AN INVESTIGATION OF SPECIAL ONE YEAR DIPLOMA INSERVICE PROGRAMME (SOYDP) IN ABBYI-ADDI COLLEGE OF TEACHERS EDUCATION IN TIGRAY REGIONAL STATE.

BY

ASMELASH AMARE BEYENE

A

THESIS

SUBMITTED TO

THE SCHOOL OF GRADUATE STUDIES

OF ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER

IN EDUCATIONAL PLANNING AND MANAGEMENT

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A Thesis Submitted to the School of Graduate of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master in Educational Planning and Management

BY

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ABRIVATIONS/ACRONYMS

ACTE	Abbyi -Addi College of Teachers Education
AACTE	American Association of College of Teachers Education
AAU	Addis Ababa University
AFT	American Federation of Teachers
APEID	Asian Programme of Educational Innovation for Development
ASCD	Association for Supervision and Curriculum Development
BRAC	Bangladesh Rural Advancement Committee
CPD	Continuous Professional Development
CTE	College of Teachers Education
DCE	Division of Continuing Education
DSNE	Division of Special Needs Education
bEQIP	Education Quality Improvement Programme
FTE	Faculty of Teachers Education
HRD	Human Resource Development
IER	Institute of Educational Research
ILO	International Labor Organization
INSET	In-service Teachers Education
INTEP	In-service Teachers Education Programme
ITEP	In-Service/ Institute of Teachers Education Programme
MOE	Ministry of Education

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MPC	Management of Planned Change
NEA	National Education Association
NEPTE	New England Programme in Teachers Education
OECD	Organization for Economic Co-operation and Development
PSC	Primary Second Cycle
SOYDP	Special One Year Diploma Programme
TEI	Teacher Education Institutes
TEMIS	Tigray Education Management and Information System
TESDP	Tigray Education Sector Development Programme
TESO	Teacher Education System Overhaul
TREB	Tigray Regional Education Bureau
TTC	Teacher Training College
TTI	Teacher Training Institute
UN	United Nation
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USAID	United States Agency for International Development
WB	World Bank

ABSTRACT

The study assessed some of the main factors that affect the training of Special One –Year Diploma in-service teachers education Programme offered by ACTE in Tigray Regional State. The sample consisted 142 teachers who were graduates of this special programme and 16 instructors who participated in training the teachers. Simple random sampling method was employed to select the respondents. In order to address the studies objectives, a descriptive survey method was also used.

To gather the necessary data, a questionnaire and documents analysis was used. The data collected by the above mentioned instruments were analyzed using percentage and mean.

The results obtained from the study suggests that the selection criteria in to this programme were fair even though they suggest that still the entrance exam should carry more credit and also the responsibility of setting the criteria should be given to the teachers education college rather than being initiated by TREB. Majority of the respondents opined that the facilities such as health center, supply of potable water, electricity, resource materials, laboratories etc are not full filled up to the required standard.

The study also suggested that the then management of the college as well as the instructors were un democratic, they never make them participate in decision making.

The innovation of the programme was implemented by the imposition of higher officials while there was a strong resistance from the teaching staff. The introduction of the programme was not based on assessment findings like its cost effectiveness, quality and duration of the programme. Rather as most of the instructors opined, the programme was initiated from the ambition of higher officials to have more diploma teachers in a short time with no attention to the quality of the teachers to be produced by the programme.

Based on the findings and conclusions, recommendations are made to address the existing problems in the college of the regional state under study.

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CHAPTER ONE

1. Introduction

1.1 Background

Education is fundamental to enhancing the quality of human life and ensuring social and economic progress. Most economists argue that it is the human resources, which ultimately determine the character and pace of its economic and social development. For example, according to the late professor Fredric Harbison of Princeton University, human resource constitutes the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human capitals exploit natural resources, build social economic and political organization, and carry forward national development clearly. A country, which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy, will be unable to develop any thing else (Todaro, 2000). Due to this, it is critical to develop human resource planning for the survival of an organization.

According to Mondy, Woe (1999: GL-5) human resource planning is "The process of systematically reviewing human resource requirements to ensure that the required number of employees, with the required skill, are available when they are needed". In short, it is a process of matching the supply of people with job requirement over in specified period of time. Moreover, Thomson (1988:33) Suggests that human resource planning is

a process where by courses of action is determined in advance and continuously updated so that:

a) the organization's demand for labor to meet its projected needs is as accurately predicted as the adoption of modern forecasting technologies allow
b) the supply of labor to enterprise is maintained by deliberate and systematic action
c) to mobilize it in reasonable balance with those demands.

The content and structure of the school system of societies organized in the form of states generally follow the underlying political and economic structure. So, when we look in to education next to the curricula, teacher training is of special significance for the development of the educational system. This has been confirmed again and again by the African Ministries of Education at their joint conference since about 1960. By and large, UNESCO has followed this basic line and in its work has particularly promoted the in- service training of primary school teachers (Gerhardt: 1982: 230).

For historical and present-day reason in-service training is particularly important for the developing countries. The majority of teachers active in primary and secondary schools have often been taken in to the teaching profession after completing their secondary schooling, often even after only a few years of primary schools. This situation demands some form of teacher training to accompany professional practice, in order to impart the fitness to teach to persons whose training for their work was scanty

or non-existent. It may also serve to improve the qualification of people who took up the teaching profession in times when examination standards were low, or with out examination: to adopt the knowledge and teaching competence of the teachers to the development of professional and specialized knowledge (Ibid: 29).

Aggrawal (1977:20) also notes that, "a sound program of professional education of teachers is essential for qualitative improvement of education". The role of teachers is most felt in student achievement... a major factor is determining the quality of education.

These qualities, that is, mastery of subject matter, knowledge of use of appropriate teaching methods and skills, love to children and acquisition of positive attitudes towards the teaching profession are the focus of teacher training programs.

Adane (1993:2) states that the changes in the educational system of any country have to give due attention to the efficient and effectiveness of primary education. The basic reason for this is that primary education provides a fundamental base for the total educational life of the individual person and the nation as well. If in- service teacher-training programme is to fulfill the roles mentioned above attention should be given to the following two important points.

First, selection of trainees in to the programme shall be done carefully.

Second, the training process, that is, status of the training center in managing the programme, availability of resources must be up to the required standards.

In Ethiopia, though efforts are being made to improve the education sector, aspects of teacher training still remain the demanding task. Among the factors that contribute to current staggering position of school effectiveness in developing countries is lack of well-trained teachers. Most developing countries including Ethiopia seem struggling to create access with less focus on quality. Ethiopia is now focusing on building the capacity of the entire society that mean primarily investing on education, and particularly on primary education to achieve universal primary education (UPE) by 2015. The quality of education has to be good. The role of professional teacher has been identified as the most critical link if UPE is to be achieved with good quality out comes. Consequently a process is underway to overhaul the entire system of teacher preparation in Ethiopia.

In relation to this issue, Lockheed and Verspoor (1991:69) said the following.

> *Developing countries attempting to increase the number of primary school places are often found with serious shortage of teachers. Creating school places (by constructing school buildings and providing equipment) can be easier than producing a sufficient number of trained teachers. As a consequence, poorly trained and in experienced teachers may be hired and the quality of instruction may suffer.*

However, the need for in service teacher education (INSET) has been recognized through out the literature of teacher's education. At present, little is being done in the area particularly pertaining to primary school INSET. Pre-service and in-service training have been provided in Ethiopia by the formal education system since 1952 to date. The programmes included credited courses leading to a certificate, a diploma or a degree Yalew (1985:112-116).

Despite the fact that in-service education has been attracting more participants, many administrative and academic constraints still remain unresolved and challenging. A number of administration problems have been reported both by participants and programme organizers of in-service education. As documented in the report of continuing Education division, the major constraints were: shortage of administrative staff, shortage of instructional materials, and inadequate supply of writing materials for in service offices. Another major problem reported is the length of the summer school program for professionals, the uniform pattern of the curriculum for both pre-service and in-service participants, etc. (Report of DCE, 1982:10-12).

With the main aim to enhance the new economic and educational and training policy of the country, the Federal Democratic Republic of Ethiopia has initiated various reform measures during the last decade. One of these measures is the proclamation of Regulation No. 97/1994G.C. This proclamation laid down the cornerstone for the

1. What are the strengths and weaknesses of the selection criteria set into the programme?
2. What was the status of the college in managing resources to meet required standard?
3. What problems were encountered in the process of programme implementation?
4. What was the impact of the programme in teacher's professional development in general and in- service training in particular?
5. Does the SOYDP achieve its intended objectives?

1.3 Significance of the Study

Teacher education is a primary concern for educators, researchers and policy makers. Because of this various studies have been conducted in developed and developing countries. Such studies also have been conducted in Ethiopia at national level.

With respect to teachers, the problems seem to be of both quality and quantity. Though the qualification of teachers at all levels has improved over the last ten years in the region, a significant number of teachers are still inadequately trained for the level they are teaching. In light of this observation, this study therefore seems to be important for the following reasons.

administration of higher education institutions to be established in different parts of the country.

Based on the proclamation, the Tigrai National Regional state has established two teacher education institutions (TEIs) one preparing teachers for the lower primary and the other for the upper primary, set up in 1992 & 1998,respectively. The Abbyi-Addi College of Teachers Education (ACTE) is the one that prepares teachers for the primary second cycle schools. As its name implies the college is located near the town of Abbyi-Addi the former capital of Temben Awarja, 95 km far from the regional capital.

The college began its teacher's education programme in 1998 G.C (1990 E.C). The trainees are recruited from all parts of Tigrai based on their academic performance and other criteria set by the college in collaboration with the Regional Education Bureau (REB) for each yearly intake.

The college, besides its two-year regular pre-service diploma programme in teachers' education, renders an in-service Special one Year Diploma Programme (SOYDP) for teachers who have a TTI certificate and a minimum of two years service since 1991 E.C

The objective of the SOYDP like the two year regular diploma programme is to prepare properly qualified teachers for the primary second cycle schools (Grades 5 – 8). The Education and Training policy clearly stipulates that secondary school students have to be taught by degree

holders, primary second cycle by diploma and of primary first cycle (1-4) by certificate holders (MOE: 1994). Under the proposed one-year special programme,the college admits about 580 teachers annually from among former teacher training institute graduates to train them for three semesters for the PSC beginning the 1999-2000(1991E.C) academic year, with a primary aim of finding a quick solution to the critical shortage of supply of a qualified teachers for the PSC and shortening the time taken for training teachers from a two year of four semesters to one year of three semesters while maintaining the quality of education provided to the trainees.

As a TREB report (TESD, 1998; 81) indicates, while the demand for teachers with two-year college diploma for the PSC for 1997/1998 academic years was 2,497 teachers, the actual supply of teachers of this category was only 543(21.8%). In other words, the overwhelming majority of the teachers who are assigned to teach in grades (5-8) were under qualified for the grade levels they were placed in since there were TTI certificate holders.

As the existing wide gap between demand & supply of teachers to the relevant grade levels reveals apart from quality, the fundamental problem faced by the region is inadequacy of qualified teachers supply for the PSC. On the other hand, the majority of the teachers who teach in the senior secondary schools are also two-year college (TTC) diploma holders. As the information supplied by TREB suggests, it is apparent, that the majority of teachers that are assigned to teach in the PSC and the senior

secondary schools are not qualified to teach in the grade level to which they are placed.

Rapid increase in lower primary school enrollments was pushing its way into primary second cycle and to secondary level. The number of degree holding teachers on the other hand was decreasing or at best was not showing any progress from year to year and also large numbers of teachers are leaving the profession for many reasons.

This shortage of degree holding teachers at the secondary education has forced the system to push up diploma holders and at time certificate holders to teach at the second cycle of the PSC, and teachers graduating from Abbiyi-Addi –Teachers college were being also deployed to teach at secondary schools, the proportion of diploma holders teaching in the primary second cycle was not showing much improvement as required. This, in turn, has a negative influence on lower primary schools since TTI certificate graduates that were supposed to teach at the primary first cycle were being deployed to teach at the primary second cycle.

Therefore, in order to find a quick and sound solution to the prevailing of acute shortage of supply of qualified teachers in the PSC, the Regional Education Bureau launched a one-year Diploma program in order to fill the gap of diploma holding teachers within short period of time by training the TTI teachers.

The main reason for innovating such a training programme was to upgrade the TTI certificate level teachers to college diploma level in order

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to alleviate the critical shortage of adequately qualified teachers in the primary second cycle and also to provide to a TTI level primary level teachers with better access to further training opportunities in the future, that is, with an aim to encourage them to remain for a longer period of time within the teaching profession

To consolidate the above objective, Michael Armstrong (1985:50) has quoted a great detail of the following definition of training by the manpower service commission:

> *A planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the activities of individual and to satisfy the current and future manpower needs of the organization.*

Hence, for the implementation of the programme, the management committee of the TREB opened a discussion with the college staff in order to have a clear understanding on the objectives, curriculum development, duration of the programme, and other related issues. Though there was a strong resistance by the staff in many meetings, at last they reach into agreement to implement the programme in the institution.

