countries. These include: i) a national program of principal training with a strong emphasis on classroom supervision; ii) the granting of increased authority to school clusters, each having a resource center and a mandate to involve teachers in developing and using innovative instructional materials iii) informally, at the school level, a number of teachers and principals have organized teacher specialization schemes (Randenbush, et. al., 1993: 281).

2.4.4. The Practice of CPD in Ethiopia

In Ethiopia, less interested and less committed individuals were recruited to teachers' education institutions as in other countries. There was also lack of correspondence between training curriculum and the need of the school. The teachers were poorly educated. The capacity of teachers' education institutions in providing adequately qualified teachers has been far below the need throughout the development of modern education in the country. There are limited or no staff development or promotion opportunities or supporting mechanisms that will enable teachers develop their profession. (MOE, 1991; MOE, 2004: 1). The in-service trainings practiced were workshops, summer courses and trainings on how to use different instructional materials like radio, science kits, books, different teaching aids, etc. These practices were sporadic and spontaneous.

Currently, MOE has considered the recommendations of different researchers on the quality of teachers' education. Particularly, the 2006 TDP document has considered the recommendations suggested on a study titled, "Quality and Effectiveness of Teacher Education in Ethiopia" that has been undertaken in 2002. Based on the recommendations, the TDP program is set to updating and upgrading teachers (MOE, 2006: 1-2).

Since 2003, student centered approach and higher diploma for teacher education institutions' educators have been started. This diploma focuses on effective and reflective teaching that could assist CPD of all teacher educators. Newly qualified teachers will obtain special support at their schools. Generally, the CPD guideline has been prepared stating the rationale, objectives, strategies, duties and responsibilities of involving bodies (MOE, 2004).

In Ethiopia, CPD program was not widely and equally practiced at all regions. Some regions are effectively practicing CPD. In Oromia Regional State this concept is new and did not well practiced (Ayalew, 2004).

2.5. The Strategies for Implementing CPD

CPD strategies are techniques or components that help teachers develop their profession. They are the CPD opportunities or methods used for the development of the teachers' profession. They include trainings on classroom management, language proficiency, microteaching, action research, etc. Prior to the discussion of the CPD strategies, let's first see teachers' motivating factors to CPD. It is because most teacher pay schedules are connected to professional development opportunities (Sadker and Sadker, 2003: 558). Factors related with and/or influence teachers to undertaking CPD practices may include career ladder, merit pay, license and certification.

Increasing salary, as stated in Weis (1987: 6) is a means to attract brighter people into the profession. Career ladder also is a means to motivate teachers. It is designed to create different levels for teachers by creating a "ladder" that one can climb to receive increased pay through increased work responsibility and status to become a "master" or "mentor teacher". The entrance criteria to the career ladder include teaching experience, educational qualification, and performance evaluation. (Saddker and Sadker, 2003:570; Smylie and Smart, 1990:143).

Some critics argue that, although career ladder is rooted in professionalism, it lacks a clear standard or appropriate evaluation tool. On the other hand, many teachers view it as a means for administrators to reward their pets while punishing other teachers (Smith, 1990: 388; Sadker and Sadker, 2003: 570). To sum up, the aforementioned teachers' pay scheme is the factor that initiates

teachers to participate in the CPD programs in addition to the need to develop their profession.

Professional development strategies are the key elements that are needed to bring improvement in the quality of a teacher. There are a number of strategies, which differ in approach, time requirement, number of individuals involved, etc. Educational reformers suggest that the best professional development programs connect directly the teachers' work with students, link subject content with teaching skills, use a problem solving approach, reflect research findings and are sustained and supported over time (Sadker and Sadker, 2003: 558). More specifically, some of the strategies are grouped into four categories, for the purpose of this study, and are discussed here under.

2.5.1. Strategies that Connect Teachers Work with Students

Teachers are expected to manage their classrooms effectively. Effective classroom managers, as indicated in Sadker and Sadker (2003: 85-93) are good planners, formulate few rules that are fair, reasonable and fit the growth and maturation of the students. They set proper physical setting of the classroom, use appropriate questioning and answering techniques, be aware of students' behavior, know the transition techniques from one lesson to the next, know teachers' behaviors that could cause students' misbehavior, know the pedagogical cycle, etc. Ainscow (1994: 42) also stressed that; teachers' priorities tend to be managing the classes they are expected to teach. Hence, CPD program on classroom management is one of the CPD strategies.

Language is the most important form of human communication and is the most exciting part of the elementary curriculum. Language learning includes the four basic skills. Pertaining to this, MOE has set English language improvement program. Therefore, the teachers should themselves know the important

conditions in the subject content and the teaching methods of the language (Reinhartz, 1997: 219; MOE, 2004: 5).

The assessment of students work is the base for future improvement. Teachers' knowledge on how to assess students' academic achievement, knowledge of achievement targets that their students, parents, community, district or zonal or regional officials, etc agreed upon is important (Stiggins, 2002: 39). At primary schools, the assessment needs to be continuous assessment. To sum up, teachers are expected to know and use the strategies that connect their work with students for common good.

2.5.2. Strategies that Link Subject Content with Teaching Skills

A number of strategies that link subject content with the teaching methods are identified. Microteaching, for example, is a technique that focuses on specific teaching skill. A brief lesson is taught by a teacher (trainee) to a small number of teachers, colleagues or supervisors. This technique is used to give the trainee a measure of success in teaching and immediate feedback. In this technique, teachers could make critics and give feedback to each other for their own professional improvement (Dejnozka, 1983: 102).

“The use of particular teaching strategy and materials”, Reinhartz (1997: 144) said, “Will enable students to learn and develop the conceptual understanding central to the content of the unit”. Similarly, clarity and the setting of academic structure could also save the teacher from a number of questions he/she is bombarded with (Sadker and Sadker, 2003: 92). Finally, teachers should know how to give feedback for students when they perform well and when their efforts are inadequate or inappropriate (Sadker and Sadker, 2003: 104).

2.5.3. Strategy Related with Research or Problem

Solving

Strategies that could improve the work of schooling or solve specific problems of teaching learning, students, teachers or administrators could be designed at school or cluster school level and help the development of teachers' profession. Some of the strategies of these types are discussed below as examples.

T-group, as defined in Unger (1996: 983), is a small training group organized to study interpersonal and intrapersonal reactions by learning about group members, how they affect others and how they might interact more effectively with others.

Another strategy that needs a group is collaborative action research. It is carried out when a group of teachers identifies a genuine problem in the school, classes, district or community; designs ways to address the problem, and then evaluates their success through the use of research methods. This method needs establishing learning community among teachers and their administrator colleagues. They talk, work, solve problems, and learn together (Sadker and Sadker, 2003: 560; Lambert, 1996: 86-87).

Teachers could form subject matter associations or subject-specific teacher collaborative in different subjects at school, district or collective bargaining units (clusters in this case), and make multiplied effects on the development of their profession (Little, 1993: 134-136). In a similar fashion, teacher network is another form of teachers' collaboration. They form networks to study and examine school or student data, solicit feedback on practice, etc among teachers of their school or among different schools. They could focus on whole school change, specific discipline, teachers' development, etc (Lambert, et al., 1996: 40).

2.5.4. Multi-dimensional CPD Strategies

These groups of strategies are assumed to improve the general teaching-learning process, students' academic achievement, teachers' effectiveness in different dimensions, and the management of the school system. Here enormous strategies could be cited. However, some of them related with this study are discussed below.

The use of mentors, the most important professionals, who will make the CPD and licensing of teachers, evaluate activities done by teachers, monitor progress and quality improvements made by the mentees, discuss and keep records (portfolios), etc is the best method for teachers' CPD (MOE, 2004: 16). It should also be noted that mentors could help in all the strategies discussed above.

The other important strategy that helps teachers gain the knowledge and skills they need is conducting open and honest self-reflection program among teachers. Although it is challenging, teachers must admit their inadequacies and be frank about the need for improvement. There must be collaboration, trust and confidence that will permit teachers to go to their supervisors or mentors in the sprit of professional growth without fear of penalty for the inadequacy (Brookhartz, 2002: 41).

In the CPD guideline (MOE, 2004: 4-6), there are three major CPD strategies, which encompass numerous development opportunities. These include: i) A two-year induction course for newly deployed teachers; ii) A series of centrally developed courses, dealing with identified priority issues, to be taken by all teachers; and iii) individually approved professional development for all teachers. The first strategy involves NDTs to participate in a two-year induction course, working on prepared course materials and completing a series of activities while teaching in the schools. The next provides courses that include professional ethics, gender awareness, HIV/AIDS, civic education and rural

have special interest, they will be more effective. This strategy needs certain kinds of specialization on a more widespread basis. For example, specialization in languages: mother tongue, national and international language; or natural science subjects, etc.

To sum up, teacher- development processes have to consider the particular interests, their own learning objectives within the overall program; and concerns of individual participants (Ainscow, 1994: 41).

2.6. Problems Associated with CPD

Another way to look at CPD is to shortly consider the challenges that go along with them. One of these is resistance to change from within or outside the school. For example, experienced teachers have established patterns of behavior in the classroom setting. So, most of the time, they pose problems that are more intractable from a training angle than newer recruits (Allington and Cunningham, 2002: 289; Murdoch, 1994: 49). Similarly, absences or inadequacy of finance (Ornestein and Levine, 2000: 541; Little, 1993: 144); limited or absence of CPD opportunities to teachers, lack of structure and support for CPD (MOE, 2004) could hinder the progress of this program.

Little (1993: 143) also identified some problems of CPD. The dominance of training over problem solving, the absence of political will, the slow response of districts or states to reshape professional development that respond to the complexities and ambiguities of reform. In addition, school work place and teachers' opportunity to learn (i.e. teachers' work load, time of training, issues of obligation, incentives and opportunity in the salaried work day and work year), etc are some issues that need to be considered when dealing with problems.

When considering collaboration between cluster schools, one can see that, as Lunt, et. al. (1994: 21) discussed, schools would feel that the costs of collaboration would outweigh the benefits. It is because; there could be two main difficulties. i) "The school loses some of its freedom to act independently, when it would prefer to maintain control over its domain and affairs". ii) The school must invest its scarce resources in developing and maintaining cluster relationship.

It can be envisaged that only confident and entrepreneurial school may wish to collaborate with others if they perceive it to be to their advantage. However, schools in turbulent environment, if they feel threatened in the collaboration, may shut out any party wanting the linkage (Lunt, et. al., 1994: 22).

Schools that are similar in structure, intake, size, goals, philosophies, areas of expertise, network awareness, resource capacity, etc may find it easier to collaborate and perform effective activities than schools that are dissimilar. Therefore, the comparative properties of the schools could influence the relationship among cluster schools (Lunt, et. al., 1994: 23).

2.7. The Linkage between TTCs and Cluster Schools

The linkage between colleges and schools was begun when many higher education institutions had "lab schools" attached to their campuses or situated nearby. These lab schools were used to prepare student teachers and to conduct research. They were protected environments in which the real and challenging problems of schooling were minimized. These lab-schools, as discussed in Lambert, et. al. (1996: 92) had ceased to exist and replaced by professional development schools. In these schools both the schools and colleges collaborate for mutual benefit i.e. professional development of the schoolteachers and college instructors. The professional development activities are taking place in the real teaching- learning environment.

TTCs, primarily, link with schools to better prepare the teaching force. Schools serve as laboratories where pre-service teachers work side by side with in-service

teachers, and TTC instructors to learn the theoretical and the practical dimensions of the teaching-learning process (Reinhartz, 1997: 40; Osguthorpe and Patterson, 1998: 3).

The importance of the influence of a group on individual members is pointed out by Handy and Aitkin (1986) cited in Ainscow (1994: 38). They said, "Groups allow individuals to reach beyond themselves, to be part of something that none of them would have attained on their own and to discover ways of working with others to mutual benefit." Therefore, TTCs could positively influence cluster schools.

In the mutual relationship there must be interest of both parties to work together, the parties become committed to achieving their common goals, they have to care for one another, and involve to each others' development (Osguthorpe and Patterson, 1998: 3). For instance, as the involvement increase, the chance of in-depth studies of the schools' problem increases thereby the professional development of college instructors is positively affected.

Colleges and cluster schools could also link to jointly perform research activities, to form partnership in the support or professional development of various subject matter reforms. In order to facilitate and assist linkage, although it might be expensive, they could set electronic networks (i.e. the use of internet and e-mail) and use videos, computers, soft ware programs, etc (Little, 1993: 136-137; Reinhartz, 1997: 196).

It is stressed in the CPD guideline (MOE, 2004: 20) and recommended by Ayalew (2004) that colleges and schools should have link. The link could be to conduct pre-service teacher education, to undertake research; to effect the new practicum arrangements; to undertake the new higher diploma for college instructors that need the instructors to spend time in schools; to support the new CPD strategy; and to support the induction of the NDT and the on going CPD programs of other teachers.

2.8. The Management of CPD at Different Levels

Educational managers at different levels are involved in the managerial functions like planning, organizing, staffing, decision making, training, controlling, etc to effectively accomplish activities of schooling most of the time the styles they have already established. Since CPD seems a new concept in primary schools, it is compulsory for school managers, teachers and different managing offices to unlearn the set of power and communication relationships and then relearn (or create) new processes and procedures, which is collaborative model of leadership (Allington and Cunningham, 2002: 279).

It is important to changing school culture from control strategies to commitment strategies. Allington and Cunningham (2002: 277) briefly discussed that control strategies rely on rules, regulations and mandates to come up with improvements; whereas, commitment strategies reduce bureaucratization and foster professional independence and decision making. Therefore, the CPD practice needs the school culture in which commitment strategy actively works. CPD is a communal activity. Comprehensive and coordinated approach is established among all the stakeholders operating in the education sector. Specifically, as it is has been detailed in MOE (2004), a collaborative mechanism is evolved among federal and regional education offices, TTCs, CRCs and schools.