So, the purpose of this study is to assess problems encountered during training, trainees' selection into the programme, status of the center to

manage the programme, availability of resources and the impact of the training and other related issues.

1.2. Statement of the Problem

The availability of qualified teachers is essential for achieving quality education and sustaining any reform effort. Research on effective teaching also suggests provision of in service activities Rosenshine(1976:27) a prime analyst says that teachers have to respond to the demands of for student achievements as more and more states are requiring minimal competencies, an in-service program is essential to assure that teachers can teach with prescribed results. This challenge opens up tremendous possibilities in in-service programs. The growing power of teacher groups must lead to increase in-service continuum education.

The tremendous velocity with which hundreds of new schools are now appearing guarantees that the new university programmes, however exemplary, will probably never be able to keep up with the demands for trained personnel, at least not for the foreseeable future. Such a situation offers clear mandate for improved university public school cooperation in the area of in- service staff development, Gibson (1976:17-19).

Moreover, As Tyson and York (1996:140) have indicated that training is essentially "the foundation for effective practice", and stressing that

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training is in fact "helping employees to become effective in their job is one of the fundamentally important tasks in personal management that any work performance has to undertake", and emphasized that the initiative for providing this help must come mainly from the employers.

At present, many teachers working in the primary and secondary schools of Ethiopia in general and in the Region in particular, are not qualified for the level at which they are teaching. And Teachers Education facilities also could not be increased as rapidly as required to produce a number of teachers needed for the increased enrollment at school level. As a result, untrained people with low academic qualification are appointed as a teacher. Therefore, despite significant efforts made to train and upgrade teachers, still experience sever shortage of teaching personnel and must seek to go on training large number of teachers at low cost. National and Regional upgrading in-service programmes through summer and distance education are in place, but have been experiencing some difficulties such as, entry requirements, course contents, availability of educational facilities up to the required standard, management of the programme, duration of the programme etc.

Therefore, the purpose of this study is to investigate the innovation of Special One-Year Diploma In-service Teacher's Education Programme in Abbyi-Addi College of Teacher's Education (ACTE) in Tigray Regional State.

The main focus of this study is, therefore to investigate the following basic questions.

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- It will enable to draw attention of educational planners and policy makers to the issues raised concerning the importance of INSET programmes.
- It can provide source of information about the extent of the problem in the region
- No detailed research was conducted on the special training programme. Therefore, the study would help to create awareness in those people concerned with the problems and would open for further research.
- The suggested recommendations could be useful as additional alternatives for solving the problems
- It may add current and fresh bits of information to the already existing literature and helps as an additional reference material
- It may share experiences for other Regions that have similar problems.

1.4 Delimitation of the Study

Since the management of primary schools and training of teachers for primary schools is the responsibility of regions, the study is delimited to INSET problems of Abbyi-Addi College of Teachers Education in Tigray regional state.

Even though there are various issues that affect the quality of training of teachers (INSET), the study is delimited to problems related to: trainees' selection; status of the center to manage the programme; availability of

physical and material resources; impact of the training in teacher's professional development in general and in in-service training in particular and problems encountered during training.

1.5. Limitation of the study

One constraint of the study was the difficulty to get available data of the trainers who were involved at the beginning of the innovation due to the high turnover of the staff.

The data were collected last year, but was not completed as it was scheduled due to personal problem of the researcher so there may be some changes of information on some issues of the study and others where the researcher faced difficulty were also shortage of time and financial constraint while undertaking his study.

1.6. The Research Methodology and Procedure of the Study

This section deals with the methods employed in the study. It includes the description of subjects used, data collection procedures, instruments used, and procedures of data analysis.

1.6.1 The Research Methodology

The type of research method employed is the descriptive survey method. The descriptive survey method is employed for this study because, it is a planned method of data collection that involves subject population and measures set of responses (Jacob, 1987: 37). Moreover, the relevance of this approach is very help full to show existing situations as noted by Seyoum and Ayalew (1989: 17), Anderson (1990: 37) and others.

1.6.2 Data Sources

The sources of data in this study were:

(a) Teachers who were trained by the SOYDP.

(b) Teacher trainers in ACTE.

(c) Documents, Reports from TREB&ACTE

1.6.3 Sample Population and Sampling Technique

Table1. Sample population

S.N.	Zone	Woreda	Total graduates by SOYDP	Samples at woreda level
1	Southern	Raya-Azebo	23	10
2	,,	Endamokoni	31	15
3	,,	Enderta	15	7
4	Mekelle	Mekelle	21	10
5	Eastern	Wukiro	31	15
6	,,	Gulomekeda	33	15
7	Central	Adwa	40	20
8	,,	Axum	23	10
9	,,	Abyi-Addi	23	10
10	Western	T/keraro	43	20
11	,,	Medebay Zana	22	10
	TOTAL		305	142

Source; the number of graduates are taken from Formal Education Division Report, 1995 E.C., TREB.

As shown in the above table a total of 11 woredas out of 35 were randomly selected. The main study was conducted on the teachers who were trained by the Special One Year Diploma in-service Programme during the last three years (1992, i.e., beginning of the SOYDOP-1994 E.C.) currently teaching in various schools.

There were 305 SOYDP graduate teachers during the past three years in the randomly selected woredas out of which 142 (46.6%) of the population were taken to make the sample size. From the selected 142 subjects twenty-two were rejected from the analysis, because they failed to provide a complete data or to respond appropriately to each presented.

Regarding trainers, there were about 22 instructors who participated in this SOYDP and thus the questionnaire was distributed to all of them. But only sixteen (72.73%) of the distributed questionnaire were filled in and returned. Thus, this study treated response of 120 trainees (male=98, female=22) and sixteen trainers (male=16, female=0), i.e. a total of 136 subjects.

1.6.4 Instrument and Procedure of Data Collection

The sources used to collect the data were questionnaire and document. The questionnaire had different parts consisting question items with different characteristics. Open and close end questions were constructed. The researcher preferred this type because it is easier to handle and simple for respondents to answer. It is also relatively quick and in

expensive to analyze. The questionnaire was designed for the two groups differently. The development of the questionnaire was based on the basic questions so that it will enable to provide answers to the purpose of the study.

In preparing the questionnaire, the researcher included some open-end questions to seek further information in addition to the information obtained from the close end questions whose response were not amenable to be decided in advance.

1.6.5 Procedure of the Study

Following the approval of the research proposal, relevant literature was reviewed. Based on the basic questions and review of literature, questionnaire was developed. To pre- test the items, the questionnaire were administered to 15 randomly selected teachers who are graduated by SOYDP and 3 instructors &experts in the ACTE & TREB. The returned questionnaires were analyzed; one question item was found irrelevant and replaced by another question item. Finally, items that were not excluded in the analysis were made ready for distribution.

The distribution and collection of the questionnaires for trainees were done with the closer cooperation of the woreda education office members and school principals in the respective woredas and schools. The researcher gave orientation to woreda education members and school principals on the purpose of the study and on how to fill& collect the questionnaire.

Regarding the trainers, first the researcher arranged convenient time with the college academic V/ Dean through telephone. By the appointed time the researcher went to the college& after giving an orientation on the purpose of the study the questionnaires were distributed to trainers participated in the SOYDP. Furthermore, relevant literature was also reviewed from available works or reports to the subject under study during the visit of the college.

1.6.6 Method of Data Analysis

To prepare the collected data ready for analysis, the questionnaires were checked for completeness. The data were classified and tallied. The assembled data were arranged and organized in tables. Since the purpose of the study is to investigate the core problems on the selection criteria, the management and availability of resources for SOYDP at the college, and impact of the programme etc., the organized data were analyzed and interpreted using frequency, percentage &mean.

1.7 Definition of Key Terms

Innovation –Although the definitions given to "innovation" are varied and sometimes conflicting, it seems useful to define it as a deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goal of a system. (DSNE; 2001:326)

Qualification–It refers to the academic level they have acquired or the certificate, diploma or degree they are awarded.

Primary school- As the education and Training Policy of Ethiopia stipulates, it is an educational level that provides education in eight years duration in two cycles, primary first cycle (lower primary) that covers grades 1-4, and primary second cycle (upper primary) that covers grades 5-8.(MOE :1994)

Selection- Attracting competent people into the organization (Mondy,and Woe; 1999:208)

In-service Education- Those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge skills and attitudes in order that they can educate children effectively, (Bolam; 1982: 3).

1.8 Organization of the Study

This thesis is organized in four chapters. The first chapter deals with the introduction which overviews the problem, background of the study, statement of the problem, significance of the study and definition of some key terms used.

The second chapter is the review of the related literature. The presentation and analysis of the results are treated under the third chapter. Finally, the fourth chapter provides the gist of the study and

concludes itself by citing some suggestions for the research questions raised and other related issues. And finally, a list of reading materials used in this study has been attached before the appendices.

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CHAPTER TWO

2. Review of the Related Literature

2.1. General Background

The history of economic growth and development in education is strongly interrelated. No country has scored sound economic growth with out sound development in its education. Education, as a mean for developing human resources, is critical for economic growth and poverty reduction.

Various researchers (Lockheed and Verspoor, 1991; Sharma,A.P; 1984; PHRD, 1996) have recognized the contribution of education to political, social and economic development of a country. It is true that the economic, social and cultural progress of a society is closely related to the quality of its education system and its ability to provide its entire people with the opportunity to have access to education without any distinction among its citizens.

It is a common knowledge that many countries have recognized the importance of having a literate and numerate population and acknowledged that a weak educational foundation, like a weak physical infrastructure will seriously impair a nation's development.

Lockheed and Verspoor (1991:1) added that the contribution of education to economic and social development of a nation is highly valued. It improves the productive capacity of societies and their political, economic, social and educational and research institutions. It also helps

to reduce poverty by mitigating its effects on population, health, nutrition and by increasing the value and efficiency of the labor offered by the poor.

The unprecedented increase in enrollment every year needed ever increasing number of teachers as well as more and more schools. As a result, quality of education was sacrificed for the sake of quantity in education. Teacher education facilities could not be increased as rapidly as required to produce a number of teachers needed for the increasing enrollment at school level. As a result, untrained, (people with low academic qualification) were appointed as a teacher (Panda, B. N. et al.; 1997: 32).

Primary education is the most important level in any educational system because it is a stepping-stone for further learning. This statement clearly indicates that poor performance at primary level negatively affects the next stage in education and as a result will affect the whole development of a country.

Thus, a weak quality of primary education hampers the entire system of human capital development. Therefore, appropriate attention has to be given to the provision of quality education at all level in general and primary education in particular.

The teaching force in many developing countries is never motivated or trained. Most prospective teachers lack adequate general academic &

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professional preparation. Both new and experienced teachers, lack many pedagogical skills, motivation and others.

Governments, be it at national or local level as well as training institutions, faces the daunting challenges of preparing, training and retraining number of primary teachers. To avoid producing new teachers with the inadequate skills and professional commitment as many incumbent teachers, Lockheed and others have suggested that developing countries must design policies that (a) raise the level of knowledge of prospective teachers (b) increase the pedagogical skill of new teachers and (c) improve the motivation of all teachers (1991:90-91).

Lockheed and Verspoor (1991:18) also indicated that, although poor quality education exists at all levels, improvement must begin at the primary level where children develop their basic attitude and approach to learning. Improving the quality of education for students at primary level is a prerequisite for developing the human resources base required to meet the changing technological demands of the twenty first century. This is because; the provision of quality education depends basically on the production of efficient and effective teachers.

As quoted in, Sharma, A.P (1984:204) the International Conference conveyed by Teachers' Federation stated," Good teaching depends upon good teachers. Hence our aim should be to improve the quality of teachers."

Since teachers are those who deliver instruction, the size, composition, training and distributions of the teaching force are vital to the effectiveness of education. In turn, education is widely regarded as central to the nation's social and economic well being and to its international competitiveness, Boe and Gilford (1992:21).

Educational quality, as measured by pupil academic achievement, is a function of teacher quality. Teacher quality in turn is a function of teacher's knowledge of the subject matter, pedagogical skills, and motivation to teach (WB, 1990:23). Although it has been assumed that knowledge, skills and attitudes are in part laid down during general education, there is now conclusive evidence to show the importance of professional teacher training.

In an institutionalized educational system, the teacher is of central importance. It is s/he who transmits the knowledge of the historically accumulated fundamental cultural techniques to the new generation. In recent time, teachers have been assigned other roles in addition to this. The primary and secondary school teacher of the conventional type, in as far as he had been trained or could look back on some years of professional practice, was characterized by competence in subject and method. Today, on the other hand, a type of teacher is required who can go beyond this to organize and coordinate teaching and learning process in the community out side school. The teacher is expected to make active educational efforts in the fields of health, education, general cultural development and citizenship education (Gerhardt; 1982:22).