Central to the management of CPD is duty and responsibility of Regional Education Bureax. They work in partnership with MOE in achieving CPD goals, and encourage colleges, woredas, CRCs and schools. Practically, however, the accomplishment of CPD is effected through the linkage and the practical measures taken by colleges, school cluster centers and schools through the vital support of woreda education offices.

2.9. The Roles of CPD Stakeholders

Teachers are change agents when they receive administrative support and follow up assistance. Teachers, in the CPD, are the major stakeholders upon which the change takes place. To facilitate this change effectively, all the stakeholders should know and accomplish their duties and responsibilities. Mentors should guide their mentees properly; school managers should have to possess the knowledge and skills of effective managers and should have to develop this profession on continual basis; TTCs, ZEDs, WEOs, and the community should be committed to attain the educational goals thereby see students with changed knowledge, skill and attitude. It is because the ESDP has clearly put the school cluster program as one of its strategies for CPD (MOE, 2004; Raudenbush, et. al., 1993: 282; Sadker and Sadker, 2003: 553).

To be able to adapt to the changing environment, the stakeholders have to be flexible if the CPD is to take place continuously. Differences or diversity in the roles or the management should become strength rather than a liability (Lambert, et. al., 1996: 45). School leaders are responsible individuals for change. Allington and Cunningham (2002: 282) aptly expressed the role of leaders as, one or two exemplary classrooms in a school could be the efforts of individuals, but a school with many exemplary classrooms is the result of the effective leadership.

Taken together, when all the stakeholders accomplish their duties and responsibilities in planning, coordinating, implementing, and/or managing it might be easier to bring change in the education sector, and then bring change in the country's development, as education is the core of all developments.

CHAPTER THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered through questionnaire and interview. It includes analysis of characteristics of the respondents and data on the subject under study. Four sets of questionnaire were distributed one to each group of respondent. A total number of 158 questionnaires were distributed to 45 mentees, 56 mentors, 30 primary school directors and vice directors, and 27 coordinators of CPD at different level. Out of the 158 questionnaires, 96 percent (152) of them were filled and returned. Besides, semi-structured interview was conducted with TTC, ZED and WEO coordinators of CPD. Most of the questions were common to the first three groups and others were specific to the last group i.e. coordinators.

3.1. Characteristics of the Respondents

Four groups of respondents were included in the study; namely mentees (trainees), mentors (trainers), directors (primary school directors and vice directors), and coordinators (WEO, ZED and TTC coordinators of CPD program).

The first three groups were directly performing CPD program in the school while the coordinators were those who support and coordinate the functioning of the program. Although grouped differently, all the groups work on similar issues of the CPD program. Response of interview with WEO personnel shows that teachers were grouped as mentees and mentors based on service year, educational qualification and training participation at different levels. Therefore, teachers included in the first group-are not only NDTs but also other serving teachers who are assigned as mentees by their respective schools.

Table 2 below depicts the frequency and percentage distribution of respondents included in the sample with their background information. The table shows that most of the respondents, 28% and 37% are mentees and mentors respectively. This is because they are the actual practitioners of the CPD program. As indicated in the table, most (84 %) of the sample respondents were male. The number of females decreases as one goes from the first group, mentees (38%) to mentors (11%), and to school leaders (7%).

Table 2: Respondents' Background Information

No	General Background		Mentee		Mentor		Director		Coordinator		Total	
			No	%	No	%	No	%	No	%	No	%
All Groups			42	28	56	37	28	18	26	17	152	100
1	Sex	Male	26	62	50	89	26	93	26	100	128	84
		Female	16	38	6	11	2	7	-	-	24	16
Total			42	100	56	100	28	100	26	100	152	100
2	Academic Qualification:	12+TTI	25	60	4	7	-	-	-	-	29	19
		12+Diploma	17	40	52	93	28	100	14	54	111	73
		Degree and above	-	-	-	-	-	-	12	46	12	8
Total			42	100	56	100	28	100	26	100	152	100
3	Service year:	1-5 years	13	31	3	5	-	-	1	4	17	11
		6-10 years	27	64	4	7	-	-	1	4	32	21
		11-15 years	2	5	28	50	12	43	3	11	45	30
		>15 years	-	-	21	38	16	57	21	81	58	38
Total			42	100	56	100	28	100	26	100	152	100
4	Teaching load in a week	< 10 periods	-	-	-	-	-	-	-	-	-	-
		11-20 periods	3	7	2	3	-	-	-	-	-	-
		21-30 periods	39	93	53	95	-	-	-	-	-	-
		>30 periods	-	-	1	2	-	-	-	-	-	-
Total			42	100	56	100	-	-	-	-	-	-

The availability of well-qualified personnel, amongst other factors, contributes to the effectiveness of educational programs implementation. Table 2 presents the academic qualification of respondents as well. Accordingly, more than half (60%) of mentees and most of mentors (93%) had TTI certificate and diploma, respectively. All the directors and more than half (54%) of coordinators graduated in diploma, while almost half (46%) of coordinators had first degree and above. The general picture of the academic qualification of mentees, mentors and directors coincides with the qualification needed for primary school education.

As indicated in the table, most of the mentees (95%) had experience up to 10 years. Mentees were not only NDTs but also experiencing teachers with service years more than two were included. Most of the mentors (88%) had experience greater than 10 years. Besides, all the directors and 92% of the coordinators had experience greater than 10 years. It means that the CPD providers and coordinators were well experienced and in a position to provide and coordinate the program if experience is to be considered.

Sufficient time is required for teachers to undertake CPD side by side with the time needed to teach and do other related activities. In table 2, teaching load in a week is indicated. About 95% of mentees and mentors were teaching more than 21 periods a week. This means that they could have time to undertake CPD program along with the teaching learning activity.

3.2. The Status of the Linkage between TTCs and CRCs

The importance of the linkage between TTCs and CRCs is many fold. To mention few: pre-service teachers practice teaching in the real educational environment; practicing teachers develop their profession at school; and college instructors learn and observe the theoretical and practical dimensions of teaching and learning in schools (Reinhartz, 1997: 40). For its effectiveness, the

linkage between the two needs to be well managed. To identify the status, the extent of the interaction, and the management of the linkage between the two entities the responses of the mentees, mentors and directors were assessed. As can be seen from table 3, teachers have 'high' interest to participate in CPD (grand mean 2.65), and they are implementing CPD strategies at higher level in their schools (grand mean 2.28).

Table 3: Degree of Interaction among Teachers, TTCs and CRCs

No	Area of Interaction	Mean and Standard Deviation of Responses				Grand mean	F-Ratio
		Mean SD	Mentee N = 42	Mentor N = 56	Director N = 28		
1	The extent of teachers' interest to participate in CPD	Mean SD	2.71 0.60	2.50 0.74	2.86 0.36	2.65 0.64	3.376*
2	Level of care of college instructors toward the practitioners during CPD	Mean SD	2.07 0.89	1.95 0.71	2.04 0.92	2.01 0.82	0.30
3	The extent to which CPD practitioners consider college instructors as colleagues	Mean SD	1.76 0.85	1.71 0.56	1.61 0.83	1.71 0.73	0.382
4	The extent of TTC's involvement in the induction of newly deployed teachers	Mean SD	2.24 0.85	1.66 0.72	2.46 0.51	2.03 0.80	13.91*
5	The extent of TTCs professional support given to teachers	Mean SD	1.64 0.91	1.59 0.57	2.32 0.61	1.77 0.76	11.06*
6	The level to which teachers implement CPD strategies at school level	Mean SD	2.50 0.71	2.00 0.66	2.50 0.64	2.28 0.71	8.619*
7	The extent to which TTCs organize subject matter associations in the CRCs	Mean SD	1.43 0.83	1.71 0.89	1.54 0.84	1.58 0.86	1.375
8	The extent to which TTCs organize teachers' networks in the CRCs	Mean SD	1.50 0.81	1.34 0.55	1.07 0.26	1.33 0.62	4.230*
9	The extent to which TTCs train mentors and CPD coordinators	Mean SD	2.26 0.86	1.52 0.83	2.50 0.75	1.98 0.92	16.92 3

Mean ≤ 1.75 low; mean 1.76 – 2.25 medium; mean > 2.25 high;

* At $P \leq 0.05$ significant difference is identified. Df ranges between 2 and 123 for mentees, mentors and directors.

Although teachers had high interest to participate, and had exercising CPD opportunities at school level, responses of interview with WEO and ZED

personnel indicated that the strategies were not well planned and of low development opportunity.

On the other hand, the result of ANOVA test showed that statistically there was significant difference among the perception of the three groups, namely; mentee, mentor and director on the level of implementing CPD strategies at school level. Post hoc comparison was computed to see which one of the three group means was different. The result of multiple mean comparisons using Tukey HSD showed that there was significant difference of perceptions among mentees, and mentors; and directions and mentors on the level to which teachers implement CPD strategies.

The directors and mentees perceived that teachers implemented different strategies. This might be for the reason that the directors participate in different workshops or trainings of CPD and mentees highly valued the infrequent trainings they came across.

As depicted in table 3 above, the extent to which CPD practitioners consider college instructors as colleagues, the extent to which TTCs organize subject matter associations, and the organization of teachers' net works in the CRCs were rated 'low' with the mean values less than 1.72. The result of the ANOVA test indicated that with exception to the organization of teachers' net work in the CRCs, statistically there was no significant difference in perception among the three groups on the items rated 'low'. The result of multiple mean comparisons using Turkey HSD showed that the difference of perception on the organization of teachers' network is between mentees and directors. Mentees might perceive the link between mentors and mentees as teachers' network.

The remaining four items of table 3: the level of care of TTC instructors, the involvement of TTCs in induction, the professional support given to teachers and the extent to which TTCs train mentors were reported as 'medium'

interaction. The statistical values of ANOVA and Tukey HSD indicated that statistically there were differences in perceptions among the three groups on these items except the level of care of TTC instructors for practitioners. Accordingly, mentors' response, on the involvement of TTCs in the induction of newly deployed teachers was the lowest of all the groups (mean 1.66). It implies that only mentors of the school rather than TTC instructors undertake the induction.

Conversely, directors highly value the interaction of TTCs in the induction, the professional support of TTCs and the training given to mentors and coordinators as 'high' involvement (mean > 2.30) since they themselves enjoy the trainings of CPD at WEO, ZED and TTC level, as the response of interview with ZED and TTC personnel indicated.

Responsibility for the Linkage between TTCs and CRCs

The linkage between TTCs and CRCs has to be managed by an authorized responsible body to make the CPD program effective. As can be seen from the CPD guideline (MOE 2004), there was no responsible body that took up the linkage between TTCs and CRCs. To this end, coordinators of WEO, ZED and TTCs were asked to suggest who should be responsible for the linkage.

As can be seen from table 4 below, WEO, TTC and CRC were ranked first, second and third respectively. As to WEO, the coordinators expressed their ideas that, WEO is an authorized body in a decentralized governance process of education system and has vested responsibility in the CPD guideline of the 2004. TTCs are responsible bodies composed of professionals that need to be willing and eager to professionally support their clients- the teachers. CRCs are areas where the program is really materialized, so they eagerly invite professionals to themselves for professional development. The responsibility is to create mutual relationship rather than leader-follower relationship.

Table 4: Ranking of Educational Structures Responsible for Managing the Linkage between TTC and CRC

No	Responsible Educational Structure	Weighted Mean	Rank
1	WEO	3.42	1
2	TTC	3.30	2
3	CRC	3.03	3
4	REB	2.96	4
5	ZED	2.54	5
6	MOE	2.46	6

Similarly, REB, ZED, and MOE were ranked fourth to sixth, respectively. The implication is that these three are needed for their vested power to develop and manage the education system rather than the professional support they could provide with teachers at CRCs.

Level of Involvement of CPD Providers at Different levels

The linkage between TTCs and CRCs could also be manifested through the involvement of other CPD providers at different levels. They could plan, implement and evaluate different techniques of CPD training.

Table 5 below portrays the level of involvement of CPD providers at school level. Mentees, mentors and directors were asked to rate the level of involvement of different CPD providers at school level. From the bird's eye view, one can see from the table that mentors and directors involve 'usually' in the CPD (grand mean 2.47 and 2.63 respectively) with no statistical significant difference in perception among the groups. School supervisors and woreda supervisors were also involving in CPD program but the level of their participation was only partially (Grand mean 1.94 and 1.85 respectively). This implies that mentors and directors were more concerned about the program to be functional at school level than the other CPD providers.

Table 5: Level of Involvement of CPD Providers at School Level

No	Involvement level of CPD providers	Mean and Standard Deviation of Responses				Grand mean	F- ratio
		Mean / SD	Mentee N =42	Mentor N = 56	Director N = 28		
1	Mentors	Mean SD	2.43 0.83	2.36 0.82	2.75 0.44	2.47 0.77	2.604
2	Directors/vice directors	Mean SD	2.67 0.69	2.52 0.81	2.79 0.42	2.63 0.70	1.474
3	School supervisors	Mean SD	2.43 0.67	1.82 0.83	1.43 0.50	1.94 0.81	17.603*
4	WEO supervisors	Mean SD	2.21 0.81	1.46 0.71	2.07 0.54	1.85 0.79	14.948*
5	TTC instructors	Mean SD	1.36 0.73	1.14 0.48	1.43 0.79	1.28 0.65	2.30
6	Exemplary teachers of other schools	Mean SD	1.40 0.70	1.75 0.86	1.36 0.62	1.55 0.78	3.607*

Mean ≤ 1.75 = rarely; mean 1.76 – 2.25 = partially; mean > 2.25 = usually.

* Significant at an alpha level ≤ 0.05 and *df* ranges between 2 and 123

Besides, as it is depicted in table 5, the involvement of TTC instructors and exemplary teachers of other schools was 'rare' (grand mean 1.28 and 1.55 respectively). It means that, TTC instructors did not go beyond their respective towns and exemplary teachers of other schools did not go beyond their peripheries. This is because there was shortage of time on the part of instructors and teachers to go to other places since they are responsible to cover the teaching loads and related activities assigned to them in their respective schools. There was also lack of allowances and transportation facilities to travel from school to school, as WEO personnel through the interview have pointed it out.

The involvement of school supervisors was rated 'usually' by mentees (mean 2.43) 'partially' by mentors (mean 1.82) and 'rarely' by directors. ANOVA test of significant difference at $p < 0.05$ and F-ratio 17.603 showed that there was statistically significant difference when judging the involvement of school supervisors among the respondents. Post hoc comparison using Tukey HSD indicated that the statistical difference was between mentors and directors, and

between mentees and mentors. Mentees rated 'high' perhaps because they benefited more from the school supervisors than from the other providers for the reason that they have immediate contact to one another.

The purpose of establishment of clusters was to organize, manage and support the CPD of the primary schools through the involvement of other stakeholders (MOE, 2004: 18; Lunt, et al. 1994: 6).

Table 6: Level of Involvement of CPD Providers at CRC Level

No	Involvement Level of CPD Providers	Mean and Standard Deviation of Responses				Grand mean	F-Ratio
		Mean / SD	Mentee N = 42	Mentor N = 56	Director N = 28		
1	Mentors of the CRC	Mean SD	2.40 0.70	2.21 0.91	2.64 0.62	2.37 0.80	2.827
2	Directors/vice directors of the CRC	Mean SD	2.62 0.70	2.25 0.96	2.79 0.42	2.49 0.81	5.218*
3	School supervisors	Mean SD	2.48 0.71	1.50 0.74	2.32 0.67	2.01 0.84	25.952*
4	WEO supervisors	Mean SD	2.00 0.77	1.46 0.81	1.43 0.79	1.63 0.83	6.744*
5	TTC instructors	Mean SD	1.31 0.68	1.14 0.48	1.50 0.79	1.28 0.64	3.078*
6	Exemplary teachers from other CRCs	Mean SD	1.76 0.85	1.39 0.71	1.57 0.84	1.56 0.80	2.658
7	Exemplary teachers of the woreda	Mean SD	1.57 0.70	1.38 0.73	1.32 0.61	1.43 0.70	1.384
8	Exemplary teachers of other woredas	Mean SD	1.57 0.74	1.14 0.48	1.11 0.42	1.28 0.60	8.427*

Mean \leq 1.75 rare; mean 1.76 – 2.25 partial; mean $>$ 2.25 usually

** Significant at an alpha level \leq 0.05 and df between 2 and 123*

In this respect, respondents were asked to rate the degree of involvement of CPD providers at CRC level. Similar to the response in table 5 above, mentors and directors of the CRC were ones who 'usually' used to involve in the provision of CPD (directors' grand mean = 2.49; mentors' grand mean = 2.37).

Next to them were school supervisors who 'partially' involved in the program (grand mean = 2.01). ANOVA test showed that statistically there was significant

difference when judging the involvement of school supervisors at CRC level. Although mentees and directors responded that the involvement of supervisors was high i.e. 'usually', the mentors replied that the supervisors rarely involve in the provision. This implies that mentors assume themselves as the major providers of CPD. On the other hand, it was responded that the remaining CPD providers namely; WEO supervisors, TTC instructors, exemplary teachers from the woreda, or other woredas, or other CRCs were 'rarely' involved in the provision of the program. This indicated that the CPD program was not functioning as it was intended to be. It is because the key stakeholders were not involving adequately.

As of the endorsement of educational decentralization, WEOs are empowered to carry out the major educational activities in their localities (MOE, 2004: 18). Hence, WEOs are in a position to coordinate the stakeholders of CPD at their level. Regarding this, the respondents were asked to indicate the level of involvement of CPD providers at woreda level.

At a glance, one can see from Table 7 that the grand mean of the responses indicated that the providers of CPD at WEO level were 'rarely' involved in the program. When seen individually, the involvement of CPD providers at woreda level was responded nearly low by mentees while mentors and directors replied the involvement of CPD providers at woreda level to be generally low. From this, one can infer that WEO has not given due attention in coordinating the stakeholders to provide CPD opportunities at their level. The mentees, to some extent, considered the spontaneous CPD program once given at the beginning of this academic year.

Table 7: Level of Involvement of CPD Providers at WEO Level

No	Involvement Level of CPD Providers	Mean and Standard Deviation of Responses				Grand mean	F-Ratio
		Mean / SD	Mentee N =42	Mentor N = 56	Director N = 28		
1	Exemplary teachers of the woreda	Mean	2.14	1.43	1.14	1.60	19.012*
		SD	0.84	0.74	0.45		
2	Effective directors/ vice directors	Mean	2.10	1.54	1.54	1.72	6.379*
		SD	0.93	0.74	0.84		
3	Effective school supervisors	Mean	1.71	1.54	1.11	1.50	5.965*
		SD	0.86	0.74	0.42		
4	WEO supervisors	Mean	2.00	1.52	1.64	1.71	4.862*
		SD	0.77	0.74	0.83		
5	TTC instructors	Mean	1.71	1.29	1.86	1.56	6.435*
		SD	0.92	0.53	0.93		
6	Zone personnel	Mean	1.76	1.21	1.32	1.42	7.354*
		SD	0.93	0.56	0.61		

Mean \leq 1.75 rarely; mean 1.76 – 2.25 sometimes, mean $>$ 2.25 always.

* $P \leq 0.05$ is significant and df is between 2 and 123

3.3. Methods or Techniques of CPD

There are multiples of methods, techniques, strategies or CPD opportunities aimed at teachers' professional development. They are the methods or techniques or strategies used to acquire knowledge and skill, and may include private reading, formal or informal training at different hierarchies, classroom visitations, conducting action research, and different CPD programs taking place under the support of TTCs like continuous assessment, project proposal preparation, using science kit, and TALULAR (Teaching and Learning Using Locally Available Resources). These programs could effectively take place using appropriate time length and frequency of the training sessions; and the use of appropriate and scientific procedures during the training program (Sadker and Sadker, 2003: 558; Lambert, 1996; 86-87).

Pertaining to the strategies or CPD opportunities, respondents were asked to react on different questions as listed in tables 8, 9, 10 and 11 below.

Table 8: Training Participation of Mentees and Mentors at Different Levels

No	Organizational Level	Mean and Standard Deviation of Responses			Grand mean	t-value
		Mean / SD	Mentee N =42	Mentor N = 56		
1	College-level	Mean SD	1.07 0.26	1.29 0.46	1.19 0.40	-2.728*
2	Zonal level	Mean SD	1.31 0.47	1.32 0.47	1.31 0.47	-0.124
3	Woreda level	Mean SD	1.79 0.57	1.61 0.62	1.68 0.60	1.461
4	CRC level	Mean SD	1.79 0.68	2.05 0.72	1.94 0.72	-1.857
5	School level	Mean SD	2.60 0.50	2.88 0.33	2.76 0.43	-3.332*

Mean < 1.75 = 'not at all'; mean 1.76 – 2.25 = 'occasionally'; mean > 2.25 frequently

**Significant at an alpha level ≤ 0.05 and df between 1 and 96 for mentees and mentors*

Table 8 above shows that as one goes from school to the upper hierarchical levels, the rate at which teachers participated in CPD programs decreased dramatically. It can be seen that the respondents were frequently participated at school level (grand mean 2.76), occasionally participated in the trainings undertaken at CRC level (grand mean 1.94) and rarely participated in the trainings undertaken at woreda, zone and college levels (grand mean 1.68, 1.31 and 1.19 respectively). It means that, relatively there was active, well organized CPD training at school level and some what at CRC level while there was no well organized CPD at CRC, zone and college level.

Overall, based on the results obtained, one can conclude that the CPD programs took place more specifically at school level only between mentees and mentors of the school; and partially at CRC level. The providers and the benefited (trainees) were of almost similar background in their knowledge and skill except in their years of experience. The trainings that the zone, college and woreda level professionals provided were insignificant.

Wherever the place of training might be, different CPD strategies should have to take place effectively and frequently as need be. Regarding this, table 9 shows

some of the strategies that mentees, mentors and directors have used in the CPD.

Table 9: Professional Development Opportunities/Strategies

No	Types of professional development strategies	Frequency (F) and Percentage	
		Mentee N = 42	
Classroom Visitation			
1	Invitation status of mentees and mentors to visit their classrooms	F	%
	1.1. Mentees have been invited by their mentors	15	36
	1.2. Mentees have not been invited by their mentors	27	64
	Total	42	100
	1.3. Mentees have invited their mentors	30	71
	1.4. Mentees haven't invited their mentors	12	29
	Total	42	100

Action Research

2		Mentee N = 42		Mentor N = 56		Total	
		F	%	F	%	F	%
	The status of conducting action research by respondents						
	2.1. Conducted	23	55	12	21	35	36
	2.2. Not conducted	19	45	44	79	63	64
	Total	42	100	56	100	98	100

Resource Sharing, Time and Frequency of Training

3		Mentor N = 56		Director N = 28		Total	
		F	%	F	%	F	%
	Whether schools have shared resources with each other						
	3.1. share	13	23	18	64	31	37
	3.2. Not share	43	77	10	36	53	63
	Total	56	100	28	100	84	100
4	Time length and frequency of training						
	4.1. short and infrequent	48	86	26	93	74	88
	4.2. short and frequent	4	7	2	7	6	7
	4.3. Long and frequent	4	7	-	-	4	5
	4.4. Long and infrequent	-	-	-	-	-	-
	Total	56	100	28	100	84	100

Classroom supervision helps both the teachers (supervisees) and the 'supervisors' to know how adequate their performance is (Allington and Cunningham, 2002: 281). Table 9 indicated the response of mentees for the extent to which they have invited their mentors to their classrooms and the extent to which their mentors have invited them. Their mentors have not invited the majority of mentees (64%). Conversely, majority of mentees (71%) have invited their mentors to be supervised. This might show that there was a perception that supervision is the activity of the authorities, the leaders or the mentors. It seems that it is only unidirectional. Therefore, most of the seniors, authorities or mentors were not in a position to acquire a piece of knowledge or skill from their juniors, followers or mentees.

Action research, on the other hand, is used to identify genuine problems in a school, classes, district or community and come up with suggestions or possible solutions (Sadker and Sadker, 2003: 560). Concerning the respondents' status of conducting action research, table 9 above shows that majority of the respondents (64%) have not conducted action research yet. Shockingly, a significant number of mentors (79%) indicated that they have not conducted action research. In general, the implication could be related with the benefit obtained after the tiresome research report. WEO personnel, during the interview, reported that the benefit the teacher obtained didn't exceed a point '4' or '5' out of '5' in one of the many lists of questions in the performance evaluation of the teachers. Moreover, there was lack of competence to undertake action research.

Responses of mentors and directors on the question whether their schools have shared resources supporting teachers' professional development and teaching learning activities were indicated in table 9 above. Accordingly, about two-third of the respondents reported that their schools did not share resources such as books, teaching aids, etc with other schools. From the information obtained from TTC, ZED and WEO personnel, school directors were afraid of the

penalties for lost or damaged properties shared among schools. They also reported that many of the important educational resources kept locked in the stores and offices of some school directors.

Contrary to this fact, when the responses of directors and mentors are separately observed, majority of the directors (64%) responded that their schools shared resources with other schools. In line with the interview responses, however, more than three-fourth of the mentors suggested that, the schools did not share their resources with each other. From this, one can infer that, directors were trying to escape from responsibilities, and gave attention to the material value of educational resources rather than the pedagogical value.

To alleviate these problems, as college deans and CPD personnel of the TTCs responded in the interview, model schools were being organized around the TTCs in a model school. In that model schools, one section of any grade was randomly selected and all the teaching aids needed for that class of students was properly arranged and put in the classroom permanently. That class was both a classroom and a pedagogical center. This approach coincides with the issues raised in the literature in Allington and Cunningham (2002 PP. 54 and 260). It could be pedagogically valuable for students' academic performance improvement although it seems expensive as compared to the previous a single pedagogical center of a school.

As indicated in Smith (1990:225) teachers have to be given enough time to accept responsibilities for their own professional development. The length of time and the frequency at which trainings take place are one of the decisive techniques of making the training sustainable. Accordingly, mentors and directors were asked to express the length of time and the frequency at which the trainings they have undertaken took place. Majority of them (88%) responded that the trainings took place for a short period of time and at an infrequent pattern as indicated in table 9. TTC personnel explained, through

the interview, that the time length and the frequency had direct relation with budget allocated from BESO and OEB. Trainings were taking place when TTCs obtain financial support for the CPD program. Therefore, it can be inferred, as it has been indicated in Kebede Nemomsa (2006: 60), that the trainings were sporadic and spontaneous. In general, the time and the frequency are inconsistent with what the literature above suggested.

Along with the strategies in table 9, through the interview with college deans and coordinators of CPD and higher diploma programs at TTC level, the current practices of CPD have been identified. They reported that, nowadays, TTCs are exercising some CPD strategies among few primary schools found in their respective towns. They organized 'link schools', that are primary schools linked directly with TTCs through the CRCs. In the link schools, TTCs organized a model classroom, discussed earlier, the one, which is a classroom and a pedagogical center. They also send TTC instructors (who are attending higher diploma program currently open to instructors and lecturers to certify them as teacher educators) to these link schools for practicum, teaching practice and observations.