The teacher, thus, has a task to fulfill for society and for development policy. This mean that he must modify his traditional activity. However, he can only do this and can only go beyond this if he is caught up in a network of institutions, organizations and supporting groups of persons who also facilitate the actual planning and execution of his instruction and if s/he is properly motivated.

Researches, educators, and policy makers increasingly point out the teacher as a key individual in the implementation and success of educational policies designed to improve the quality of education, to increase pupil achievement in both centralized and decentralized systems (Cohen, 1988: Fuller and Snyder, 1991; Lockheed and Verspoor, 1989; Rust and Dalin, 1990; USAID, 1991; Verspoor and Leon, 1986).

Teachers represent about 1.6 percent of the world's 15-64 years olds and comprise the largest single group or white-collar highly skilled professionals. The total number of teachers in formal education system (in all countries and at all levels) has increased by more than seven million in just seven years, rising from 52 million in 1990 to 59 million in 1997. In 1997, more than two thirds of these teachers were employed in the developing world, up from 63 percent in 1990 (ILO, 1991).

However, the steady increase in the supply of teachers in the developing world has on average been counter balanced by a comparable growth in the number of school age children. Despite the significant efforts made

during the 1990s to train new teachers and to improve education, many developing countries still experience severe shortage of teaching personnel. Therefore, developing countries must go on training large number of teachers at low cost with limited scope of monetary incentives, (OECD, 2001:62-64).

Policy makers and society at large have high expectation from teachers. They expect to see them as professional role models, experts in a wide range of areas and as substitutes for parents and community leaders. Teachers are asked to manage the far-reaching changes that are taking place in and outside schools, and to implement the complex reform of educational system that is under way in most countries. The consequent expectations of teachers on the other hand have many dimensions: - such as expertise, pedagogical know-how, understanding of technology, organizational competence and collaboration, flexibility, mobility and openness, (Ibid.2001:62-65).

In light of the above facts, the quality of education to a great extent depends on the quality of teachers. According to M.C.Chagla in (Sharma,A.P; 1984:204) "No educational system can thrive with out the help of trained and competent teachers. A country with competent teachers is a country with a bright future." It is true that a teacher is the pivot around which the whole educational system revolves.
Historically, teaching was a highly regarded profession. In Korea for example, teachers received the same honor as the king and the parents (APEID 1984b IEES, 1986; cited in Lockheed, et al. 1991:92).

Currently, however, this is not the case in most developing countries. The status of teachers in general and primary school teaching in particular is low and has declined considerably in the past two decades. This low status may be related low salaries, poor working condition, and uncertain career paths. As a consequence, the most able students don't become primary school teachers, they either become teachers in secondary or higher education or they enter the private wage and public administration sectors that offer more competent salaries and better prospects of promotion.

Moreover, countries whose education systems are expanding rapidly are accepting to hire under-qualified applicants to meet the growing demands of teachers, which is a practice that further lowers the prestige of teacher and the profession of teaching. As a result, teaching at primary school neither attracts nor retains the best-qualified and most motivated individuals (Lockheed, et al.; 1991: 95-97).

This can be verified by the condition of teachers in some countries. For instance, 46 percent of primary teachers in Zimbabwe were unqualified in 1986 (Dorsay, 1989). In Nigeria only 9 percent of primary teachers in Kano state had formal teacher certification (Harber: 1984); in Haiti, fewer than 10 percent of primary teachers were qualified and fewer than 30 percent were trained (IEES, 1987); in Liberia only 47percent teachers had received teacher training (Kemnerer and Thiagarajan, 1989; cited in Lockheed etal. (1991:93).

Ethiopia, as one of the developing countries of the world, similarly faces various problems with regard to provision of education to its citizens. Various studies have been conducted regarding the problems of education in Ethiopia.

As cited in Amare Asgedom (PHRD,1996) has stated that the Ethiopian education system suffers from problems of book production and distribution, set –up of school building, provision of school furniture, unqualified teachers, instructional materials and the like. It is also characterized by low enrollment rates at all levels, low quality and high drop out and repetition rates.

In most parts of Ethiopia, schools are poorly equipped, the building are in bad conditions, teaching materials are inadequate &full of gender biased, etc.

Similarly, the situation in Tigray region is the worst due to the disastrous civil wars and mismanagement in the past regime, which had left the economy & social infrastructure in shambles. Most schools, educational furniture and equipment etc. were completely destroyed. Even though, a lot of rehabilitation and re-construction of social and economic programmes is made in the last ten years after the establishment of the federal government of Ethiopia and the Regional administration, there are still acute educational problems in the region. To mention few, these may include such problems as, shortage of trained teachers at all levels of education; In-adequate number of class rooms (a great number of

students are learning in a "Das" class,(In Tigregha languge, "Das", mean a room roofed with straw or leaves), Physical and materials deterioration of the existing school; shortage of student text and references materials; low quality of teachers at all level; inaccessibility; high drop out and repetition rates; low level of girls participation; shortage of furniture and equipment (majority of students don't have chairs, they sit on the floor); attrition of teachers increasing from year to year; Poor organizational management of schools; Shortage of budget, etc(Source: TEMIS, REB Annual Report, 1993 E.C)

All the above-mentioned problems indicate that the quality of education at all levels is poor. So the situation calls for comprehensive and integrated move to reduce or avoid the existing problems in the region as soon as possible.

2.2 The Need and Importance of Professional Development

As it has been mentioned above teachers are central to the delivery as well as the quality of education. For the development and importance of education the professional development of teachers is a key issue that requires serious attention. Various researches and educators have mentioned that the academic and professional training of teachers has a direct and partial bearing on the quality of their performance and consequently in the achievement of students (Avalos and Haddad, 1981; Husen, Saba and Noonen, 1978, Schiefelbein and Simons, 1981).

Professional development is one of the most powerful routes to teacher motivation and school improvement, for it involves the whole staff in the operation and management of the school.

Much of the work of professional development is also advancement of individuals. Thus, it can be argued that professional development should embrace personal development (individual learning) and staff development, although the definition and scope of teacher education is continually changing (Holmes Group, 1996 cited by Tatto, 1998: 152).

As cited in ASCD (1981: 59) also, the moment educators leave their training institutions they embark upon a journey of obsolescence (Rubin: 1975). Some how educators must keep with the new knowledge and technology in their areas of specialization.

Most educators also agree that the teaching profession requires trained teachers with academic knowledge, professional skills and the right attitude towards the profession.

The education commission (1964: 66) stated, in M.I. Fredman (1980: 9) that, a sound program of teachers' professional education is useful for the qualitative advancement of education. It goes on to elaborate that investment in teacher's education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in education of millions.

So, as the center of improving teacher performance there needs to be an attitude of on going professional development. It is time to move away from the traditional idea that there is an initial compartment called "pre-service" training followed later by some other compartmental training programs that periodically occur called "in-service" training. Teacher's development is a process not an event (Craig et al; 1998:55).

Teacher development mean comprehensive growth and support, from the time teachers begin any initial preparation and/or teaching, provision needs to be made for on going development of knowledge of subject matter, concrete skills to teach, observe, assess and reflect incentives, and career growth (ibid: 55 – 57).

Therefore, teacher development is a "process that needs different training and support at different stages of development. The education which teachers receive has the potential to make a difference to children" learning and therefore warrants careful attention (Craig, Kraft and Duplessis; 1998: 25).

It should be taken into consideration that any advance in education depends on the qualification and ability of the teaching staff in general as well as on the pedagogical and technical qualities of individual teachers in particular.

As Warns Wise and Darling-Hammond (1984), in Schott (1989), stated it, improvement in the quality of teachers and teaching requires more than evaluation. It needs highly able students to be attracted to teaching,

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preparing them to teach, ascertaining that they can teach, providing them with conducive environment in which they can teach, and motivating them to teach, and persuading them to remain in the teaching profession.

However, as reported by Joice and Dillon – Peterson in ASCD (1981: 60) professional development efforts of educators are generally ineffective and poorly conceived, lacking a conceptual framework. The decline in the academic preparation of prospective teachers mean that trainees often lack the intellectual and academic skills they need to perform well. Teacher training must concentrate on ensuring that they gain a sound knowledge or the curriculum content, often at the expense of developing general and specific pedagogical skills.

Therefore, the program that prepares for the professions have to consider various variables or factors such as, entry requirements, concert objectives of education, course content, evaluation procedure, quality of educators /trainers/, availability of teaching materials /resources, the training center, etc.in the process of training (Coombs, 1985; Dogna, 1987; Freire, 1972; Freire and Macedo, 1987), in Anderson, L. W.(1990)

In developing countries the dissatisfaction with the quality of education has emerged more recently as in the primary level these countries struggle to expand educational opportunities for increasing number of children (Lockhedd and Verspoor; 1990) in Anderson L. W. That is to say, expansion is practiced at the expense of quality of education.

Furthermore, the teaching force in many developing countries is never motivated or trained. Most prospective teachers lack adequate general academic preparation. Both new and experienced teachers lack many pedagogical skills, motivational and professional commitments to teaching are low. To tackle the problem governments (be it national or local) as well as training institutions face the daunting challenge of preparing, training, and retraining vast numbers of primary teachers. To avoid producing new ill trained and inexperienced teachers with inadequate skills and professional commitment, therefore, developing countries must design policies for improving the quality of pre-service and in-service training in their educational system (Lockheed, etal.; 1991: 90 – 91).

One has to know that initial preparation of teachers varies greatly from country to country. For example, the following countries have worked well ranging form fifteen days in BRAC schools in Bangladesh, twenty five days in the rural community schools in Egypt, two years in Botswana, and three years in Namibia to the five year program found in some U.S institutions (Craig etal.; 1998: 57).

However, the appropriate length of initial preparation courses and their organization is debatable. The reality is that there are various ways to prepare and support teachers in variety of environments. Just as there is no single type of effective teacher but there are common elements associated with successful teachers, there is no single type of initial preparation course. Therefore, programs that have shortened initial

training tend to be more concentrated on the job follow-up, i.e, all programs need on going job support (Ibid: 60).

In this connection again, most countries are observed to train primary school teachers in order to alleviate teacher shortage and maintain quality. Some trained teachers as generalists who are prepared to teach in all content areas, some educational system such as those in Alberta, Canada and Chinese, Taipei, train primary teachers focusing on a specific subject area. In Hong Kong the training of primary school teachers must specialize in two subject areas (Darling – Hamond and Cobb, 1995; cited in Craig; et al., 1998: 64).

The course to prepare teachers for secondary education in India is uniformly of one year duration and the admission requirement for Arts/Science is a Bachelor's degree. There is however, a general feeling that the duration of one year is too short to prepare a well-trained teacher. For this reason, integrated courses of longer duration have been planned and offered in some universities, (Pand B. N; et al., 1997: 32).

Teacher training in the case of Ethiopia has been characterized by its limitation in recruiting less interested and committed trainees in teaching profession, weakness in balancing academic knowledge and professional skills, by its unequal opportunities for candidates from disadvantaged communities and female. It was also criticized for lack of correspondence between the training curriculum and the need of the school. The capacity of teacher training colleges/institutions in providing

adequately qualified teachers has also been far below the needs throughout the development of modern education in the country. Lack of incentives and promotion opportunities for teachers has primarily negatively affected the teaching profession and ultimately the education system (MOE, 1991).

To avoid the limitations mentioned above, thus, teacher education in Ethiopia needs to be properly redesigned. A number of educationalists have laid emphasis on in-service education as professional growth. The demands now is being made upon schools and upon people who are responsible for the quality of schools make it impracticable to place full dependence upon pre-service preparation and the initiative of the individual to better himself through in-service programme.

2.3 In-Service Teachers Education

How do we perceive the terms 'teacher preparation', 'staff development', and 'in-service education'? What are they? Are they the same? Are they different? What distinguishes one form the other?

NEPTE, the New England Program in Teachers Education has been serving local school districts, universities, and state department personnel in New England for the past seven years, has learned there are significant difference between teacher preparation, staff development, and in-service Education (NEPTE, 2001: 24).

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In-service education, as a programme of recent origin, is the result of rapid changes in various fields of human activity and the need for it is high and most urgent in the teaching profession because of rapid advance and changes in content area, pedagogical science, school curriculum, educational technology, socio- political scenario, and job expectation of teachers etc. To bring about these desired changes in a teacher, the role of in-service education hardly needs an emphasis.

In-service education is different from the teacher preparation and staff development. It is neither decision making by the university nor by the school administrator, but rather mutual decision making by many parties including representatives of participants. A decision about what occurs how and where as "in-service" are a result of role groups, including participants and providers, meeting together to make decision, (ibid: 24 – 25).