Moreover, TTCs train teachers of the link schools in the training topics identified by the colleges. These topics include; active learning, TALULAR (to mean Teaching and Learning Using Locally Available Resources), action research, continuous assessment, project proposal preparation and the induction of newly deployed teachers.

One can conclude from this fact that it was encouraging beginning for teachers' professional development. However, it was limited only to the smallest, may be insignificant portion of the region's primary schools that are found only in Jimma, Nekemte and Asella towns.

CPD coordinators of the TTCs responded that the use of computers and Internet services have also been started in the TTC-school linkage. Teachers of the link schools could have access to download data/information if they need to. The problem however, was the absence of computers in many of the primary schools. It was a good beginning of modernizing primary schools, had it been exercised widely.

Moreover, a number of strategies/CPD opportunities could be exercised at CRCs and schools. Pertaining to this, Table 10 below depicts the mean of the responses showing the extent of the benefit obtained from those strategies. Accordingly, the grand mean of only two strategies, namely; self reflection program and informal teachers specialization program showed that the benefits obtained were 'low' (grand mean 1.67 and 1.66 respectively). Similarly, the grand means of the two other strategies, 'generating school finance' (2.00) and 'supervision feedback' (2.1) indicated that the benefits obtained from these strategies were also considered 'medium'.

However, the ANOVA test indicated that there was statistically significant difference in perception among the three groups. Directors degraded the benefits obtained from the above four strategies more than mentees and mentors. Regarding school finance generation, it seems that they compared the school income obtained because of training with the training expense and time consumed.

Table 10: The Degree of the Benefit Obtained from CPD Opportunities

No	The degree of the benefit obtained from the strategies (training opportunities)	Mean and standard deviation of Responses				Grand mean	ANOVA Test F-ratio
		Mean SD	Mentee N=42	Mentor N=56	Director N=28		
1	English language Improvement program	Mean SD	2.74 0.59	2.68 0.64	2.93 0.26	2.75 0.56	1.904
2	Curriculum based training	Mean SD	2.50 0.83	2.50 0.76	2.71 0.60	2.55 0.76	0.876
3	Educational leadership	Mean SD	2.52 0.77	2.57 0.74	3.00 0.00	2.65 0.69	5.044*
4	Lesson plan preparation	Mean SD	2.95 0.22	2.79 0.56	2.82 0.48	2.85 0.46	1.679
5	Child-centered approach	Mean SD	3.00 0.00	2.86 0.44	2.86 0.45	2.90 0.37	2.158
6	Teaching aids preparation	Mean SD	2.38 0.91	2.16 0.91	2.75 0.59	2.37 0.87	4.505*
7	Continuous assessment	Mean SD	2.81 0.51	2.79 0.56	2.86 0.45	2.81 0.52	0.176
8	Classroom management	Mean SD	2.81 0.51	2.79 0.53	2.82 0.48	2.80 0.51	0.053
9	Classroom supervision	Mean SD	2.69 0.56	2.75 0.55	2.89 0.42	2.76 0.53	1.265
10	Increasing enrollment and reducing dropout	Mean SD	2.76 0.58	2.68 0.51	2.75 0.59	2.72 0.55	0.322
11	Generating school finance	Mean SD	2.10 0.79	2.16 0.80	1.54 0.74	2.00 0.82	6.351*
12	Supervision feedback	Mean SD	2.40 0.70	2.16 0.80	1.54 0.74	2.10 0.82	11.337*
13	Self reflection program	Mean SD	1.81 0.71	1.80 0.75	1.18 0.39	1.67 0.72	9.518*
14	Informal teacher specialization	Mean SD	1.52 0.74	2.04 0.89	1.11 0.32	1.66 0.83	15.349*

* At $P \leq 0.05$ significant difference is identified

- *df* is between 2 and 123 for mentees, mentors and directors

- Mean ≤ 1.75 = low; mean 1.76-2.25 = medium; mean > 2.25 high

Therefore, it could be concluded that, for directors the benefit obtained was worthless. For the 'self-reflection program', too, they rated 'low' as compared to other respondents. One can infer from this that directors associated the academic self-reflection with the administrative/political self reflection session taking place at the WEOs or Woreda Administration Offices up on which they might develop different attitude.

The remaining items of table 10 above, item 1 to item 10, were rated high on the benefits obtained except that the mentors benefited 'medium' from teaching aids preparation; and their grand means were ranging from 2.37 to 2.90. The first four strategies those ranked first to fourth in the degree to which respondents benefited from them were (grand means were indicated): child centered approach (2.9), lesson plan preparation (2.85), continuous assessment (2.81), and classroom management (2.80) with no significant difference of statistical value of ANOVA test.

The other strategies beneficial to the respondents, ranging from fifth to tenth in the value of their grand mean were classroom supervision, English language improvement program, increasing enrollment and decreasing dropout, educational leadership, curriculum based training, and teaching aids preparation, respectively. The result of ANOVA test computation showed that there were statistically significant difference among directors and teachers (mentees and mentors) with regard to educational leadership and teaching aids preparation. The mean of the responses of directors on the degree of the benefit obtained from the training of educational leadership and teaching aids preparation were 3.00 and 2.75 respectively. This means that CPD strategies that were compatible with teachers' needs might be effective and well accepted by the beneficiaries.

To sum up, the respondents were eager to participate in CPD as it can be seen from earlier discussions, and want to be beneficial from the program. The study also showed that the teachers have benefited from most of the strategies of CPD. Had the programs been well planned and organized better than the existing practices, the degree to which the stakeholders would have been benefited become very high.

3.4. The Consideration of Interests during CPD Planning

Prior to the planning of CPD program, it is advisable to investigate the factors that could motivate teachers to participate in this program. Salary, career ladder promotion, material benefits, knowledge and skills obtained through the trainings could be factors that could initiate teachers to participate in CPD (smith, 1990: 22-23; Weis, 1987: 6). On the other hand, career ladder was criticized for it lacks clear standard or appropriate evaluation tools (Smith, 1990: 388). Pertaining to the issue of career ladder, mentees and mentors were asked whether they support the existence of teachers' career structure in the education system. Table 11 below shows the frequency and percentage of their responses.

Table 11: Whether Mentees and Mentors Support the Existence of Teachers' Career Structure

No	Supporting status	Mentee		Mentor		Total	
		F	%	F	%	F	%
1	Support	40	95	53	95	93	95
2	Not support	2	5	3	5	5	5
	Total	42	100	56	100	98	100

The table above shows that, almost all (95%) of mentors and mentees responded that they support the existence of teachers' career structure. It means that teachers perceived this program as a means to increase their salary, thereby improve their economic status. It is because, teachers perceive themselves as being at the bottom of hierarchical order in the education system (Lambert, 1996). On the other hand, WEO and ZED personnel responsible for CPD responded on the issue of career structure that directors, most of the time, didn't appropriately evaluate teachers, and they use this method as a means to reward their pets and punishing other teachers and this could discourage other teachers from effectively carrying out their duties. This idea is directly related with that of Smith (1990: 388) and Sadker and Sadker (2003: 570).

As regards to the factors that initiate teachers to participate in CPD, the respondents were asked to rate on degrees of the benefit they want to gain from the training. Likewise, the mean of their responses were displayed in table 12 below.

Table 12: The Benefits the Teachers Want to Gain from the Training

No	Types of Benefits	Mean and standard deviation distribution of respondents by type				Grand mean	ANOVA Test F-ratio
		Mean SD	Mentee N=42	Mentor N=56	Director N=28		
1	Financial benefit/ salary increment	Mean SD	2.60 0.63	2.59 0.71	2.82 0.39	2.64 0.63	1.479
2	Promotion through career ladder	Mean SD	2.69 0.56	2.68 0.47	2.79 0.42	2.71 0.49	0.473
3	Material benefit	Mean SD	2.57 0.67	2.63 0.62	2.71 0.54	2.63 0.62	0.448
4	Knowledge of the subject matter	Mean SD	2.02 0.81	1.89 0.87	1.93 0.81	1.94 0.83	0.300
5	Knowledge of teaching methodology and related skills	Mean SD	2.21 0.72	2.11 0.59	2.39 0.79	2.21 0.69	1.645

Mean ≤ 1.75 = low; 1.76-2.25 = medium; > 2.25 = high

Significant level is identified at $\alpha \leq 0.05$ and df ranges between 2 and 123

As is shown in the table, with the exception to 'knowledge of the subject matter' and 'knowledge of teaching methodology and related skills', the remaining three items, namely; financial benefit/salary increment (grand mean 2.64), promotion through career ladder (2.71) and material benefit (2.63) were rated high. In fact, the benefits listed cannot be exhaustive. Others might be described. The researcher; however, has considered only the major ones to see the intrinsic and extrinsic motivations.

From the birds eye view, one can observe from the table that the respondents were inclined towards the extrinsic motivation, that is, the financial and material benefit. Even, their interest in promotion through career ladder, as discussed earlier, was also aimed at salary increment.

As indicated in the table, ANOVA is computed to examine if there was significant difference among the three groups on the benefits they want to gain. The result of the computation showed that, statistically there was no significant difference among the groups. This shows that, all the three groups: mentees, mentors and directors have similar interest and could be initiated by similar factors. Contrary to this, 'the knowledge of the subject matter' and 'teaching methodology' could not have immediate financial or material benefit, except personal satisfaction to the respondents.

From the perception of these respondents one can infer that teachers could be motivated more at programs that reward them with salary increment, financial or material benefit, which are the extrinsic motivators than the intrinsic ones like promotion and knowledge acquisition.

3.5. The Competence and Commitment of Stakeholders

The nature of the linkage among different stakeholders of CPD varies widely. As the experiences of different countries have indicated, it ranges from very loose, voluntary arrangement to mandatory membership. School clustering is also a means of facilitating interactions and effective use of resources, both material and human, among schools (Bredenberg and Dahal, 2000). This activity could be materialized largely on the competence and commitment of stakeholders. Related to this fact the respondents were inquired to rate the degree at which different stakeholders participated in the provision of material/human support. Table 13 below, depicts the mean of their responses.

Table 13: The Degree of the Support Given to CPD in the School by Management Bodies

No	Types of support given by management bodies	Mean and standard deviation distribution of respondents by type					Grand mean	ANOVA Test
		Mean SD	Mentee N=42	Mentor N=56	Director N=28	Coordinator N=26		F-ratio
1	School leaders' support	Mean SD	2.62 0.66	2.57 0.63	3.00 0.00	2.12 0.59	2.59 0.62	10.848*
2	PTA support	Mean SD	1.57 0.80	1.68 0.58	1.57 0.84	1.73 0.67	1.64 0.71	0.415
3	Kebele Education and Training Board Support	Mean SD	1.52 0.71	1.30 0.66	1.46 0.79	1.69 0.68	1.46 0.71	1.995
4	CRC coordinating bodies support	Mean SD	2.21 0.78	1.46 0.76	2.36 0.49	2.69 0.68	2.05 0.85	22.184*
5	TTC management bodies support	Mean SD	1.38 0.70	1.70 0.89	1.57 0.88	2.54 0.76	1.73 0.90	11.393*
6	WEO support	Mean SD	2.05 0.80	1.82 0.79	2.75 0.59	2.38 0.64	2.15 0.80	11.165*

Mean ≤ 1.75 = low; mean 1.76-2.25= medium; mean > 2.25 = high

*at $P \leq 0.05$ significant difference is identified. *df* is between 3 and 148 for the four groups.

At a glance, one can pinpoint that the highest grand mean (2.59) was that of school leaders' support. The computation of ANOVA, however, shows that statistically there was significant difference among the four groups on this support. Particularly, the result of multiple mean comparison using Tukey HSD shows, directors and coordinators were at two opposite extremes when they rated the support of the school leaders. Directors were occupied with 'I did it best' perception and rated mean is 3.0. Conversely, the coordinators perceived that the contribution of directors was medium rather than high. Along with the ideas of directors, the mentees and mentors rated that the school leaders' support was high.

From the researchers observation and interview conducted with the coordinators; however, the contribution of directors was not high. In some schools, there was directors' turnover, lack of directors' commitment to allocate

budget to CPD, lack of willingness to share resources and lack of commitment and competence in facilitating interactions.

Next to school leaders, the support given by school cluster center coordinating bodies and WEO were rated as 'medium' with grand mean 2.05 and 2.15 respectively. The statistical computations showed, as can be seen from the table that, there was significant difference in perception on the degree of the support given by the two management bodies among the four groups of respondents. While the coordinators highly credited the support of school cluster center coordinators, the directors highly valued the support of WEO. This shows that the judgment of the support was more on the degree of the interaction among each other rather than on the work performed through the program. Directors valued WEO for they have frequent interaction with each other. Likewise, coordinators, particularly, of TTCs credited CRC coordinators for the fact that they have frequent interaction with link schools, even though their catchment area (the number of primary schools up on which they are exercising CPD) were insignificant, that is, (30 link schools for Jimma TTC, 11 link schools for Nekemte TTC and 15 link schools for Asella TTC).

The support of other stakeholders, namely; PTA, kebele education and training board, and TTC management bodies was rated low. One can infer from this that CPD is mainly the concern of trainees (mentees), trainers (mentors), TTC coordinators of CPD and directors rather than the administrative bodies like PTA, kebele education and training board and TTC management bodies. To sum up, there was lack of consensus and commitment among the stakeholders to promote the program and also there was lack of competence to facilitate the linkage between TTC and CRC.