Rabindranath Tagore has 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." The teacher has to be engaged in self-study and has continue self learning in order to keep himself abreast with the latest trends and knowledge so that it may be possible for him/her to adjust the school curricula and gear the school programmes to the emerging socio-economic, political and cultural needs of the community, Elahi,N, (1997:8)

The further training of teachers in in-service works is like a tonic, like an injection that helps to protect the body from different diseases. It remedies teachers from the commonest disease they suffer from, that is

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 (Levin, 1962, cited in Elahi, N., 1997; 10)

Historically, teachers' preparation has been a series of courses, which comprise a program of study for students aspiring to be a teacher. The program of study is developed and provided by universities and colleges occasional solicited suggestion from public personnel, state department of education approve the program and there by grant teacher certification to students, who have completed the program in teacher education and who have received a degree.

On the other hand, staff development raises images not of the university professor, but of the school administrator talking about "my staff" teachers, counselor, aides, principals, secretariat, etc. To date the major focus of staff development efforts by system administrators has been the provision of various workshops for the teachers. The workshop in "staff development" usually mean obligatory attendance for teachers after school.

There is no unanimity and uniformity in respect of the definitions of in-service education. Looking into various definitions, four major concepts of in-service education emerge as important dimension. They are (1) Professional growth (2) continuing or perennial education (3) enhancement of knowledge and (4) staff development, Elahi, N.(1997;4)

According to Howsan, Corrigam, Denemark, and Nash (1976) "in educating a profession", also classified teachers education into three stages: - pre-service, in-service and continuing. In their definitions, in-service education was job imbedded or job-related, while continuing education was personal or professional development related. In simple language, in-service education (or staff development) should be managed by the people who work in the building and should deal with the individual and group problems and aspirations found there. The motive of those involved in in-service education, both delivers and receivers need to be made apparent.

Another writer by the name Drummond (1978: 272- 78) again classified in-service models into four

1. Provision of service model: people outside the faculty have services or ideas that we need or want. They will appear with goods or services for fair prices
2. Job-maintenance model: Those in power- the state- the school board or the administration have mandated or strongly suggested that one has to submit to remediation, up date his/her knowledge and skills or take a required course or courses
3. Personal – Development model: It is a feeling for self development. It may be expressed by some one as follows: I feel I need a new lease on my life to break out my fate. I need to restore my energy, and my faith in people, to feel better about my world and myself.

4. Problem solving model: When one or a group is dissatisfied with his (its) work and believes that things could be made better. For example the quality of his/its professional life or service is less than satisfactory his/its evaluation of results calls for improvement.

Therefore, if colleges are curious about becoming professional schools, they must focus on problem – solving, be helpful to provide the technology, give technical assistance, human encouragement and comparison.

Moreover, the most widely used operational definition of INSET developed by the organization for Economic Co-operation and Development (OECD) project is stated as "those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge skills and attitudes in order tothey educate children effectively, Bolam (1982: 3).

Underpinning much of the debate about INSET are the following two distinct yet complementary rationales which are related to human resource development (HRD):

A. ensuring an adequate supply of appropriately trained and prepared People for all positions in the system and

B. maximizing the potential of all current personnel. HRD is a form of investment in human capital, which seeks to enhance peoples' experience

Since such demands are not wholly predictable, HRD focus on enhancing people's general capability, resourcefulness, flexibility and capacity to change.

Hence, to enhance sound human resource development, 'the Management of Planned Change (MPC)' has been given by far the greatest attention by various authorities in the literature.

MPC is generally associated with top-down or center-periphery strategies, although the "top" may be either central or local government, or even the principal of a school. In line with this, Chin (1967) made an important distinction between three centralist approaches in exercising MPC: empirical – rational, normative – re-educative and power-coercive. These distinctions are important because they affect both the power relationship and the perceived purpose of any accompanying INSET. Although the term political – administration is perhaps more appropriate to the third, (CERI/OECD: 1973).

Besides the term "innovation" is incorporated in MPC and is most commonly used in the literature to describe changes and improvements in organizational systems. The definition of innovation as a planned change, which aims to improve practice, entails certain problematic relationship. The first question that should be asked her is: improvement for whom? This is an important point in all developmental and improvement work. In most innovations, change will lead to an

improvement for some, while it will be irrelevant for others, and for a third group the change may lead to a deterioration of the situation.(The International Division of Special Needs Education (DSNE, 2001: 326 – 339).

By the same token, in-service programs are designed for improvement, but they are varied in nature and quality. With this regard, only some have undergone formal evaluation to determine effectiveness of different organizational deliveries and the effects on student achievement. And some other findings appear to indicate that in-service training does not improve student academic achievement (Harbison and Hanshud, 1992; Warwick, et al., 1991, Raudenbush, et al., 1992; as cited in Craig, et al., 1998: 105). None of this research, however, measured the quality of content of the training programs.

On the other hand, research on effective teaching also recommends provision of in-service activities. That is to say, teachers can be helped to function most effectively as a result of recent research on in-service education programmes which correlates learning and teaching, Rosneshien, (1976: 27), also says that teachers have to respond to the demands of students achievement. As more and more states are requiring minimal competencies, an in-service program is now believed to be essential to assure that teachers can teach with prescribed result. This can really open up tremendous possibilities of upgrading teachers capacity through in-service programs. Thus the growing power of teacher groups must deal with increasing in-service continuum education.

From this point of view, thinking about the future seems to be considered in the area of in-service education. However this may tend to produce a considerable degree of anxiety. In spite of the exemplary teacher preparation programmes now emerging in colleges and universities, the anxiety may come from the realization of large majority who will be teaching in the large number of newly established schools at some level in the public schools (ACTE, 1976: 15).

The burden of preparing school teachers, therefore, has to and will continue to fall on the public schools. The tremendous velocity with which hundreds of new schools are now appearing guarantee that the new university programs, however exemplary, will probably never be able to keep up with the demands for trained personnel, at least not for the foreseeable future. So, such a situation should call for improved university – public schools cooperation in the area of in-service staff development (ACTE, 1978: 17 – 19).

2.3.1 Objectives of In-service Education

As the whole education world is hardly responding to its future, educators at all levels are thinking about possible ways to create a cadre of educators who have to be constantly renewed and revitalized, and be ready to advance new directions. There is a great danger that, as our teaching staff is increasingly stabilized, they may become reactionary

and resistant to the changes needed to keep democracy viable and relevant, ACTE (1978: 31).

Teacher education should exist in the form of in-service education to prepare teachers in the most effective ways to meet the demand of schooling (Goble and Partes, 1977: 134). Because it is widely accepted that in-service education is the continuity of pre-service education. A teacher has to be a life long learner through the continuous process of teacher education. Teacher education may be provided any time between a teachers journey of his service till his retirement. The duration of in-service teacher's education programme may vary from one hour training to a couple of years depending on the nature of the programme, Elahi,N.(1977;12)

The objective of teacher training programs should be based upon educational objectives, demands and supply context of a country. Aggrawal (1997: 292) has clearly stated objectives of teacher education, as follows:-

To summarize the objective of teacher education is to meet the new challenges; we may state this program should be arranged and structured in such a way that the prospective teacher develops the requisite abilities, attitudes, knowledge, interest, skills, understandings and values which enable him to play effective in bringing about students confidence, democratic values. He should enable students to play the role of a detective who detects offences and guiding ones fellows. The

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teacher also should play the role of an equalizer on educational opportunities, a guide, a friend, a facilitator of learning, a judge to evaluate students, an initiator of new technology, of teaching – learning.

In order to attain the above motioned objectives, in-service training opportunities should be made available on a regular and systematic bases for all educators in general and primary education personnel, in particular at every stage of their career. To strengthen this idea, UNESCO (1985:46) points out that with recent technologies, methods and logical break – through it is possible, more than ever, to make in-service training a permanent feature of educational career and save this profession from stagnation and fossilization.

In addition, UNESCO (1980: 22 – 24) states that in-service education program have been developed mainly to meet the following objectives.

1. To up grade teachers' knowledge or curriculum content and methodology.
1. To keep teachers for roles demanded by new needs.
2. To raise teacher qualification through either formal degree or non-degree course/courses.

Therefore, in-service training (INSET) opportunities should cater for a variety of such needs, as up grading qualification for unqualified personnel, orientation for promotion; posting (e.g. head teacher, teacher trainer), orientation to new curricula methods (e.g. environmental science), orientation to new roles (e.g. community development), (ibid:47)

There are a variety of ways to view people, schools and change that affect how in-service training is designed, delivered, and assessed. Some educators view in-service as a way of implementing district wide changes and goals, others believe in-service should address teacher needs, and still some others view in-service as a way of eliminating weakness in teachers and principals, others see in-service as a developmental or professional growth, some see in-service as a way of helping educators do their present jobs more effectively (ASCD, 1981: 61).

In conclusion, those involved in and affected by the training programme should cooperatively develop decisions concerning the objectives, experiences, and assessment of in-service education.

2.3.2 Practices of In-service Education

2.3.2.1 Experience of In-service Education in APED Countries

The final meeting of the joint innovation project in-service primary teachers education discussed the national study report of eight member countries of APEID (Asian Programme of Educational Innovation for Development) namely, Bangledesh, India, Indonesia, Malaysia, Nepal, Philippines, Republic of Korea and Thailand. Each of these countries had undertaken during 1980-1981 a national study of its own programme for in-service education of its primary teachers (APEID, 1980: 87-94)

The national study report followed on

a) The current status of in-service primary teacher education.

b) the modality and methods adopted for the organization of in-service education programmes
c) the state of the art regarding research and evaluation in the area of in-service primary teachers education.,
d) a critical review of findings from their studies and research and
e) the identification of problems inhibiting effective in-service teachers education programmes and
f) alternative strategies /modalities proposed for over coming or alienating these problems

A. The Status of In-service Primary Teachers Education

Primary education has been the formal responsibility of most national governments and they reflected it either in their national constitutions or government policy resolutions. The administration and supervision of primary education is typically devolved to the relevant district or regional authorities, which operates under the overall supervision and control of the central government.

In India, however, the formal responsibility for providing primary education lies on the separate state governments, the central government acting in an advisory capacity.

In all countries, there are national or provincial agencies responsible for planning and administering programme of in-service education. However, it is common for these national or provincial authorities to involve the teacher training institutes, Universities, voluntary organization of teacher

and even the community in the organization of in-service education programmes.

The programmes of in-service education operating in the participating countries are characterized by a considerable variety of objectives, duration, modalities and evaluation procedures. Practically all of the countries involve the pre-services teacher training institutions in various ways in their programme of in-service education for primary teachers.

In Bangladesh, for example, fifty percent of student places in the training institutions are kept reserved for the in-service training of unqualified teachers already in the schools. In Nepal, also, similar provisions of qualifying these untrained teachers have been made. Usually, the programmes in the teacher training institutions are full-time of long duration and are formal award courses. Such programmes are mainly for those teachers who have to impose and up-grade their academic qualifications. However, in addition to these, all the countries have a system of organizing in-service education programmes of shorter duration of a particular programme as the academic status and specific needs of the teachers and the objective of the training.

There is unanimity among the participating countries regarding the major purpose of in-service education namely,

i) to upgrade the academic qualifications of teachers

ii) to provide adequate professional training of teachers so that teaching and learning are made more effective.

iii) To keep the teachers abreast of new development in particular subject areas as well as in pedagogy

iv) To provide refresher courses through which teachers can brush up their knowledge

v) To impart to teachers the knowledge, skills and attitudes which are necessary in the light of changing national development goals and educational priorities and,

vi) To make teachers more aware of the problem of their communities and to develop the skills and attitudes needed for them to become active change agents in the community

The content of in-service programmes in all the countries depends on the local needs of the students, teachers, schools and community.

B. Modalities

Analysis of the national studies reveals a variety of methods employed by the participating countries in the organization of in-service programme. For both short term and long term courses, seminars and workshops have been increasingly in common, while symposia and panel discussions are popular for one-day programmes

All countries have reported the use of new technologies particularly in the area of audio-visual communication to make their in-service education programmes more effective as well as more widely available.

Methods, which rely on the new technologies, are

i) Distance education through correspondence

ii) Distance education through correspondence and radio lesson

iii) Distance education through communicating satellite television and /or a mix of face-to-face contact combined with correspondence and/or radio lessons.

In general, the choice of method favored by a particular country reflects its own in-service needs and its specific local conditions and constraints. Where it is not possible to bring the teachers to a central place, on-the–spot in-service training is organized. Where adequate infrastructure exists, and where the need is to cover a sizeable backlog of untrained teachers, various forms of distance education are being used. In all local area programmes, there has been an increasing trend forward school-based course rather than those, which are held in central venues.

C. State of the Art

The development of any new educational programmes needs research support. All participating country in their report has shown an appreciation of the importance of research and evaluation for streaming and maximizing the effectiveness of in-service education programmes.