More specifically, the respondents were asked to judge the degree to which TTCs were committed to carryout the role and the responsibilities the MOE has listed in the CPD guideline of 2004.

Table 14: Ratings on the Judgment of the Commitment of TTCs by Respondents

No	College's role and responsibility	Mean and standard deviation distribution of respondents by type				Grand mean	ANOVA Test F-ratio
		Mean SD	Mentor N=56	Director N=28	Coordinator N=26		
1	Link with directors and supervisors to support induction of NDTs	Mean SD	1.32 0.69	2.46 0.51	2.69 0.55	1.94 0.88	57.600*
2	Link with schools, supervisors and CRCs to support CPD	Mean SD	1.70 0.71	2.21 0.42	2.69 0.62	2.06 0.82	23.466*
3	Provide professional support to teachers	Mean SD	2.04 0.95	2.14 0.45	2.54 0.71	2.18 0.82	3.585*
4	Develop CPD packages for locally identified needs	Mean SD	2.05 0.96	2.00 0.67	2.62 0.64	2.17 0.86	4.929*
5	Provide findings of action research to CRCs	Mean SD	1.41 0.50	1.11 0.32	1.73 0.92	1.41 0.63	7.511*
6	Provide reports and examples of good practice to CRCs	Mean SD	1.00 0.00	1.00 0.00	2.27 0.92	1.30 0.70	81.039*

Mean ≤ 1.75 = low; mean 1.76-2.25=medium; mean > 2.25 = high

* at $p \leq 0.05$ significant difference is identified; df is between 2 and 107 for the three groups.

As it can be seen from table 14 above, none of the grand means of the responses indicated that the commitment of TTCs was 'high'. Rather, the respondents judged the commitment of TTCs 'to provide findings of action research to CRCs' and 'to provide reports and examples of good practice to CRCs' as being 'low'.

The computation of ANOVA test, however, showed that statistically there is significant difference among the groups on these two items. The difference was, as can be observed on the Tukey HSD multiple mean comparisons, between directors and coordinators on the provision of findings of action research. On the provision of reports and examples of good practices to the CRC's, too, the differences were between coordinators and mentors, and between coordinators and directors. This might imply that most of the directors and mentors have not come across seeing or reading findings of action research at their level. Some of the coordinators, however, responded that they provided this finding, but it might be to the few schools-the link schools. Similarly, the coordinators judged

themselves that they reported to the CRCs. This might also be true for the few link schools and their CRCs only.

On the other hand, with the exception of these two items, the remaining roles and responsibilities were judged as being 'medium'. Regarding the 'commitment to provide professional support to teachers', there was a difference in perception between mentors and coordinators. Mentors recognized that, they themselves were the only providers of CPD at school or CRC level. They did not see that TTCs provided at school or CRC level. The coordinators, on the other hand, judged themselves as if they had highly contributed/committed.

In general, for all of the four items whose grand means indicated 'medium', the coordinators judged themselves as if their commitment was 'high'. Contrary to this, the judgment of other respondents did not coincide with that of the coordinators. This implies that there was no benchmark against which to measure the accomplishment of one's roles and responsibilities. Therefore, it can be concluded that the commitment of the TTCs on the wider area of the region was low. From the interview, it was understood that TTCs were competent enough to provide the program.

With a view to gather data similar to the commitment of TTCs, questions were posed to the mentors, directors and coordinators to judge the extent of the commitment of CRCs to undertake the roles and responsibilities assigned to them. From the data shown in table 15 below, it can be concluded that the commitment of CRCs to undertake their roles and responsibilities was not 'high'. All the grand means are below 2.25.

Four of the items in the table showing the extent of the commitment of the CRCs that were judged as 'medium' include the following: the provision of well planned CPD program (grand mean 1.91); supervising, supporting and evaluating the program (2.03); ensuring the effectiveness of the communication

between cluster schools (1.89), and the provision of report and evidence of good practice to schools and WEO (2.02).

From the data shown in the table, the commitment of the CRCs to function the three remaining roles and responsibilities was 'low'. That is to say, the CRCs lacked the competence to design and develop, plan and coordinate CPD programs; they were not committed to encourage and support action research and sharing of good practice; and they were not in a position to implement particular CPD opportunities for female teachers.

Table 15 Ratings on the Judgment of the Commitment of CRCs by Respondents

No	CRC's role and responsibility	Mean and standard deviation of responses				Grand mean	ANOVA Test
		Mean SD	Mentor N=56	Director N=28	Coordinator N=26		F-ratio
1	Design and develop, plan and coordinate CPD programs	Mean SD	1.61 0.59	2.00 0.61	1.58 0.81	1.70 0.67	3.976*
2	Provide well planned CPD programs	Mean SD	1.63 0.62	2.14 0.59	2.27 0.87	1.91 0.74	10.149*
3	Supervise, support and evaluate CPD programs	Mean SD	1.52 0.63	2.82 0.39	2.27 0.87	2.03 0.85	39.900*
4	Ensure the effectiveness of communication between cluster schools	Mean SD	1.61 0.59	1.79 0.74	2.62 0.50	1.89 0.73	24.559*
5	Encourage and support action research and sharing of good practice	Mean SD	1.20 0.55	1.93 0.60	2.12 0.65	1.60 0.72	27.287*
6	Implement particular CPD opportunities for female teachers	Mean SD	1.38 0.73	1.79 0.74	1.81 0.69	1.58 0.75	4.678*
7	Provide report and evidence of good practice to schools and WEO	Mean SD	1.77 0.76	2.54 0.69	2.00 0.75	2.02 0.80	9.999*

* The mean difference is significant at the 0.05 level.

- Mean ≤ 1.75 = low, mean 1.76-2.25 = medium, mean > 2.25 = high

- df is between 2 and 107 for mentors, directors and coordinators.

Again, the variance of the judgment of mentors, directors and coordinators was statistically tested for all of the items. The result showed that statistically there was significant difference in judgment among the three groups. Note that a large value of the F-ratio would indicate greater variability of judgment among the groups towards the commitment of CRCs to play their roles and to carry out their responsibilities. The mentors underestimated the commitment of CRCs. This might be for the reason that the mentors were the only and the major actors of the CPD at their respective schools. The directors highly valued, particularly the commitment of CRCs to supervise and evaluate CPD programs. This might be because it was mainly the directors' role and responsibility.

Another point worth discussing is the extent of the judgment of mentees up on their mentors' support. From the data shown in Table 16 it can be concluded that more than half (57%) of mentees judged that the support of their mentors was 'high'. Only about one fourth (24%) and the remaining one-fifth judged the support as being medium and low, respectively. This implies that the professional support the mentors provided to their mentees was encouraging.

Table 16: The Extent to Which Mentees Judged the Support of Their Mentors

No	The degree of judgment given to the support of the mentors	Response in Frequency and percentage	
		F	%
1	High	24	57
2	Medium	10	24
3	Low	8	19
	Total	42	100

3.6. Constraints Related with CPD and the Linkage between TTC and CRC

The major drawbacks/constraints associated with CPD program in general and the linkage between TTC and CRC in particular is analyzed based on the data gathered from the respondents.

Structure and Guideline

The three items in table 17 below reveal the seriousness of the problems related with structure and CPD guideline. The grand mean of the responses indicated the problems were serious. The absence of clear CPD guideline was very serious problem to all the three groups of respondents. Actually, there was a general guideline forwarded in 2004. Moreover, even this guideline was not well understood by teachers and WEO personnel, and was not sufficiently distributed to the stakeholders.

Incompatibility of the existing CPD strategies with teachers' needs is another pitfall of the CPD. Currently, the well-known strategy adopted in almost all primary schools is that, working on the material/book prepared for newly deployed teachers, and is being exercised by mentees with the supervision of their mentors. For other serving teachers however, there were few strategies accustomed to be performed in schools like workshops, experience sharing of practices almost known by others. These strategies were rather aimed at teachers' performance evaluation rather than professional development.

Table 17: Drawbacks Related with Structure and Guideline

No	Type of problem	Mean and standard deviation of Responses				Grand Mean	F-ratio
		Mean SD	Mentor N=56	Director N=28	Coordinator N=26		
1	Absence of clear guideline	Mean SD	2.61 0.71	2.93 0.26	2.73 0.67	2.72 0.62	2.566
2	Lack of awareness of the concept of CPD and CRC	Mean SD	2.55 0.66	2.75 0.59	2.38 0.70	2.56 0.66	2.142
3	Incompatibility of the existing CPD strategies with teachers' needs	Mean SD	2.84 0.31	2.68 0.32	1.85 0.93	2.65 0.69	39.556*

* The mean difference is significant at the .05 level, and df is between 2 and 107 for mentor, director and coordinator.

- Mean \leq 1.75= rare problem; mean 1.76-2.25= partial problem;
Mean $>$ 2.25= serious problem.

The ANOVA test for difference in the means on the incompatibility shows that there was a higher difference in perception among the groups. As can be seen from the table, for coordinators, the incompatibility of the existing CPD strategy with teachers' needs was not a serious problem. This might be for the reason that they undertook need assessment in the few link schools and CRCs of their reach.

Lack of awareness of the concept, the role, functions and objectives of CPD, CRC, and clustering school were also serious problem in this program as is indicated in the table. Concerning the structure, the coordinators pointed out during the interview that CPD is an activity merged with the activities of supervision offices. Structurally, CPD personnel were not assigned specifically to this task. They reported, there was a plan to assign personnel at CRC level currently; teachers are being assigned as CRC supervisors although without salary increment. It can be assumed that there was absence of responsible body that organize and manage the program.

In general, CPD is more said than done. Its guidelines, strategies, objectives and even the concept were not well understood by most of the stakeholders

even though it seems that it is taking place among different stakeholders discussed earlier.

Shortage of Resources

To assess the level of the seriousness of the problems related with resources, questions were posed. The data in table 18 below reveals the seriousness of the problems related to time, incentive, human and material resources. It is obvious that resources are scarce. In the CPD program; however, the problem exceeds the usual minimum requirement to operate and conduct the CPD. It is because the stakeholders, particularly the resource providers, were not well aware of the program.

Table 18: Problems Related with Resources

No	Type of problem	Mean and standard deviation of Responses				Grand mean	F-ratio
		Mean SD	Mentor N=56	Director N=28	Coordinator N=26		
1	Lack/absence of reading materials on CPD	Mean SD	2.34 0.77	2.89 0.32	2.46 0.65	2.51 0.69	6.788*
2	Shortage of coordinators' time to undertake CPD	Mean SD	2.21 0.78	2.86 0.36	2.73 0.53	2.50 0.70	11.592*
3	Lack of financial and material resource	Mean SD	1.88 0.92	2.82 0.39	2.69 0.62	2.31 0.87	19.442*

* The mean difference is significant at the .05 level, and df is between 2 and 107 for mentor, director and coordinator.

- Mean \leq 1.75= rare problem; mean 1.76-2.25= partial problem;
Mean > 2.25= serious problem.

From the data shown in the table, it can be concluded that the problems listed were serious. Lack/absence of reading materials related to the concept of CPD itself, the strategies, opportunities supporting professional development, and its organization and management cannot be found in the schools, CRCs, WEOs and ZEDs. TTC coordinators reported in the interview that, these materials were found in the TTCs to some extent, though not as much as required.

Again, time also was scarce resource in the CPD. Coordinators of CPD at different levels; mentors and mentees all have the assignments of their regular duties. CPD was assumed, to many people, as an extra assignment and have not been given ample time for the execution of the program. Particularly, at CRC level, it demands for mentors' time to travel from school to school and coordinate/support mentees' activities at school. TTC coordinators, too, were instructors at the colleges. They were required to coordinate this program with the expense of their scarce time. Generally, it can be concluded from the data indicated in table 18 above that the devotion of coordinators to allocate their time to undertake CPD was serious problem.

CPD at WEO and ZED is attached to the offices of supervision with no personnel assigned to it. These offices had given priorities to their major tasks rather than the CPD. It can be concluded that people working on CPD are those occupied with other major tasks and who were unable to devote themselves to the progress of this program.

Along with this, lack of financial and material resources, were rated serious problem. With the exception to the material prepared for the induction of newly deployed teachers, and the budget allocated to the spontaneous and sporadic training took place at WEOs and TTCs, there was lack of finance and material to make the program continuous. Perdiem and transportation expenses, together with a budget for purchases and hiring personnel were all needed by the mentors to move from school to school; by the TTC coordinators to widen their catchments and to strengthen the linkage; and by the other offices to assign personnel responsible for CPD, but lack/absence of finance was observed any where and anytime in the program.

Organizational and Managerial Capacities

School cluster is a grouping of 3-5 contiguous primary schools into mutual support, and this would be supported by the CRC to effectively utilize resources

to develop the teachers' profession (Bredenberg and Dahal, 2000). And this organization should also be supported by an effective management.

The first two items of Table 19 below shows the problems related to the organization of the CRCs. Distance of schools from their CRCs was a serious problem. Nowadays, primary schools are being opened one at each rural kebele. Although they will be numerous in number, the distances among them could not be manageable in the rural areas where there were no transportation facilities. What matters to the management of CRC is the number of schools enrolled in them. The respondents replied that this problem was a partial problem. On the other hand, zone personnel pointed out that in some of the rural areas, the newly opened primary schools were included to the already established CRC and widened their catchments area. As a result, the larger the number of the schools, the greater the problem of the management will be.