Examples of the types of research conducted are

1) Research on need assessment
2) The study of teachers attitude and reactions
3) Status of studies of existing provisions for in-service education

4) The study and documentation of administration of in-service education
5) The study of resource inputs for in-service education
6) Evaluation of particular in-service programme
7) Studies of the role of various agencies
8) Research into factors influencing teacher motivation
9) Evaluation of the methods and techniques of in-service education
10) Impact of in –service education and,
11) Research on innovation and the process of educational change, etc

The most common methodology employed in these studies has been the descriptive or evaluative survey, although in some cases, formal quasi-experimental designs have been used. The tool commonly used includes questionnaire, opinionaire, rating scales and checklists, attitude scale, and other self-report devices. Observation, interviewing and terms of participant observation have also been used in several cases. Impact studies are still rare, although India, has completed a number of studies of this sort for some of its programmes

D. Findings

The set of national studies reveal a number of important findings related to the in-service education of primary teachers. The most significant of these are

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1. In-service education programmes have developed concern among teachers to develop both professional and academic. In many cases, the teachers have developed greater confidence to make decision at their own local level.
2. In-service education has contributed to the upgrading of professional qualification and has helped refresh the spirit and morale of teachers and has improved their classroom teaching.
3. a change within the system from centralized to decentralized planning of teachers in-service education and the development of local resources has been observed as a trend in most countries.
4. the strategy of using "key personnel ' to implement in-service course in their regional or local levels has been found to be effective.
5. amongst the training strategies, the face-to-face mode is found to be predominant.
6. sustained programmes of longer duration were typically preferred to shorter ones, although advance level workshops for the continuing education of high level educational personnel were effective in spite of their quite short duration.
7. some modes of in-service education while effective have been found to be relatively more expensive and the extra cost may not always be offset by the gain in effectiveness.
8. the practice of linking in-service education with further formal qualification has proved popular with many teachers. However,

courses designed to lead to academic awards often fail to meet the need for particular teaching skills and the like.

The above findings have cleared the ground for significant improvements in the in-service education programme

E. Problems

Some of the major problems analyzed from the participating countries are:-

1. availability of sufficient, suitably competent resource person have often been of problem in some countries. As a result, some programmes have not been as effective as they might have been. The problem is both of better selection from among the available and also area of finding better way to orient or train resource persons so that they can fulfill their roles more effectively.
2. there remains a need to provide better integration between the programmes of teacher education at the pre service and in-service phases . In most countries, there is no formal policy at the central level which can effect such integration
3. in programmes which must depend on correspondence modes, there is an inadequate range of high quality instructional materials and technical support facilities available

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4. valid and reliable evaluation materials, guidelines for their use are not readily available
5. many primary schools are located in remote villages, and accessibility to teachers often poses problems
6. incentives for whole hearted participation in in-service education are not always present in the programmes and in the condition under which they are made available to the teacher and,
7. which attitude formation and growth in professional commitment have been acknowledged to be a necessary aspect of all forms of in-service education many existing programmes don't provide, explicitly for it

F. Alternative Strategies

In the light of the problem identified through the national studies the participant countries have developed a number of alternative strategies and scheme for in-service education

Some examples of these are

1) Local-based or school based programmes for primary teachers on a continuous basis
2) Correspondence programmes using a combination of distance education and personal-contact modes
3) Research based programmes planned and implemented collaboratively by personnel from all relevant agencies in the educational system

4) The use of mobile teams providing in-service education to the teacher on the spot
5) A programme of internship of teachers in model schools and,
6) Competency /skill based teacher education using modern technologies and others (APEID,1980:102-23)

2.3.2.2 Experience of In-service Education in USA

In America, interestingly the nation's two major teacher's organization: the American Federation of Teachers (AFT) and the National Education Association (NEA) have both taken the position that teacher–controlled in-service training is much preferable to university /college training. Bhaeman (1977: 138), stating the AFTs' views, contended that, many of not most, institutions of higher education still function with out giving adequate attention to the continued up grading of the professional they are preparing ... continuing professional programmes and extension centers conducted by these institutions do not fill the voids in the repertoire of the classroom teachers' training skill .

The National Education Association staff (1977:143) maintains that, most graduate courses and many school district in-service efforts don't deal with the improvement of teaching. They often don't focus on the specification of a teacher jobs, nor do they concentrate on application of what is learned to the real experience of teachers. Teachers need to often

go un assessed, and teachers are seldom involved in deciding what they will study.

Unfortunately, this is not the case. As a number of recent surveys have shown that there is a great dissatisfaction with in-service training programmes through out the country. At the local district level, institutions of higher education offering the in-service training programs are seen in a negative light. These surveys show that staff development or in-service that occur closed to the classroom is seen as most helpful and is accepted best (Ibid: 43).

This should be also a clear message to those who are responsible for the delivery of programmes aimed at improving student instruction through in-service/staff development.

Current practices should be critically and thoughtfully designed and changes made that will result-in more productive professional development. To do this, it may be helpful to use a series of clusters related to in-service development content delivery.

2.3.3 Characteristics of Effective INSET

How often do you hear statements to the effect that the continuous professional development of teachers is the key to school improvement?

Like so many other single –factor solutions to multifaceted phenomena, the general endorsement of in-service education mean nothing without

an accompanying understanding of the characteristics of effective as compared with in effective in-service education efforts.

As Fullan and Suzann (1991:315) stated "nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led no significant change in practice when the teachers returned to their classrooms".

Why must professional development fail? In a view of in-service education over 10 years ago, Fullan (1979:3) summarized the following seven reasons for failure:

1. One –shot workshops are widespread but are ineffective
2. Topics are frequently selected by people other than those for whom the in service in intended
3. Follow-up support for ideas and practices introduce in the in-service programme occurs in only a very small minority of cases.
4. Follow-up evaluation occurs infrequently
5. In-service programmes rarely address the individual needs and concerns.
6. The majority of programmes involve teachers for many different school and/or school districts, but there is no recognition of the differential impact of positive and negative factors with the system to which they must return.
7. There is profound lack of any conceptual basis in the planning and implementation of in-service programmes that would ensure their effectiveness (Fullan, 1991: 3).

School district – led staff development is one of the largest and potentially strongest forms of staff development, but represents another instance of frequently missed opportunities. Based on this study of four urban improvement projects, Pink (1982) enumerates the following 12 factors that act as barriers to effective staff development.

1. An inadequate theory of implementation resulting in too little time for teachers and school leaders to plan for and learn new skills and practice.
2. District tendencies toward faddism and quick – fix solution
3. Lack of sustained central office support and follow – through
4. Under funding the project or trying to do too much with too little support
5. Attempting to manage the projects from the central office instead of developing school leadership and capacity.
6. Lack of technical assistance and other from of intensive staff development
7. Lack of awareness of the limitations of teachers and school administrator knowledge about how to implement the project
8. The turn- over of teachers in each school.
9. Failure to address the incompatibility between project requirements and existing organizational policies and structure
10. Too many competing demands or overload
11. Failure to understand and take into account site-specific difference away school; and

12. Failure to clarify and negotiate the role relationships and partnerships involving the direct and the local university (ibid: 21-22).

To alleviate such barriers to staff development, therefore, Fred, Steven and Frances as cited in ASCD (1981: 88- 90) recommended the following most effective professional development programme.

In-service education should be conducted in a supportive climate Of trust, peer-support, open communication and staff commitment to a set of clearly understood norms for functioning in an institution.

- In-service education goals should be based upon a common set of expectations held by the participants for normative behaviors that are essential for performing their professional roles in an institution.
- Successful in-service education requires support from administration and school boards including time, personnel, training materials and funds to enable the training necessary to implement educational programs in their school district
- Those involved in and affected by the training programme should cooperatively develop decisions concerning the objectives, experience, and assessment of in-service education.
- In-service education should be based upon assessed needs of participation
- In-service education should model the institutional behavior desired of participants.

- In-service education programmes have such three major components as (1) attitude (2) pedagogical skills, and (3) substantive knowledge
- In-service education programmes should prepare education to implement research findings and best practice related to carrying out their job responsibilities
- In-service education should be decentralized
- In-service education programmes should emphasize on use of rewards (such as opportunity, increased antonym, participation in decision making, increase competence, success and advancement).
- In-service education should be based upon clear, well-understood, specific goals and objectives that are congruent with institutional and personal goals.
- In-service education should provide options for participation that will accommodate individual professional needs and learning styles.
- In-service education should be experientially based on opportunities to select, adapt, and tryout new professional behaviors in real and simulated work settings.
- Central office personnel and school administrators should support in-service education.
- Leadership in in-service educational programs should be situational and emphasize authority by competence and expertise rather than by position

- Evaluation of in-service education should be both formative and summative and should examine the immediate effect on participants' extent of transfer to the work setting, and the effect on achieving institutional goals.

Further more, effective professional development programs, which are particularly designed for those teachers with little or no teacher preparation, tend to have the following characteristics, as Andrews (cited in Craig, et al., 1998: 106 – 119) points them out:

(1) Needs assessment
(2) Careful planning in the wide context
(3) Participatory planning and implementation
(4) Applicable curriculum content and methods
(5) On –going guidance, monitoring and support as surveys and review occurs several countries are made.

To make in-service programs effective, Hallack (1990:167) has also indicated that they should be designed to fit the pre-service level of the teachers training. Yet, like other professionals, teachers need continuous in-service training to keep up to date and perform properly. To this end, principle No.6 of the UNESCO recommendations concerning the status of teacher states "Teaching should be regarded as a profession, it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired, and maintained through rigorous and continuing study" (UNESCO cited in Hallack: 1990: 164).

The most effective forms of training are on going, rather than one-shot course, with no follow up. Some experiences of in-service training are: distance teacher upgrading in Kenya, "Cascade" training in Malaysia and Mobile teacher training in Bangladesh (ibid: 168). It is also stated that induction in the sense of planned and systematic support to new teachers in a school, is widely acknowledged to be an important type of in-service provision. It can help to consolidate and makeup for deficiencies in initial training help new teachers to overcome unfamiliar teaching and classroom management problems, and reduce feeling of isolation and frustration. If it is done well, it can be a substantial contribution to reducing teacher wastage (Ibid, 169).

Most training of primary teachers in developing countries take place at the secondary level, lasts from two to four years, and replicates in large measure in the curriculum content of general secondary school.

The cost of this type of general education is staggering. Requiring prospective teachers to obtain their secondary education in general secondary school could save developing counties significant amount of money (Gemeno and Ibenez, 1981; Zymelaman and Destefanos, 1989; Cameron and others, 1983; cited in Lockheed, et al., 1991: 95 – 97).

The direct cost of teacher training programs is high because it tends to be residential and thus requires funds to pay for student's food, lodging and training salaries. The social cost of teacher training is also high when the students who enter into the program decide not to become

teacher and use the certificate as a key to further education or alternative employment (Craig; et al., 1991).

Therefore, one way to make primary teachers training less expensive is to introduce a cost-recovery system that would reduce the net cost of the stipends paid to teacher trainees. Such a system, however, might discourage students, especially the rural poor, from entering training (Lockheed, et al. 1991: 95).

A better approach is to shift what is now a substantial part of teacher training programs general education to the secondary schools. The benefits would be multiple. First, financial saving because the cost of education of teachers in general subjects is significantly lower when done in secondary schools. Second, scarce teacher training resources could be concentrated on a shorter, well-focused pedagogical training. Third, the social costs of training teachers would also be lowered, because teaches would be less likely to use their certification as a stepping stone to different employment of further education. Fourth, students also receive a solid general education in secondary school. So, teacher-training programs could also be shortened and focused more narrowly on providing appropriate pedagogical skills, which would further reduce the cost of producing a teacher. Since, less than 25 percent of the curriculum in many countries is devoted to teaching perspective. (Ibid: 97).

The majority of staff development experiences do not work because they fail to incorporate the characteristics of effective change process. The bottom line is one of change, development, and improvement. Staff and professional development is change in learning materials, in skills and practice, in thinking and understandings. There is no single strategy that can contribute to teacher training programmes.

Therefore, the focal point for staff development is the individual, working with others, trying to do the best possibilities of educating children. When staff development emphasizes idea or an approach with out considering the person (s) who will implement it, the design and results are weekend.

2.3.4 Evaluation of INSET

The area of INSET evaluation is problematic for a number of reasons. First, there is no systematic evaluation tradition in in-service training. Secondly, methodologies and techniques are borrowed form other areas of educational evaluation and social research. Evaluation of INSET will often be exploratory and experimental. Thirdly, evaluation of INSET presents the entire problems familiar with other areas of education, difficulties in defining objectives, assessing performance and measuring outcomes. (Pring and Knight, 1987; cited in Burgess Robert, G. et al.; 1993: 8).