Another point worth mentioning is the lack of the knowledge of CPD strategies/techniques. There are a number of techniques through which trainers could develop their profession on issues like subject content and methodologies. As it can be seen from the table below, lack of this knowledge was considered as a serious problem. This implies that there were no manuals, guidelines, magazines, books or other writings acquainting different techniques and procedures in the schools or in the hands of the teachers. It was observed that some unpublished materials discussing the general ideas of CPD, mentor and mentee were found in the WEOs.

Table 19: Problems Related to Organization and Management of CPD

No	Type of Problem	Mean and Standard Deviation of Responses				Grand mean	F-ratio
		Mean / SD	Mentor N =42	Director N = 56	Coordinator N = 28		
1	Distance of schools from CRC	Mean SD	2.34 0.77	2.86 0.36	2.19 0.90	2.44 0.76	6.717*
2	The large number of schools in a CRC	Mean SD	2.09 0.90	2.64 0.62	1.77 0.86	2.15 0.88	7.833*
3	Incompetence of coordinators and directors at school	Mean SD	2.84 0.50	2.68 0.61	2.00 0.89	2.60 0.72	15.61*
4	Incompetence of WEO personnel	Mean SD	2.55 0.66	2.71 0.60	2.23 0.91	2.52 0.73	3.254*
5	Lack of knowledge of CPD strategies	Mean SD	2.71 0.59	2.89 0.32	2.69 0.62	2.75 0.55	1.229
6	Lack of support and follow up from managing offices of the woreda, zone, region, and colleges	Mean SD	2.79 0.46	2.57 0.69	2.69 0.62	2.71 0.54	1.371

* The mean difference is significant at the 0.05 level, and df is between 2 and 107 for mentors, directors and coordinators.

- Mean < 1.75 = rare problem; mean 1.76 – 2.25 = partial problem; mean > 2.25 = serious problem

The last item of the table reveals the level of seriousness of the problem related with support and follow up. It has been analyzed earlier that the support of the stakeholders greatly influenced the program. Along with this, the follow up of the upper hierarchies over the lower ones was of serious problem (grand mean 2.71). TTC personnel discussed that regional education bureau hardly follow up this program. The bureau once allocated fund but not following up the accomplishments. The personnel added that, the TTCs preferred to report the achievements to BESO rather than to the regional education bureau. Similarly, the follow up of the bureau over the ZEDs; and ZEDs over WEOs was limited. ZED and WEO personnel, too, share these ideas.

It is generally assumed that, in a program in which responsible personnel was not found, it was difficult to say that there could exist follow up and support.

3.7. Suggested Solutions to CPD Problems

The respondents were asked to give suggestions on what is to be done to improve the CPD program of the region, on the open-ended questions of the questionnaire and through the interview. Accordingly, mentees and mentors recommended that guidelines, manuals, journals and magazines, that could describe different practices and techniques of CPD, would better be prepared and distributed to schools and CRCs. They added training needs of individual schools or CRCs have to be identified and the relevant training has to be given accordingly.

Directors also suggested, the necessary materials and finance has to be allocated to schools and CRCs; and TTCs have to involve in the trainings given at CRC level. The coordinators, on their part, suggested that it might be important if organizational structure for CPD is set and implemented. There must also be assigned CPD personnel at different educational hierarchies starting from CRCs up to REB. In addition, they recommended, the teaching loads of mentors has to be reduced, CPD practitioners (mentees and mentors) have to be benefited in obtaining the important and necessary knowledge and skill together with material and economic benefits.

Moreover, the TTC coordinators suggested, competent management professionals have to be assigned to the management of schools and WEOs to improve the proper functioning of the program.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary of the findings, conclusions drawn from the findings, and recommendations given for the improvement of the linkage between TTCs and CRCs.

4.1. Summary

The main objectives of this study were to investigate the status of teachers' CPD program, and the degree of the linkage between TTCs and CRCs in Oromia Regional State. The specific objectives of the study were:

- To know the extent of the links made between TTCs and CRCs.
- To assess the degree to which the responsible bodies of CPD discharge their roles and responsibilities.
- To examine the level of the involvement of CPD providers in the program.
- To identify the degree to which different CPD strategies/ opportunities are effectively conducted in the CRCs and the individual primary schools.
- To investigate teachers motives behind CPD program.

The following basic questions were raised to attain the objectives:

1. How is the linkage between TTCs and CRCs on CPD established?
2. What are the strategies/techniques adopted to guide and implement CPD?
3. To what extent did the CPD program consider the interest/benefit the teachers want to gain?
4. What is the teachers' perception about the competence of trainers and coordinators at different levels in implementing CPD?
5. What are the factors that constrained CPD and the linkage between TTC and CRC?

A total of 152 respondents from mentees, mentors, directors and coordinators of CPD at WEO, ZED and TTC were included in the study. Data were collected by using four sets of questionnaire; one for mentees, an other for mentors, still an other for directors. One set of questionnaire was distributed to CPD coordinators at woreda, zone and TTC level as well. Besides, interview was conducted with CPD coordinators at different levels. On top of this, observations to some CRCs were made. Data was presented and analyzed using statistical tools of percent, mean, standard deviation, t-test, one-way ANOVA and Tukey HSD post hoc comparison.

4.2. Major Findings

The following are summary of the major findings.

4.2.1. The Background of the Stakeholders

- More than half of the mentees (60%), who were the receivers of training, had TTI certificate. Majority of the mentors (93%) and all of the directors that is, the providers and coordinators of CPD at school level, had college diploma.
- More than half of the coordinators (54%) and the remaining others (46%) had college diploma, and university degree and above, respectively.
- Only one-third of the mentees had service years up to 5. The remaining two-third was serving more than 5 years. 88% of mentors and all the directors had served for more than 10 years.
- The majority of mentees and mentors (95%) were busy occupied with large number of teaching loads.

4.2.2. The Degree of the Linkage among Stakeholders and Their Responsibility

Majority of the respondents described that teachers have high interest to participate in CPD, TTC instructors provided care for the practitioners during CPD,

and teachers were implementing CPD at school level. However, the interaction among TTCs and CRCs was low on issues like collegial relationship, induction program, professional support, organizing subject matter association, and organizing teachers' networks.

CPD coordinators of different levels suggested and ranked that WEO would better manage the link between CRC and TTC. Next to WEO, they ranked TTC itself, CRC and REB second to fourth for the management of the linkage. ZED and MOE were ranked second to the last and last, respectively.

The involvement of CPD providers at different levels, that is, at schools, CRCs and WEOs varied greatly. The responses of mentees, mentors and directors showed that:

- at school level, only mentors and directors involved in the provision of the CPD program. Most often, WEO supervisors and school supervisors (at an average) involved 'partially'. However, TTC instructors and exemplary teachers of other schools 'rarely' involved in the program at school level;
- at CRC level, mentors and directors are 'usually' involved. The school supervisors involved 'sometimes'. Whereas WEO, TTC instructors, exemplary teachers of the woreda, teachers of other woredas, teachers of other CRCs involved 'rarely';
- at woreda level; however, all of the providers 'rarely' involved. Specifically, mentors responded that the involvement of all CPD providers was 'rare'. Directors responded that TTC instructors involved only sometimes. On the other hand, mentees responded that the involvement of most of the providers was medium.

4.2.3. Strategies / Techniques of CPD

There are a number of strategies or techniques or professional development opportunities that could help teachers develop their profession if the teachers effectively practice them. The study revealed that:

- Mentees and mentors frequently participated in the trainings taking place at school and CRC level only. They did not at all participate at zone and college level.
- During classroom supervision, the mentors supervised the mentees most of the time. Most of the mentees did not get the chance to supervise their mentors.
- Action research was not conducted by most of the respondents.
- There was no resource sharing among the majority of primary schools.
- The training time during CPD programs was short and its pattern was infrequent.
- TTCs organized model classrooms in their respective towns in some selected model primary schools. They also trained teachers in the training topics identified by TTCs themselves, and provided teachers with Internet access to download data/information.

4.2.4. The Benefits Obtained from CPD

Mentees, mentors and directors have benefited to some extent from those spontaneous and sporadic trainings taking place at different levels. This implies that the inadequacy of the program was compensated by the higher interest of teachers towards training. The most beneficial trainings indicated by the respondents include trainings on: child-centered approach, lesson plan preparation, continuous assessment, classroom management, classroom supervision, and English language improvement program.

4.2.5. The Motives that made Teachers Interested at CPD

- Mentees and mentors supported the existence of teachers' career structure to improve their economic status; however, directors' evaluation of teachers' performance to be eligible for career structure was not appropriate, rather impartial.
- The respondents were interested in obtaining the financial and material benefit rather than the knowledge of the subject matter and the teaching methodology.

4.2.6. The Competence and Commitment of Stakeholders

- Although the extent of the support of directors towards CPD was rated 'high', it was not to the expected degree. The turnover of directors, their resistance to allocate and share resources, negatively affected the CPD program rather than facilitating it.
- The support and commitment of WEO and school cluster center coordinators were medium; whereas, the support and commitment of PTA, kebele education and training board, and TTC management bodies was 'low'.
- Although the TTCs have capacity to provide professional support to CRCs and schools, their commitment to perform different activities on the wider area was found out being low.
- The CRC's commitment and competence to plan, implement, support and supervise different CPD activities were found out being low.
- The professional support the mentors were providing their mentees was important and encouraging.

4.2.7. Factors Contributing to Poor Performance of CPD

The major drawbacks/constraints associated with CPD and the linkage between TTC and CRC include:

- that CPD guideline was not well understood and sufficiently distributed to the stakeholders;
- as a result, there was lack of awareness of the concept of CPD, CRC and related issues;
- incompatibility of the existing CPD strategies/opportunities with teachers needs;
- lack of reading materials on CPD, shortage of finance and material resource and coordinators' time;
- schools that were not contiguous/near to each other were organized as a cluster, and their number also was unmanageable in some clusters since newly established schools merge to existing clusters;
- lack of competence of directors, WEOs and coordinators to manage, support, follow up the program and lack of involvement of the upper level hierarchies in the management and support provision;
- Lack of assigned personnel to manage the CPD at different levels, and the organizational structure of CPD was not functional.

4.3. Conclusions

The following conclusions are drawn from the findings of the study:

- The findings of the study revealed that teachers were grouped as mentees and mentors based on service year, educational qualification and training participation at different levels (see table 2 and 8). The grouping of the teachers could be based on their respective school's criteria. As a result, there was variation between rural and urban teachers to be either mentee or mentor. In rural areas, teachers of lower service years could be mentors. On the other hand, in urban areas teachers of higher service years could be mentees.
- There was loose interaction among TTCs, CRC and teachers; and the responsible body in managing this linkage was dysfunctional. This loose

or weak interaction reveals that the provision of professional knowledge, skill, etc to the teachers through CPD training was low and promoting measures were not taken by most of the providers. As a result, it was suggested that WEO might have to manage the linkage between TTC and CRC. It means that, CPD would better be managed at a grass root level beneficiaries/authorities rather than the upper level authorities.

- As to the strategies/techniques of CPD, the findings of the study show that the trainings were taking place only at school and/or CRC level. The involvement of mentees and mentors to undertake different CPD programs was minimal. It was found out that CPD trainings did not take place frequently. However, the teachers benefited from those few infrequent opportunities. It could also mean that if CPD is implemented at larger scale, teachers would obviously benefit from the program. Thus, CPD program is a key solution to teachers' professional problems if it is well planned and managed, especially at lower, grass root tiers, but at the same time teachers are interested at the extrinsic motivations like salary increment, too. As a result, the improvement of teachers' profession through CPD was rather weak. This might imply that the techniques or the strategies that could help teachers acquire knowledge and skill were not well practiced by the providers.
- Mentees, mentors and directors were interested to obtain material and financial benefit, even through career ladder promotion, than the knowledge of the subject matter and teaching methodology, and promotion itself. This implies that the respondents were inclined more towards immediate and extrinsic benefits than the intrinsic ones. This might emanate from the lower living standard of primary school teachers; which could also have adverse effect on the CPD program itself.

- Although the support and commitment of directors, TTCs, WEO and CRCs were encouraging to some extent, they were not as intended to be in the CPD plan. Mentors at their schools, and TTCs at their towns, tried to implement the program. The findings also indicated that the CPD programs and the linkage between TTCs and CRCs faced a number of problems. Lack of basic inputs like finance, material, guideline and competent managers were its pitfalls. One can infer from this that in an area where there was no strong commitment to duly participate and provide CPD training and lack of competence to provide different CPD techniques, the program could not be well practiced and as a result the change that could be brought on teachers' profession would be minimal. The existing management of CPD was functioning ineffectively that could resulted in low performances of the CPD program.

4.4. Recommendations

On the basis of the findings obtained and conclusions drawn, the following practical recommendations are forwarded.

4.4.1. Training and Assignment of Responsibility

Authority and responsibility has to be delegated to CRC managing body. CRC should be managed by a supervisor assigned to it. The assignment of the supervisor has to be through the recruitment and selection process from interested teachers with better service years and better performance evaluation.

Professional training in the CPD must be provided to CRC supervisors, with the assumption that it provides with theories and practices, techniques and strategies, and the management of CPD itself. The TTCs would better arrange the training program for one or two summer sessions and certify the supervisors. And a different salary scheme should be introduced for the supervisors. The remuneration for the task should be attached as incentive and

indication of accountability. These supervisors would better be accountable to WEO.

4.4.2. Improving the Linkage between TTC and CRC

The interaction and involvement of TTC in the CPD program implementation at CRC and school is crucial factor. In fact, it will be difficult and may be impossible for TTCs to directly involve into the activities or programs of all the CRCs. Therefore, TTCs would better prepare and produce films showing practical steps that should be taken during training sessions, a number of CPD techniques/strategies such as team teaching, micro teaching, classroom management, continuous assessment, the use of different instructional materials, etc., methods of follow up, support and supervision. In the film production, the TTC could use teachers of the cluster schools themselves whose inclinations are toward art and theatre to create an environment of mutual relationship.