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This is not to suggest that INSET evaluation is impossible, or that it fails to reply the investment made in it. Rather, it is intended to initiate how far it is still an exploratory area, requiring further research.

Experiences also demonstrate the capacity of INSET evaluation to serve a range of purposes, all of which have their application in the school context. These can be summarized as to:-

i. provide a description of what actually happened (inducing for example, departures from the program)
ii. asses out comes/results
iii. improve current and future INSET provision
iv. learn; i.e. to regard evaluation as an integral part of the learning
v. enable individuals to develop the capacity to critique their own practice, and share that critical reflection with others.
vi. custom social audit (Newton, M. J., 1989: 9)

The simplified list of key essential elements for evaluating professional development programs would be that they:

- focus on concrete and specific training for instructional and management practice
- are appropriate to the current needs of the teacher
- involve teachers and other staff in the planning and implementation of both short and long term activities
- include a balance of theory and practice
- include small group workshops, peer observations and feedback coaching, and demonstration

- ensure implementation in the classroom of the acquired learning.
- provide continuous guidance and support (head teachers, peer, and other staff)
- have the support and participation of the head teacher and other school leaders
- enable participation through release time.
- provide regular meetings for problem solving
- fit with the context of the local community and school clusters; and school improvement program.

Mathision, (cited in Craig, et al., 1998: 118 – 119), also states that a good evaluation of an in in-service teacher education programme should:

- adopt an explicit standard to good in-service teacher education against which any particular in-service program can be judged (issues of applicable content, relevance, practicality, good professional competences, and supportive institutional context etc)
- value the effect of in-service programs on teachers' needs for professional experiences
- expect the venue for the evaluation beyond the in-service experience and into the school, classroom or whenever change might be manifested, and
- require the expenditure of more resource to conduct serious evaluation.

2.4 In-Service Education of Teachers in Ethiopia

2.4.1 Historical Development of INSET

In-service education of teachers programme in Ethiopia was started in the 1950's at the University College of Addis Ababa, which was by the then only institute of higher education.

In the late 1950's (Solomon Inquai, 1970: 57) programs in social science like history, geography and education were included. At the initial stage, the in-service programme was in line with and under the control of the regular pre-service programme. Latter on when the AAU was inaugurated in 1961/62, a separate department known as 'University Extension' was established and started offering continuing education to adults at diploma and degree level during the evenings.

At present, besides the extension in Addis Ababa University, additional centers have been opened for the provision of in-service education. As reported in the handbook entitled 'Institute of Teacher Education' Program (ITEP) by Abebe Ghedai (1980), the in-service program geared to teachers started in 1958 as a joint undertaking by the University College of Addis Ababa and the Ministry of Education initially. The primary objective of this programme was to update and up-grade the professional knowledge and skills of secondary school teachers.

In 1962/63, ITEP began training elementary school teachers. In 1971, the junior secondary school teachers' program was included. This

program phased out in 1974, and revived again in 1979/80 academic years according to Division of Continuing Education (1980: 6).

The Division of Continuing Education of Addis Ababa University administers the in-service summer programs through the coordinators of the College of Education; there were three providers of in-service teacher Education.

a. The Faculty of Education of Addis Ababa University
b. Bahir Dar Teachers' College
c. Kotebe Teachers College

All the three institutions have summer and extension programs. The Faculty of Education of Addis Ababa University, Bahir Dar and Kotebe Teachers' Colleges offered both the degree and diploma programs. However, since recently Bahir Dar and A.A.U are designed to take care of the degree program, while Kotebe Teachers College should focus on diploma programs only, IER (1998: 388).

All the participants in the summer in-service programme are offered free board including food. They are exempted from paying for application registration and tuition fees for their education. This is because of the fact that the summer programme is fully financed by the Ministry of Education, which covers all the educational fees and boarding expenses of participants, (Ibid: 388).

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Both in the extension and summer programs the following diploma and degree courses were offered

a. Social science course including geography and history
b. Language courses which involve Amharic and English
c. Science courses, including, Biology, Chemistry, Physics and Mathematics
d. Educational administration courses (leading to diploma)

Both diploma and degree students are allowed to take 9 – 12 credit hours courses each semester. According to the policy of that time, the minimum length of training for graduation were; 6 semester (3 years) for the diploma program and 12 semester (6 years) for the degree program

According to ITEP report (1980), in service training for elementary school directors and supervisors was also started in 1968 at the Addis Ababa University. This program, which had been run by the faculty of education at the beginning, became part of the in-service programe (ITEP) later. In 1971, ITEP started offering a new program for school directors and supervisors who had a one-year diploma in school leadership. This program was known as the "Advanced School Administration Program". After 3 years (in1974), this program phased out. The Continuing Education Division in Cooperation with the Faculty of Education started the director's /supervisors in-service program in the academic year of 1980/81. Addis Ababa University Continuing Education Division administered this program. The coordinators appointed by the faculty of Education run the extension and summer programs.

Despite the fact that in-service education programs have been attracting more participants, many administrative and academic constraints still remain unresolved and challenging. A number of administrative problems have been reported both by participants and programme organizers of in-service education. As documented in the report (1980) of the Continuing Education Division, the major constraints were: shortage of administrative staff; shortage of instructional materials, in adequate supply of writing materials for in-service offices. All these problems and many others adversely affect the provision of in-service education. As the result of an acute shortage of records and typists, the participants cannot get their results and handouts, on time. Due to an inadequate supply of writing materials, the in-service education office is slow to report administrative decisions and the results of students.

Another major problem that was consistently reported by all coordinators and zonal education officers was the length of the summer school program for professionals. As the program only lasts for six weeks, the semester work cannot be covered within this short period of time. They had also noticed that if participants are offered in-service education in this form, (for 6 weeks a year), it will require them more than 8 years to complete the degree program. This problem became a major obstacle. Programs should be extended from six to eight weeks in order to cover the semester courses; and at the same time, to satisfy the needs of participants. Another constraint was the uniform pattern of the curriculum for both pre-service and in-service participants, which is also

a constraint of today, too. This University practice had been strongly challenged in a report from the Continuing Education Division (Report of CED, 1982: 10 – 12), which declares: The new model of integration assumes that curricula offerings for resident students and the mainly post experience adult enrollees should be identical. This can be a source of frustration for the mature and experienced extension (in-service) participants especially for those that are not credential oriented.

Finally, linked with the trends of development and challenges of INSET and INTEP (in Ethiopian context) we can see possibilities and potentialities of revitalizing previously phased out program and reorient and adapt the current in-service training programs of to-day to address the current problem of qualified teachers in the country (IER; 1998: 387-391).

2.4.2. Current Practices and Problems of INSET

There are presently, about 25 institutions that carry out teacher education in Ethiopia. They are varied in terms of the programmes they provide, their regional or national roles, and in the administration control and responsibility. They are split into what are commonly termed as "levels", the Teachers Training Institutions (TTIs) prepare teachers for teaching in the 1st cycle primary grades (1-4) while the Colleges of Teacher Educations (CTEs) prepare teachers in 2nd cycle primary (grades 5 – 8) and the Faculties of Teachers Education (FTEs) who prepare teachers for the secondary schools. At present, most of the TTIs

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and CTE's at the center and regions are providing in-service training in different forms for a large number of teachers.

The need for consistent strategy and coherent system has been a prominent and consistent theme both in the report, 'The Quality and Effectiveness of Teacher Education in Ethiopia' (MOE, 2002) and in the document, 'National Framework for Teacher Education System Overhaul" (MOE, 2002). The present arrangements for the provision of teacher education are such that they do not readily foster the essential components of an effective system.

The 2002 Report referred to in the preceding paragraph found that there is fragmentation and diversity of administrative control and responsibility. The responsibility cannot be discharged effectively as, by many accounts, regions lack the capacity to do so and the Ministry of Education has insufficient staffing to fulfill its role of support and assistance. It has also been noted that there is a marked lack of communication, networking and sharing of experiences and expertise among teacher education institutions (TEIs) even within the same region, as well as between the TEIs and their responsible bodies.

Statistical evidence shows that at present many teachers working in the primary and secondary schools of Ethiopia are not qualified for the level at which they are teaching. The research document "The Quality and Effectiveness of Teacher Education in Ethiopia" (MOE, 2002) made

recommendations, which focused on improving this situation. The two main recommendations are:

- To develop and implement a progrmme to up grade teachers' qualifications to the levels at which they are assigned to teach, through summer and distance programmes.
- To revise the up grading course to correspond with the revised pre-service curriculum.

National upgrading programmes through summer and distance education are in place, but have been experiencing some difficulties. Therefore, in the National framework for Teacher Education System Overhaul (TESO), there were identified as priority areas for review and action, (TESO; 2003:4).

Considering distance education, the TESO framework recommended that a study of the present distance education diploma programme should be carried out and strategies be developed to alleviate the problem encountered. There is huge potential for developing distance education in Ethiopia, but the conditions for success need to be met, (Ibid: 4).

Concerning the summer upgrading programme, the TESO framework suggested that the course should be reviewed and revised in correspondence to the revised pre-service curriculum. Also it is recommended that particular consideration be given to the needs and circumstance of adult learners, who are already practicing teachers.

The summer courses are administered by the Division of Continuing Education of the Universities and through the coordinators of the colleges of education. The courses are at the moment in line with the pre-service teacher education programmes; they follow the same curriculum, content, methodology of training and course management.

All participants in the summer programme are selected by REBs and approved by TEIs. They are offered free boarding inside the TEIs campus because the summer programme is fully financed by the Ministry of Education and REBs. They are also exempted from paying for application, registration and for tuition fees, from the time of beginning of the program, up to now, without change.

The actual system of up-grading courses is not completely satisfactory. In the research findings document on "The quality and effectiveness of teacher education in Ethiopia" (2002) the following general issues and areas of improvement were identified.

- Setting up central responsibilities for the upgrading programme
- Selection of teachers who are going to take part in the upgrading courses
- Improving teaching methods and materials
- Giving support to adult students
- Designing ways on how to improve the level of professionalism (self – motivation, setting high standards, skills, performance, attitude and personal behavior, pride in the job).

The opportunity to up grade and development the teachers practice by mean of extension programmes is now regarded as part of the pre-service programme. The summer and distance-learning programmes enable teachers to upgrade their skills and knowledge to teach another level, focusing on Continuous Professional Development (CPD); a mean of improving teachers' skills and competency in the level they are currently teaching (TESO, 2003:5), which is referred to as in-service teachers education.

In the past poor management of education development, the self-interest of teachers and lack of sustained coherent and professional programmes have characterized the in-service provision. The new approach outlined in this document addresses these issues and builds on the principles of responsibility, professional ethics and good citizenship. The new approach could be identified as "Education Quality Improvement Programme or EQIP, (Ibid: 5).

These education quality improvement programmes would involve

- Access for all teachers to high quality and continuous professional development programme
- Access to co-coordinated provision, which has continuity and progression enabling all teachers systematically to build the professional skills and knowledge required of a modern teacher in line with all government policies.
- A compulsory programme of staff development opportunities designed to meet the needs of both school and individual teachers

would ensure that all teachers would remain competent in their own level of specialty or expertise

- A positive and developmental process of performance management would ensure that all teachers were actively involved in quality professional development and contribute to proper management of career development.
- A rigorous process of initial licensing and subsequent re-licensing would support the principles of continuous professional development, and ensure quality and relevance is maintained.

In sum, it will be necessary to embark on extensively raising programmes of awareness of all stakeholders in the education system. That is all stakeholders should aware that the process of teacher education is one of continuous professional development and improvement and, that this must be systematically developed, effectively coordinated, and efficiently managed. It is essential to note that continuous professional development is part of a process of life long learning. It is not just an issue for teachers only but for all sectors with an interest in the education of students. It is vital that all sectors of the community are actively and knowledgeably involved.

Inevitably, there are significant factors, which influence the organization of continuous professional development in each region and these must be addressed realistically. Nevertheless, imaginative and constructive strategies can be developed to alleviate these if commitment and problem

solving processes are applied effectively to the following assumed constraints;

- Lack of motivation and application, combined with self-interest and lack of training opportunities, have created a climate of apathy and cynicism amongst teachers.
- The geographical features of many regions and resulting problems of access of transport and communication will limit access for many teachers to sustained professional development programmes outside their own school
- The number of personnel available in the bureau or woreda to plan manages and monitors any programme.
- The quality of knowledge and expertise available in administrative positions.
- The severely restricted availability of resources
- To sustain development, including access to electricity and technology, especially in schools of remote areas. (TESO; 2003:10).

Therefore, it is important to think of continuous professional development as a process of life long learning. This should start from the induction period of a newly qualified teacher and continue right through to the end of a teacher's career. As the teacher's career continues they should have the possibility to up-date their qualifications through a relevant in-service programme. The whole continuous professional development programme is vital to improve the quality of the teaching and leaning process.