This film production might be costly for TTCs. To alleviate this, the TTC will sell the films to the CRCs and/or primary schools so as to share the production cost. The relations between TTCs and CRCs on the materials produced in the TTCs have to be business like rather than donation or provision of the items.

The CRCs and the schools might watch the films/clips by renting digital video disc (DVD) players and television from teachers, community or any available source; or if possible by purchasing the apparatus at areas where there are electricity supply. In the CRCs where there is no electricity supply, the CPD training might be functional through the inter CRC or the inter woreda linkage.

Similarly, the linkage between TTCs and CRCs could be effective when resource materials supporting professional development activities are distributed to CRCs. To do so, TTCs could prepare resource materials/modules discussing

theoretical and practical applications of CPD techniques or strategies and distribute those using compact discs (soft copy) to CRCs or WEOs. WEOs, on their turn, could arrange on how the CRCs use these materials with the help of WEO secretaries or computer literate personnel.

4.4.3. Involving CPD Stakeholders

Through the better involvement of PTA and kebele education and training board into CPD activities, the community, parents, teachers and students can provide financial, material and technical support. In areas where there is electric supply, teachers or the community could supply the CRCs or schools with television or digital video disc (DVD) players to help teachers watch the films, or they might purchase these apparatus for their CRCs or schools.

WEOs together with the CRC supervisors would better involve in the management of CPD and the linkage between TTCs and CRCs. MOE, REB and ZED need to provide technical and professional support, prepare formal structure and up to date CPD guideline, and be committed for the effectiveness of the program since CPD is one of the government's priority areas.

4.4.4. Providing Incentives/Benefits

TTCs and CRCs with their coordinators, supervisors, mentors and mentees better be benefiting from the program. TTC coordinators have to be provided with transportation facilities and allowances to timely supervise CRCs. A different salary scale for supervisors and promotion scheme attached to the existing career structure has to be arranged for mentees and mentors.

Sufficient time is required for mentors to support the professional development of mentees, and for TTC coordinators for similar activities. Therefore, the teaching loads have to be reduced as much as possible. The desired teaching loads can be decided on further study of the time requirement of mentors and TTC coordinators.

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APPENDICES

Appendix A

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
(Questionnaire to be filled by Trainees)

Study Objective

Oromia Education Bureau is undertaking teachers' continuous professional development (CPD) program in all its primary schools to improve teachers' competencies in collaboration with teachers' training colleges (TTCs). This questionnaire is designed to collect information about the linkage between colleges and school cluster centers. The purpose is to investigate the status of teachers' CPD program taking place between TTCs and school cluster centers and to recommend how the program may improve to support teachers' development program.

General Directions

- i. When filling in and checking please use these abbreviations that are used in the questions.

CPD- continuous professional development

CRC - Cluster Resource Center

REB - Region Education Bureau

TTC - Teachers Training College

TTI - Teachers Training Institutes

UPE - Universal Primary Education

WEO - Woreda Education Office

ZED - Zonal Education Department

- ii. There is no need to write your name.
- iii. Most questions need only putting an 'x' mark against your choice and few questions need to comment shortly.

Thank You in Advance!

March, 2007

A. Background Data

1. Name of the school _____
2. School level:
 - a. Grade 1-4
 - b. Grade 5-8
 - c. Grade 1-8
 - d. Grade 1-6
3. Sex:
 - a. Male
 - b. Female
4. Qualification:
 - a. 12 Complete
 - b. 12 + TTI
 - c. 12 + TTC
 - d. 12+2 (Diploma) major _____ Minor _____
 - e. 10 + 3 (Diploma) major _____ Minor _____
 - Others _____
5. Year(s) of experience _____
6. Total teaching load in a week _____
7. Responsibilities other than teaching _____

B. Data on the Issue

1. How often have you participated in formal training with your colleagues or trainers at different levels?

No	Places	Frequently	Occasionally	Not at all
1	At zonal level			
2	At college level			
3	At woreda level			
4	At CRC level			
5	At school level			

2. To what extent is the interaction of teachers, TTCs and CRCs? Show the degree using very high =4, high =3, medium =2, low= 1 or no interaction =0 against each item in the table below.

No	Item	4	3	2	1	0
1	The extent of teachers' need to participate in CPD.					
2	The extent to which college instructors care for school (CRC) level practitioners during CPD.					
3	The extent to which school (CRC) level CPD practitioners assume college instructors as colleagues.					
4	The extent of the involvement of TTCs in the induction of newly deployed teachers					
5	The extent of the professional support given to teachers by TTCs.					
6	Implementation of different CPD strategies at schools by teachers.					
7	Organizing subject matter associations in the CRCs by colleges					
8	Organizing teachers' networks by colleges					
9	Training the mentors and CPD coordinators by colleges					

Others _____

3. Have you ever been invited by your mentor teacher to visit his/her classroom?
 Yes No
4. Have you ever invited teacher(s) to visit your classroom? Yes No

5. Identify the degree to which the CPD providers are involved at their level. Show the frequency of provision using the scale always =4, usually =3, sometimes =2, rarely =1, or not at all= 0.

No	Providers Involvements	4	3	2	1	0
	a) At School Level					
1	Mentors					
2	Directors/ vice directors					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers of other schools					
	b) At CRC Level					
1	Mentors of the CRC					
2	Directors/vice directors of the CRC					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers from other CRCs					
7	Exemplary teachers of the woreda					
8	Exemplary teachers of other woredas					
	c) At Woreda Level					
1	Exemplary teachers of the woreda					
2	Effective directors/vice directors					
3	Effective school supervisors					
4	Woreda supervisors					
5	College instructors					
6	Zone personnel					

6. What are the available CPD opportunities (strategies) in which teachers are participating at your area? Please indicate the extent of the benefit you gained from the training using the scales high =4, medium= 3, low =2, no benefit =1, or no training at all =0.

No	Types of Training Strategy (opportunity)	4	3	2	1	0
1	English Language Improvement Program (ELIP)					
2	Limited curriculum based training (ex. math, science)					
3	Educational leadership					
4	Lesson plan preparation					
5	Child-centered approach					
6	Teaching aids preparation					
7	Techniques of continuous assessment					
8	Classroom management					
9	Classroom supervision					
10	Increasing student enrollment and decreasing dropout					
11	Generating school finance					
12	Supervision feedback					
13	Self reflection program					
14	Informal teacher specialization					

7. Have you ever conducted action research? Yes No

8. If your answer for the above question is 'yes', what was your research topic?

9. To what extent is the assistance (support) given by different management bodies to the CPD in your school? Indicate using the scale Very high= 4 High= 3 Medium= 2 Not at all= 1 or I don't know= 0

No	Management bodies' Support	4	3	2	1	0
1	School leaders					
2	Parent teacher association					
3	Kebele education and training management board					
4	School cluster center coordinating bodies					
5	TTC management body					
6	Woreda education office					

10. How do you (mentee) judge the importance of the support given by mentors? Indicate the extent of the importance.

Very high High Medium Low Insignificant

11. What do teachers want to gain from the training? Please show using the scale high= 2, medium= 1, or low =0.

No	Benefits	Respondents		
		2	1	0
1	Financial benefit/salary increment			
2	Promotion through career ladder			
3	Material benefit			
4	Knowledge of the subject matter			
5	Knowledge of teaching methodology and related skills			

Others _____

12. Do you support the existence of teachers' career structure?

Yes No

13. If your answer for the above question is 'No', what are your reasons?

14. Please indicate the major problems you think hamper the implementation of CPD in your CRC and woreda.

i. _____ ii. _____

iii. _____

iv. _____

15. What do you think are the solutions to CPD problems? Please mention them

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
(Questionnaire to be filled by Trainers)

Study Objectives

Oromia Education Bureau is undertaking teachers' continuous professional development (CPD) program in all its primary schools to improve teachers' competencies in collaboration with teachers' Training colleges (TTCs). This questionnaire is designed to collect information about the linkage between colleges and school cluster centers. The purpose is to investigate the status of teachers' CPD program taking place between TTCs and school cluster centers and to recommend how the program may improve to support teachers' development program.

General Directions

i. When filling in and checking please use these abbreviations that are used in the questions.

CPD- continuous professional development
CRC - Cluster Resource Center
REB - Region Education Bureau
TTC - Teachers Training College
TTI - Teachers Training Institutes
UPE -Universal Primary Education
WEO - Woreda Education Office
ZED - Zonal Education Department

ii. There is no need to write your name.

iii. Most questions need only putting an 'x' mark against your choice and few questions need to comment shortly.

Thank You in Advance!
March, 2007

A. Background Data

1. Name of the school _____
2. School level:
 - a. Grade 1-4
 - b. Grade 5-8
 - c. Grade 1-8
 - d. Grade 1-6
3. Sex:
 - a. Male
 - b. Female
4. Qualification:
 - a. 12 Complete
 - b. 12 + TTI
 - c. 12 + TTC
 - d. 12+2 (Diploma) major _____ Minor _____
 - e. 10 + 3 (Diploma) major _____ Minor _____
 - Others _____
5. Year(s) of experience _____
6. Total teaching load in a week _____
7. Responsibilities other than teaching _____

B. Data on the Issue

1. How often have you participated in formal training with your colleagues or trainers at different levels?

No	Places	Frequently	Occasionally	Not at all
1	At zonal level			
2	At college level			
3	At woreda level			
4	At CRC level			
5	At school level			

2. To what extent is the interaction of teachers, TTCs and CRCs? Show the degree using very high =4, high =3, medium =2, low= 1 or no interaction =0 against each item in the table below.

No	Item	4	3	2	1	0
1	The extent of teachers' need to participate in CPD.					
2	The extent to which college instructors care for school (CRC) level practitioners during CPD.					
3	The extent to which school (CRC) level CPD practitioners assume college instructors as colleagues.					
4	The extent of the involvement of TTCs in the induction of NDTs.					
5	The extent of the professional support given to teachers by TTCs.					
6	Implementation of different CPD strategies at schools.					
7	Organizing subject matter associations in the CRCs.					
8	Organizing teachers' networks.					
9	Training the mentors and CPD coordinators					

Others _____

3. Have you ever conducted action research? Yes No
4. If your answer for the above question is 'yes', what was your research topic?

5. Identify the degree to which the CPD providers are involved at their level. Show the frequency of provision using the scale always =4, usually =3, sometimes =2, rarely =1, or not at all= 0.

No	Providers	4	3	2	1	0
	a) At School Level					
1	Mentors					
2	Directors/ vice directors					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers of other schools					
	b) At CRC Level					
1	Mentors					
2	Directors/vice directors of the CRC					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers from other CRCs					
7	Exemplary teachers of the woreda					
8	Exemplary teachers of other woredas					
	c) At Woreda Level					
1	Exemplary teachers of the woreda					
2	Effective directors/vice directors					
3	Effective school supervisors					
4	Woreda supervisors					
5	College instructors					
6	Zone personnel					

6. What are the available CPD opportunities (strategies) in which teachers are participating at your area? Please indicate the extent of the benefit you gained from the training using the scales high =4, medium= 3, low =2, no benefit =1, or no training at all =0.

No	Types of Training Strategy (opportunity)	4	3	2	1	0
1	English Language Improvement Program (ELIP)					
2	Limited curriculum based training (ex. math, science)					
3	Educational leadership					
4	Lesson plan preparation					
5	Child-centered approach					
6	Teaching aids preparation					
7	Techniques of continuous assessment					
8	Classroom management					
9	Classroom supervision					
10	Increasing student enrollment and decreasing dropout					
11	Generating school finance					
12	Supervision feedback					
13	Self reflection program					
14	Informal teacher specialization					

7. To what extent is the assistance (support) given by different management bodies to the CPD in your school? Indicate using the rating scales.

No	Management bodies	Very high	High	Medium	Not at all	I don't know
1	School leaders					
2	Parent teacher association					
3	Kebele education and training management board					
4	School cluster center coordinating bodies					
5	TTC management bodies					
6	Woreda Education Office					

8. What do teachers want to gain from the training? Please show the degree using the scales high=2, medium= 1, or low = 0.

No	Items	Respondents		
		2	1	0
1	Financial benefit/salary increment			
2	Promotion through career ladder			
3	Material benefit			
4	Knowledge of the subject matter			
5	Knowledge of teaching methodology and related skills			

Others _____

9. How do you evaluate the duration and continuity of trainings on the CPD program? Mark 'X' in the box.

The trainings were short and infrequent

The trainings were short but frequent

The trainings were long and frequent

The trainings were long but infrequent

10. How do you judge the commitment of colleges and CRCs in supporting and managing CPD activities? Indicate the degree of commitment or support using very high= 4, high= 3, medium =2, low =1 or not at all= 0

No	Items	4	3	2	1	0
1	<i>College's role and responsibility</i>					
	1.1. Link with school directors and supervisors to support induction of NDTs.					
	1.2. Link with schools, supervisors and CRCs to support CPD					
	1.3. Provide professional support to teachers					
	1.4. Develop CPD packages for locally identified needs					
	1.5. Provide findings of action research to CRCs					
	1.6. Provide reports and examples of good practices to CRCs					
2	<i>The school cluster center's role and responsibility</i>					
	2.1. Design and develop, plan and coordinate high quality CPD programs for the schools in the cluster					
	2.2. Provide well planned CPD programs					
	2.3. Supervise, support and evaluate CPD programs					
	2.4. Ensure the effectiveness of communication between cluster schools					
	2.5. Encourage and support action research and sharing of good practice					
	2.6. Implement particular CPD opportunities for female teachers					
	2.7. Provide report and evidence of good practice to schools and WEO					

11. Do you support the existence of teachers' career structure?

Yes

No

12. If your answer for the above question is 'No', what are your reasons?

13. Do schools in a cluster share teaching resources? Yes No

14. If your answer for the above question is 'Yes', what are the resources/materials? Please mention some: _____

15. How do you judge the seriousness of the following problems on the implementation of CPD program? Indicate the seriousness using very high (4), high (3), medium (2), low (1) or not at all (0).

No	Problems	4	3	2	1	0
1	Presence of clear guideline to be followed at different levels					
2	Knowledge of the existing CPD strategies (techniques)					
3	Provision of reading materials on CPD and techniques supporting CPD					
4	Shortage of coordinators time to undertake CPD					
5	Awareness of the concept of CPD, CRC,...					
6	Support and follow up from WEO, ZED, REB, and colleges					
7	Incompatibility of the existing CPD strategies with teachers' needs					
8	Competence on the part of coordinators and principals at school level					
9	Competence on the part of WEO personnel					
10	Financial and material resources					
11	Distance of schools from CRCs					
12	The large number of schools in a cluster (greater than 5 schools)					

Please indicate other problems _____

16. What do you think is the solution to CPD problems? Please mention _____

Appendix C
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

(Questionnaire to be filled by Directors)

Study Objective

Oromia Education Bureau is undertaking teachers' continuous professional development (CPD) program in all its primary schools to improve teachers' competencies in collaboration with teachers' training colleges (TECs). This questionnaire is designed to collect information about the linkage between colleges and school cluster centers. The purpose is to investigate the status of teachers' CPD program taking place between TTCs and school cluster centers and to recommend how the program may improve to support teachers' development program.

General Directions

i. When filling in and checking please use these abbreviations that are used in the questions.

CPD- continuous professional development
CRC - Cluster Resource Center
REB - Region Education Bureau
TTC - Teachers Training College
TTI - Teachers Training Institutes
UPE -Universal Primary Education
WEO - Woreda Education Office
ZED - Zonal Education Department

ii. There is no need to write your name..

iii. Most questions need only putting an 'x' mark against your choice and few questions need to comment shortly

Thank you in advance!

March, 2007

A. Background Data

1. Name of the school _____
2. School level:
 - a. Grade 1-4
 - b. Grade 5-8
 - c. Grade 1-8
 - d. Grade 1-6
3. Sex: a. Male b. Female
4. Qualification:
 - a. 12 Complete
 - b. 12 + TTI
 - c. 12 + TTC
 - d. 12+2 (Diploma) major _____ Minor _____
 - e. 10 + 3 (Diploma) major _____ Minor _____
 - Others _____
5. Subject you teach _____
6. Grade (s) you teach _____
7. Year(s) of experience _____
8. Total teaching load in a week _____
9. Responsibilities other than teaching _____

B. Data on the Issue

1. To what extent is the interaction of teachers, TTCs and CRCs? Show the degree using very high =4, high =3, medium =2, low= 1 or no interaction =0 against each item in the table below.

No	Item	4	3	2	1	0
1	The extent of teachers' need to participate in CPD.					
2	The extent to which college instructors care for school (CRC) level practitioners during CPD.					
3	The extent to which school (CRC) level CPD practitioners assume college instructors as colleagues.					
4	The extent of the involvement of TTCs in the induction of NDTs.					
5	The extent of the professional support given to teachers by TTCs.					
6	Implementation of different CPD strategies at schools.					
7	Organizing subject matter associations in the CRCs.					
8	Organizing teachers' networks.					
9	Training the mentors and CPD coordinators					

Others _____

2. Identify the degree to which the CPD providers are involved at their level. Show the frequency of provision using the scale always =4, usually =3, sometimes =2, rarely =1, or not at all= 0.

No	Providers	4	3	2	1	0
	a) At School Level					
1	Mentors					
2	Directors/ vice directors					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers of other schools					
	b) At CRC Level					
1	Mentors					
2	Directors/vice directors of the CRC					
3	School supervisors					
4	Woreda supervisors					
5	College instructors					
6	Exemplary teachers from other CRCs					
7	Exemplary teachers of the woreda					
8	Exemplary teachers of other woredas					
	c) At Woreda Level					
1	Exemplary teachers of the woreda					
2	Effective directors/vice directors					
3	Effective school supervisors					
4	Woreda supervisors					
5	College instructors					
6	Zone personnel					

3. What are the available CPD opportunities (strategies) in which teachers are participating at your area? Please indicate the extent of the benefit you gained from the training using the scales high =4, medium= 3, low =2, no benefit =1, or no training at all =0.

No	Types of Training Strategy (opportunity)	4	3	2	1	0
1	English Language Improvement Program (ELIP)					
2	Limited curriculum based training (ex. math, science)					
3	Educational leadership					
4	Lesson plan preparation					
5	Child-centered approach					
6	Teaching aids preparation					
7	Techniques of continuous assessment					
8	Classroom management					
9	Classroom supervision					
10	Increasing student enrollment and decreasing dropout					
11	Generating school finance					
12	Supervision feedback					
13	Self reflection program					
14	Informal teacher specialization					

4. To what extent do the following methodologies or procedures occur during the training or CPD sessions at CRCs? Please indicate the extent of the occurrence using scale very high= 4, high= 3, low= 2, very low =1 or don't exist= 0.

No	Reasons	4	3	2	1	0
1	Presentation of the theory of the subject matter of the training topic					
2	The use of modeling or demonstration techniques of teaching					
3	Teaching practice under simulated condition during the training					
4	Structured feedback after classroom observation					
5	Structured feedback after school supervision by WEO supervisors					
6	Coaching for application to new setting					

5. To what extent is the assistance (support) given by different management bodies to the CPD in your school? Indicate using the rating scales.

No	Management bodies	Very high	High	Medium	Not at all	I don't know
1	School leaders					
2	Parent teacher association					
3	Kebele education and training management board					
4	School cluster center coordinating bodies					
5	Teachers' education colleges					
6	Woreda education office					

6. How do you judge the commitment of colleges and CRCs in supporting and managing CPD activities? Indicate the degree of commitment or support using very high= 4, high= 3, medium =2, low =1 or not at all= 0

No	Items	4	3	2	1	0
1	College's role and responsibility					
	1.1. Link with school directors and supervisors to support induction of NDT's.					
	1.2. Link with schools, supervisors and CRCs to support CPD					
	1.3. Provide professional support to teachers					
	1.4. Develop CPD packages for locally identified needs					
	1.5. Provide findings of action research to CRCs					
	1.6. Provide reports and examples of good practices to CRCs					
2	The school cluster center's role and responsibility					
	2.1. Design and develop, plan and coordinate high quality CPD programs for the schools in the cluster					
	2.2. Provide well planned CPD programs					
	2.3. Supervise, support and evaluate CPD programs					
	2.4. Ensure the effectiveness of communication between cluster schools					
	2.5. Encourage and support action research and sharing of good practice					
	2.6. Implement particular CPD opportunities for female teachers					
	2.7. Provide report and evidence of good practice to schools and WEO					

7. What do teachers want to gain from the training? Please show the degree using the scales high=2, medium= 1, or low = 0.

No	Items	Mentors			Mentees		
		2	1	0	2	1	0
1	Financial benefit/salary increment						
2	Promotion through career ladder						
3	Material benefit						
4	Knowledge of the subject matter						
5	Knowledge of teaching methodology and related skills						

8. How do you evaluate the duration and continuity of trainings on the CPD program? Mark 'X' in the box.

- The trainings were short and infrequent
- The trainings were short but frequent
- The trainings were long and frequent
- The trainings were long but infrequent

9. How do you judge the seriousness of the following problems on the implementation of CPD program? Indicate the seriousness using very high (4), high (3), medium (2), low (1) or not at all (0).

No	Problems	4	3	2	1	0
1	Presence of clear guideline to be followed at different levels					
2	Knowledge of the existing CPD strategies (techniques)					
3	Provision of reading materials on CPD and techniques supporting CPD					
4	Shortage of coordinators time to undertake CPD					
5	Motivation/interest of teachers					
6	Awareness of the concept of CPD, CRC,...					
7	Support and follow up from WEO, ZED, REB, and TTCs					
8	Incompatibility of the existing CPD strategies with teachers' needs					
9	Competence on the part of coordinators and principals at school level					
10	Competence on the part of WEO personnel					
11	Financial and material resources					
12	Distance of schools from CRCs					
13	The large number of schools in a cluster (greater than 5 schools)					

Please indicate other problems _____

10. What do you think is the solution to CPD problems? Please mention _____

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

(Questionnaire to be filled by CPD Coordinators at WEO, ZED and TTC Level)

Study Objective

Oromia Education Bureau is undertaking teachers' continuous professional development (CPD) program in all its primary schools to improve teachers' competencies in collaboration with teachers' training colleges (TTCs). This questionnaire is designed to collect information about the linkage between colleges and school cluster centers. The purpose is to investigate the status of teachers' CPD program taking place between TTCs and school cluster centers and to recommend how the program may improve to support teachers' development program.

General Directions

i. When filling in and checking please use these abbreviations that are used in the questions.

CPD- continuous professional development

CRC - Cluster Resource Center

REB - Region Education Bureau

TTC - Teachers Training College

TTI - Teachers Training Institutes

WEO - Woreda Education Office

ZED - Zonal Education Department

ii. There is no need to write your name..

iii. Most questions need only putting an 'x' mark against your choice and few questions need to comment shortly

Thank You in Advance!
March, 2007

A. Background Data

1. Name of the office _____
2. Sex: Male Female
3. Qualification:
 - a. 12 Complete _____ b. 12 + TTI _____ c. 12 + TTC _____
 - d. 12+2 (Diploma) major _____ Minor _____
 - e. 10 + 3 (Diploma) major _____ Minor _____
 - f. Degree and above _____
 - Other _____
4. Year of experience _____
5. Responsibilities _____

B. Data on the Issue

1. Who is responsible for managing the linkage between colleges and CRCs please rank them? MOE REB ZED WEO
CRC School TTC
2. How do you judge the commitment of colleges and CRCs in supporting and managing CPD activities? Indicate the degree of commitment or support using very high= 4, high= 3, medium =2, low =1 or not at all= 0

No	Items	4	3	2	1	0
1	<i>College's role and responsibility</i>					
	1.1. Link with school directors and supervisors to support induction of NDTs.					
	1.2. Link with schools, supervisors and CRCs to support CPD					
	1.3. Provide professional support to teachers					
	1.4. Develop CPD packages for locally identified needs					
	1.5. Provide findings of action research to CRCs					
	1.6. Provide reports and examples of good practices to CRCs					
2	<i>The school cluster center's role and responsibility</i>					
	2.1. Design and develop, plan and coordinate high quality CPD programs for the schools in the cluster					
	2.2. Provide well planned CPD programs					
	2.3. Supervise, support and evaluate CPD programs					
	2.4. Ensure the effectiveness of communication between cluster schools					
	2.5. Encourage and support action research and sharing of good practice					
	2.6. Implement particular CPD opportunities for female teachers					
	2.7. Provide report and evidence of good practice to schools and WEO					

3. To what extent is the assistance (support) given by different management bodies to the CPD in your school? Indicate using the rating scales.

No	Management bodies	Very high	High	Medium	Not at all	I don't know
1	School leaders					
3	Parent teacher association					
4	Kebele education and training management board					
5	School cluster center coordinating bodies					
6	TTC management body					
7	Woreda education office					

4. How do you judge the seriousness of the following problem on the implementation of CPD program? Indicate the seriousness using very high (4), high (3), medium (2), low (1) or not at all (0).

No	Problems	4	3	2	1	0
1	Presence of clear guideline to be followed at different levels					
2	Knowledge of the existing CPD strategies (techniques)					
3	Provision of reading materials on CPD and techniques supporting CPD					
4	Shortage of coordinators time to undertake CPD					
5	Motivation/interest of teachers					
6	Awareness of the concept of CPD, CRC,...					
7	Support and follow up from WEO, ZED, REB, and TTCs					
8	Incompatibility of the existing CPD strategies with teachers' needs					
9	Competence on the part of coordinators and principals at school level					
10	Competence on the part of WEO personnel					
11	Financial and material resources					
12	Distance of schools from CRCs					
13	The large number of schools in a cluster (greater than 5 schools)					

Please indicate other problems _____

5. What do you think is the solution to CPD problems? Please mention _____


Appendix E

Interview Guide


1. How is the grouping of teachers as mentees and mentors?
2. What are the CPD strategies/techniques/opportunities taking place at school level? How often the teachers exercising the?
3. What do you suggest on how the TTC instructors and teachers move/go beyond their respective colleges and schools to provide CPD opportunities?
4. What is the benefit/advantage the teachers obtain after undertaking action research?
5. How was the sharing of educational resources among schools?
6. How do you judge the length of the training time?
7. What are the weaknesses of teachers you observed or understood during the interaction between schools or CRS and colleges?
 - Lack of the subject matter
 - Lack of teaching methodology
 - Resistance to change (ex. CPD)
 - Others: _____
8. Is there the use of computers of internet service that could help CPD, at school, CRC or woreda?
9. What are the major problems in managing CPD?
10. What do you think are the solutions?

DECLARATION

I here by declare that this thesis is my original work and that all sources of information used for the thesis have been fully acknowledged.

Name: Tesfaye Gudeto
Signature: 
Date: 20 July 2007

This Thesis has been submitted for examination with my approval as a university advisor.

Name: Zenebe Baraki (Ph.D)
Signature: 
Date: 20/07/07

Addis Ababa University