At school and cluster level, a programme of high quality of staff development opportunities should be available to every teacher at both primary and secondary level. Teacher's participation in professional development courses and the qualities which have demonstrated that the sessions have improved their teaching should be taken into account at their annual performance review. Teachers need to show that their knowledge and skills develop year to year.

If the above suggestions are put into practice, then a coherent and effective professional development programme will be implemented and will meet the objectives of the capacity building programme of the country in the field of education (ibid: 23)

CHAPTER THREE

3. PRESENTATON AND INTERPRETATION OF DATA ANALYSIS

In this section the data collected through questionnaire and documents from TREB and ACTE are analyzed and the results are interpreted

3.1 General Characteristics of Respondents

The following description of the characteristics of target population gives some basic information about the sample population involved in the study. So, table 2a and 2b is presented below:

Table 2; Background Information of Respondents

2a. Trainees

Characteristics	**Category**			
Sex	**Male**	**Female**	**Total**	
	98	**22**	**120**	
Age Range	21-25 years	26-30 years	31-45 years	Above 45 years
	8	45	65	2
Teaching experience before SOYDP	1-4 years	5-10 years	11-20 years	21& above years
	16	44	58	2
Teaching experience after SOYDP	1 year	2 years	3 years	
	27	36	57	
Cycle they teach	1-4(first cycle)	5-8(second cycle)	9-12	
	---	83	37	

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The above table 2a signifies of the sample trainees, Sex, Age range, Teaching experience before and after graduation. Thus

(A) 81.6% of the respondents are male. As Appendix C shows that there were about 687 male, 85 female teachers graduated the last three years (the study time) by the SOYDP. This mean only 11% of the total graduates are female. This implies that participation of females in the programme is very low.

(B) Almost all the respondents age is above 26 years

(C) More than 50% of the respondents get the opportunity of up grading their qualification after 11 & above years of service in teaching primary schools.

(D) 69% of the respondents are teaching in the cycle they are trained, while 30.8% of the respondents are teaching in secondary schools, which is beyond their level of training.

2b. Trainers

Characteristics	Category				
Sex	Male	Female	Total		
	16	-	16		
Age Range	21-25 years	26-30 years	31-45 years	Above 45 years	
	4	4	6	2	
Qualification	TTI	12+2(Dip.)	B.A/B.Sc	M.A/M.Sc	PH.D
	-	1	9	5	1
Teaching experience	1-5 years	6-10 years	11-15 years	Above15 years	
	7	3	1	5	
Teaching experience at different cycles	1-8	9-12	Other college		
	2	9	1		

The above table 2b indicates 100% of the sample trainers are male, because there was no female trainer in the college during the study time. The qualifications of the respondents are almost above B.A/B.Sc., which agrees with the MOE established minimum standard of educational level to employ teacher trainers. The table shows that only 12.5% of the sample respondents have experience in teaching primary schools while 56.3% of them in teaching high schools.

Table 3. How Trainers are assigned in the college

No.	Reason	Respondents	%
1	On personal application	9	56.3
2	Forced by REB	2	12.5
3	Shortage of trained manpower in the region	3	18.7
4	Assigned by chance	2	12.5
5	Other	0	0

As to the above table 9(56.3%) of sample trainers are assigned by their personal application while others not.

3.2 Selection of Trainees

The quality of teacher education programme depends on various factors; some of the factors that affect training programme are: selection & placement criteria & procedure used, availability of resources,

qualification and experience of teacher trainers, the quality of the curriculum development for training, the existence of textbooks and reference books, educational facilities etc. As it has been mentioned earlier, the focus of this study was on the selection criteria of trainees, status of the center to manage the programme, availability of resources and impact of the SOYDP in teacher's professional development. Therefore, selection of trainees, as one of the important factors, the TREB &ACTE set the first selection criteria items in 1990E.C and then revised it in 1992E.C. The first & second admission criteria are as follows

Table 4. Selection Criteria for the SOYDP in ACTE

S.No.	Selection Criteria	Given value at first in %	Revised value in %
1	ESLCE/TTI average score	15	15
2	Academic rank held in a career structure	20	15
3	Average of semester work performance evaluation	15	15
4	Status of personal discipline record	10	5
5	Service rendered as school head master, or vice head master	5	5
6	Service rendered in hardship area	5	5
7	Teaching service rendered in grade level	5	5
8	Entrance examination	25	35
	Total	100	100

Source: CATOLOGUE, or Special One Year Teacher Education Programme,1999,ACTE.

From the above table, the selection criteria for the SOYDP bases eight items in both the first and the revised set, carrying different values/ points for each items according to their degree of importance with the objective of the in –service training prpgramme.

During revision, reducing some points from the items, academic rank held in the career structure and the status of personal discipline record, increased the weight given to the entrance examination.

As the above source documents reveal, when the review of the programme made and when the performance of the former candidates assessed, the scores obtained by those two items were seen to be almost equal, because majority of the candidates reached the same rank in the career structure and the same is in the personal discipline record.

Table 5. Level of Agreement by the Respondents Regarding the Emphasis Given to the Selection Criteria Practiced by the ACTE and TREB

	Selection Criteria	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
		n	%	n	%	N	%	n	%	n	%	
1	ESLCE/TTI average score	35	29.17	74	61.67	5	4.17	6	5.00	0	0.00	4.15
2	Academic rank held in a career structure	47	39.17	57	47.5	6	5.00	6	5.00	4	3.33	4.14
3	Average of semester work performance evaluation	41	34.17	69	57.5	4	3.33	5	4.17	1	0.83	4.13
4	Status of personal discipline record	10	8.33	45	37.5	14	11.67	26	21.67	25	20.83	2.91
5	Service rendered as school head master, or vice head master	18	15.00	40	33.33	21	17.5	31	25.83	10	8.33	3.21
6	Service rendered in hardship area	22	18.33	52	43.33	12	10.00	26	21.67	8	6.67	3.45
7	Teaching service rendered in grade level	10	8.33	31	25.83	21	17.5	40	33.33	18	15.00	2.79
8	Entrance examination	41	34.17	69	57.5	4	3.33	5	4.17	1	0.83	4.20

As revealed in the above table, the majority of the respondents indicated that the top priority criteria items that should be considered were: Entrance examination, ESLCE/TTI results, Academic rank held in career structure and Average of semester work performance evaluation, because their mean of agreement lies between 4.13 and 4.2. Next to these selection criteria, the mean for service rendered in hardship area and service rendered as school head master was calculated as 3.45 and 3.21 respectively. With respect to the status of personal discipline record and teaching service rendered in grade level, the respondents mean is 2.91 and 2.79 respectively that shows a considerable number of respondents dis-agree to indicate that they should not be taken as a selection criteria.

Moreover, with respect to the trainers opinion to the selection items, as seen from the open- end type questions, majority of the respondents feel that still more weight should be given to the entrance examination and the academic performance in ESLCE/TTI rather than taking other items which do not have direct relationship with the objective of the training because they justify that the in-service pragramme requires a good academic performance of the trainees to compute within the allotted short period of time. In addition, the trainer's attitude towards these selection criteria obtained from the open- end type questions points out that since the trainees are very aged and also with longer year of experience as shown in table2a, more than 50 % of the respondents are with 11 & above years of experience, so they have lost what they have

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learnt before. Due to this, they have difficulty in computing during training.

Table 6. Reaction of Respondents towards the SOYDP

No.	Items	Choices			
		Yes		No	
		n	%	N	%
1	It is highly centralized & selective	90	75.00	30	25.00
2	It is co operatively planned & organized	31	25.83	89	74.17
3	It is left to the individual for self directed	64	53.33	56	46.67
4	Is beyond expected	35	29.17	85	70.83
5	Is below expected	84	70.00	36	30.00
6	Is as expected	10	8.33	110	91.67

As the above table shows, 90(75%) of the sample respondents agree that the programme was highly centralized and selective and also 89 (74.17%) responded that, the in-service programme was not cooperatively planned. Similarly, 64 (53.33%) of them reflect it was left to the individual for self-directed. Above all, 84 (68%) of the respondents reflect that the SOYDP was below their expectation due to various reasons. From the open end type questions raised by respondents to express the challenges they faced during the in-service training were mainly opined the following; the administration as well as instructors were not supportive, open to communication or democratic they were rather acting as if they are lords and consider the trainees as their inferiors. As seen in our review of the related literature, the most effective professional development programme mentioned in the findings of Fred, H.W. etal. Cited in (ASCD;1981: 88-

90) were in-service education should be conducted in a supportive climate or peer support , open communication and staff commitment to a set of clearly understood norm of function in an institution and also added, in-service education should be decentralized. So, those involved in and affected by the training programme should co-operatively develop in-service education, which the situation in SOYDP is perceived opposite to this proper norm by the trainers.

Table 7. Reasons for participating in INSET

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
		n	%	n	%	n	%	n	%	n	%	
1	Love for the profession	78	65.00	32	26.67	4	3.33	3	2.50	3	2.50	4.49
2	To improve qualification	68	56.67	35	29.17	11	9.17	2	1.67	4	3.33	4.34
3	To obtain salary increment	60	50.00	45	37.50	8	6.67	4	3.33	3	2.5	4.29
4	To use it as an avenue for other career chances	36	30.00	37	30.83	11	9.17	14	11.67	22	18.33	3.43
5	It opens an opportunity for further upgrading of qualification	79	65.83	35	29.17	5	4.17	0	0.00	1	0.83	4.59
6	To acquire better insight of teaching subject area	80	66.67	33	27.50	4	3.33	3	2.50	0	0.00	4.58

As the table above reveals, 91.67% of the respondents participated in the in-service teachers education due to love for the profession, the total rate (mean=4.49) shows that they have a positive attitude towards their profession.

With respect to improving their qualification, 85.84% of the respondents agreed that they want to improve their qualification by the proposed programme, even though they were not given other choices.

For the reason why they participate in INSET, 87.5% of the respondents replied that they expect salary increment, 95% expect further upgrading opportunities in the future, and 94.11% to acquire better insight of teaching subject area, where as 60.83% of the respondents agree that they want to use it as an avenue for other career chances.

Table 8.Trainees Satisfaction Extent with the Programme

S.No.	Items of Satisfaction	Extremely Satisfied		Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Mean
		n	%	n	%	n	%	N	%	n	%	
1	Instructors complete courses of study systematically	16	13.33	35	29.17	42	35.00	20	16.67	7	5.83	3.28
2	Instructors handle courses diligently	18	15.00	22	18.33	38	31.67	35	29.17	7	5.83	3.03
3	Instructors were helpful, amicable and democratic	10	8.33	25	20.83	38	31.67	30	25.00	17	14.17	2.84
	Management encourages trainees to participate in decision making	7	5.83	25	20.83	48	40.00	32	26.67	8	6.67	2.93
5	Management endeavors to render guidance services	6	5.00	14	11.67	39	32.50	43	35.83	18	15.00	2.56
6	Management was open, transparent and easily approachable	7	5.83	30	25.00	41	34.17	27	22.50	15	12.50	2.89

As regards to item one, the above table indicates that, 27 (24.4%) of the respondents are dissatisfied, which shows as one of problem area, since

the training programme needs to use systematic approach to cover the courses within the allotted time, otherwise the quality of the training may be affected.

The objective of the innovation of SOYDP as mentioned earlier was to produce qualified teachers by shortening the duration of training from two years (four semesters) by the conventional method, one year or three semesters in service programme. But, the above data indicate, 42 (35%) trainees responded that their instructors did not handle courses diligently which directly affects the quality of training. Moreover, one of the great problem expressed in the open-end type questions opined as a serious problem were instructors were missing classes due to various reasons. As they say, there was no serious follow up from the management, who is doing what. Furthermore, many classes were missed due to cases like tour programmes, experience sharing with other colleges during school time for a longer period.

Giving response to the main idea that whether instructors were helpful, amenable and democratic, about 47 (39.17%) of the respondents are dissatisfied. For their mean =2.84 reveals that there was a great dissatisfaction on their trainers approach or methodology, that they largely lack participation of the trainees. As educators believe that the role and position of the instructors as the source of all knowledge has changed to "Teacher as a manager of learning resources" and a "guide to knowledge". He is to create a condition for learning and facilitate optimal teaching.

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In relation to the idea that whether the management encourages trainees to participate in decision-making, as noted in the data above their mean =2.93 indicates a great number of respondents agree that the management was not participatory. So, apart from close consultation about their needs, trainees along with administration officials need to be involved in the programme implementation. Esv (1991) states that in the work of Lawrence (1974) that, reviews and analysis ninety-seven studies on in-service education, those programmes that involve trainees in the planning of such activities tends to have greater success in accomplishing their objectives than those without the assistance of the participants (trainees). As the above table also indicates, their managements to be open and transparent to communicate with the trainees on each stage of the programme implementation & development do not satisfy 42 (35%) of the respondents.

In general terms the table above reveals, when the mean of sample respondents ranked by their degree of dissatisfaction, the management in rendering guidance services (mean=2.56), instructors being supportive and democratic (mean=2.84), and the management to be open to communicate at every stage of the training (mean=2.89) were opined as the main constraints in managing the programme.

3.3 Availability of Resources

Table 9. Status of Services and Facilities in the Training College

No	Facilities	High		Significant		Moderate		Little		Nothing		Mean
		n	%	n	%	N	%	n	%	n	%	
1	1.1 Adequacy of relevant resources in Library	10	8.33	35	29.17	43	35.83	27	22.50	5	4.17	3.15
	1.2 Lightening facility	3	2.50	10	8.33	25	20.83	74	61.67	8	6.67	2.38
2	2.1 Adequacy of sanitary facilities	5	4.17	21	17.50	38	31.67	47	39.17	9	7.50	2.72
	2.2 Availability of separate (male & female) toilet facilities	22	18.33	26	21.67	29	24.17	34	28.33	9	7.50	3,15
	2.3 Access to clean water	10	8.33	12	10.00	31	25.83	56	46.67	11	9.17	2.62
	2.4 Light condition	8	6.67	6	5.00	33	27.50	62	51.67	11	9.17	2.48
3	Status of dinning hall to render appropriate food service	15	12.50	31	25.83	44	36.67	27	22.50	3	2.50	3.23
4	Availability of student lounge	8	6.67	19	15.83	44	36.67	45	37.50	4	3.33	2.85
5	Availability of sport fields	6	5.00	13	10.83	33	27.50	45	37.50	23	19.17	2.45
6	Status of medical service	7	5.80	6	5.00	34	28.33	64	53.33	9	7.50	2.48
7	Availability of resource center/ pedagogical center	7	5.83	6	5.00	40	33.33	58	48.33	9	7.50	2.53
8	8.1 Availability of laboratories	9	7.50	22	18.33	41	34.17	38	31.67	10	8.33	2.85
	8.2 Appropriateness of laboratories for teaching in 2nd cycle	16	13.33	39	32.50	43	35.83	17	14.17	5	4.17	3.37
9	Appropriateness of college cite for communication and transportation	1	0.83	11	9.17	34	28.33	47	39.17	27	22.50	2.27

The table above reveals, results pertaining to the availability of the physical and material facilities in the college;

In relation to the library facilities, 45 (37.5%) of the respondents are satisfied to the availability of adequate number of relevant, up to date resources, while the remaining respondents, 75(62.5%) are dissatisfied. In addition, only 13 (10.83%) of them are satisfied by the light condition, while the majority of the respondents are dissatisfied.

With respect to dormitory facilities, only 18.33% and 11.67% of the respondents are satisfied highly& significantly with access to clean water and light condition, respectively. A great majority of the respondents reflects that there is a great dissatisfaction on the dormitory facilities including availability of showers& toilet facilities.

The same table shows that availability of medical service at the college, only 13(10.83%) of the respondents are satisfied highly & significantly, where as the majority of sample respondents are dissatisfied .The availability of health center with the necessary human& material in the college is one of the basic facilities to be available because, the location of the college is in a hot weather condition, far from the center, poor communication line both for transportation and telecommunication.

In relation to the availability of sport fields and, pedagogical center, the respondent's mean are 2.45 & 2.53; respectively which shows that the respondents feel it is below their expectation.

The availability of physical & material facilities in the college, the researcher also confirms the respondents opinion, as he observed during his stay in the college for distributing and collecting the questionnaire, the light give service day to midnight, shortage of water supply even sometime may not available, sanitation facilities do not function due to the shortage of water supply system, the library is not to the standard though construction of new one was on going, the sport fields construction not yet completed to function fully.

3.4. Impact of the Programme

Table 10. Perception on the Impact of the SOYDP to Trainees

	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
		n	%	n	%	n	%	n	%	n	%	
1	Prepared them to teach effectively in primary 2nd cycle	87	72.5	31	25.83	2	1.67	0	0.00	0	0.00	4.71
2	Helped them to remain/ retain in teaching profession	54	45.00	59	49.17	6	5.00	1	0.83	0	0.00	4.38
3	Meet their felt needs in up grading their qualification	68	56.67	44	36.67	4	3.33	4	3.33	0	0.00	4.47
4	Helped them to know subjects they teach in depth	55	45.83	50	41.67	9	7.50	5	4.17	1	0.83	4.28
5	Equipped them up date their pedagogical methodology of teaching	53	44.17	59	49.17	5	4.17	3	2.50	0	0.00	4.35
6	Helped to uplift their sprit and morale of teaching profession	71	59.17	40	33.33	6	5.00	3	2.50	0	0.00	4.49
7	Helped them to get better salary increment	54	45.00	45	37.50	13	10.83	4	3.33	4	3.33	4.18
8	Served as a basis for transfer from rural to urban	37	30.83	34	28.33	25	20.83	17	14.17	7	5.83	3.64
9	Although contributed to upgrading status however brought above displacement and separation from families	23	19.17	11	9.17	16	13.33	36	30.00	34	28.33	2.61
10	Incentives offered after completion raised morale & motivation to continue learning	66	55.00	42	35.00	6	5.00	5	4.17	1	0.83	4.39

As it is revealed in the above table, 118(98.33%) of the respondents strongly agree and agree that the SOYDP prepared them to teach in the second cycle primary schools effectively, which was the primary goal of the programme. Similarly, the respondents agree that this programme has played a great role in remaining in their profession, that is, 114(94.17%) of the respondents decided to remain in their profession due to the opportunity of this SOYDP.

With respect to the programme,they said that it helped them to gain a deep knowledge of their subject and up date their pedagogical methodology of teaching, because their mean were calculated as 4.28 & 4.35 respectively, which means the majority of the sample respondents are satisfied by the in-service programme which was supportive to deliver quality teaching to their students after the completion of their training programme.This goes in agreement with the idea as cited in UNESCO(1980:22-24), that in-service education programme have been developed mainly " to upgrade teachers" knowledge or curriculum content and methodology.

In the same table almost all the respondents, 108(93%) agree that as a result of this in-service programme they have uplifted their sprit& morale of the teaching profession. As the document of the Regional Education Bureau also reveals, 89% of the teachers graduated during the last three years by SOYDP have got also further upgrading opportunity by summer in-service degree programme at Mekelle University sponsored by the regional government budget.

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As the table in the appendix C shows, about the primary school teachers in the region by their qualification, before the beginning of the SOYDP the number of diploma teachers teaching in the upper primary schools (PSC) were only 3.7% in1991 E.C, 4.78% in 1992 E.C. While the programme started to produce teachers with diploma qualification, since 1992 E.C, the number of diploma holding teachers reached 9.23%, in 1993 E.C, and then 12.8% in 1994 E.C, which is an increase of 3.57%. Moreover, when we look into the 1994E.C academic year, the total teachers teaching in the PSC with diploma qualification were 955,out of which, 656(68.69%) of them were graduated from the SOYDP , which shows how significantly solve the problems of qualified teachers to the upper primary schools in the education system of the Region. The number of TTI certificate teachers teaching in that cycle after the start of this in-service programme is also showing a meaningful decreasing trend, though, there are still TTI certificate teachers teaching in the PSC and on the other hand, the graduates of this programme are also assigned to teach in senior secondary schools to solve the shortage of teachers with degree qualification of that cycle.

Table 11.Views of Trainees Regarding Types of upgrading Training Preferred

No.	Items	High		Medium		Low	
		n	%	n	%	n	%
1	Short weakened courses	42	35.00	40	33.33	38	31.67
2	Longer sustained part-time courses (such as distance, summer or correspondence)	36	30.00	46	38.33	38	31.67
3	Sandwich short courses (partly distance &face to face)	30	25.00	51	42.50	39	32.5
4	One year fulltime course	53	45.00	54	46.00	10	9.00
5	Two year fulltime courses	76	63.33	25	20.83	19	15.83

Data on the above table indicate that the respondent's level of liking for upgrading their qualification, 76 (61%) of them show high interest to upgrade by a two year full time courses whereas 53 (45%) respondents by one year fulltime course. These percentages show that the SOYDP was not the felt need of all of the sample respondents if they were given various alternatives to choose from. Furthermore, the majority of the respondents do not like the other types of in-service programmes practiced so far, such as distance, summer courses as we compare with their preference to the method of training by the conventional and SOYDP.

The sample trainee respondents opinion towards the duration of the programme, 58 (48.3%) reflects that it was average and 42 (35%) of them responded that it was less than enough, but none of them feel that the duration of the programme was enough (see appendix D).Similarly, the sample trainers opinion towards the duration of the programme almost all of them (93.8 %) reflects that the allotted time was less than enough (see appendix D).Although the sample trainees believe that the duration is short to cover the required courses of a diploma programme, reaction of trainees on the continuity of the SOYDP as Appendix D, shows that 106(88.3%) of the respondents support the continuity of the programme. Their justifications given as gathered from the open end type questions were; it gives an opportunity to continue for further upgrading programmes such as summer degree programmes; it prepares to teach effectively for the proper cycle trained; it solves the shortage of qualified teachers in the upper primary schools; it has economic benefit for trainees such as salary increment; it encourages teachers to keep up with their teaching profession and makes not to apart from new knowledge, skill& abilities.

On the other hand, 14(11.7%) of the respondents did not support the continuity of the programme due to the following reasons as compiled from the open end type questions raised by the researcher; the duration of the programme was too short and was difficult to participate and to of cover portions on time; it was very difficult to take an average of 20 credit hours per semester continuously or without break time; the trainees

have no chance to join in other federal colleges for upgrading which makes the graduates feel inferior ;the location of the college is in a hazardous condition that is, hot weather, facilities are not adequately equipped such as libraries ,laboratory, sanitation facilities, light condition, pure water, accessibility to communication be it telecommunication or transportation is out of the main road etc.

The trainers opinion towards the duration of the in-service programme , 15 (93.8%),almost all of them reflects that the allotted time was less than enough (see appendix D).

Table12. Trainers View on the Initiation of SOYDP

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		n	%	n	%	n	%	n	%	n	%
1	Implemented by imposition of higher officials while there was a strong resistance from the teaching staff	7	43.80	3	18.80	5	31.20	1	6.20	0	0.00
2	The college staff participated from the planning stage of the programme	2	12.50	0	0.00	6	37.50	1	6.20	7	43.80
3	Originated from higher bodies of REB to provide more diploma teachers at the expense of quality	9	56.20	0	0.00	5	31.20	1	6.20	1	6.20
4	There was a strong support from higher bodies	1	6.20	1	6.20	5	31.20	8	50.00	1	6.20
5	Adequate finance & material resources were allocated	0	0.00	4	25.00	1	6.20	7	43.70	4	25.00
6	The resistance raised by the teaching staff were fear of work load	1	6.20	2	12.50	4	25.00	3	18.70	6	37.50
7	The resistance raised by the staff were duration of the training time was too short	10	62.50	5	31.20	1	6.20	0	0.00	0	0.00

As it is revealed in the above table, about 10 (61.6%) of the respondents reflected their agreement towards the initiation of the programme was by imposition of higher officials while there was a strong resistance from the instructors and administration, and 5 (31.2%) respondents could not decide.

With respect to their participation of the innovation, 50% of the sample instructors strongly disagree and disagree to show that they did not participate at the planning stage being they are the implementers of the innovation. This does not correspond with what Mitchell, etal. (1987:103) say that, teachers should participate in decision making and evaluate results in a process based or trust not fear. And when such recognition is given to teachers, they probably decide to stay even with the difficult assignments.

In response to the objective of the innovation of the in-service programme, 56.2% of the sample trainers have strongly agreed that the innovation originated from higher officials of the Regional Education Bureau simply to provide more diploma teachers within short period of time at the expense of quality. This opinion of trainers reveals that they don't support the programme to be implemented in the teachers education college i.e. ACTE.

In relation to the main idea, more than 68.7% of the respondents disagree for the allocation of adequate supply of financial and material resources to the college.

With respect to the reasons for instructor's resistance, almost all (93.7%) of respondents agree it is because of the short duration of the training time to cover diploma courses.

Table 13. Trainers View Regarding Satisfaction of Trainees in the Programme

S.No.	Items	Extremely Satisfied		Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied	
		n	%	n	%	n	%	n	%	n	%
1	Improving of academic performance	0	0.00	2	12.50	11	68.70	3	18.70	0	0.00
2	Increased commitment to teaching profession	3	18.70	5	31.20	7	43.70	1	6.20	0	0.00
3	Raised morale and discipline to perform	4	25.00	5	31.20	5	31.20	2	12.50	0	0.00
4	Increased class attendance	7	43.70	6	37.50	3	18.70		0.00	0	0.00
5	Doing given assignments timely	2	12.50	6	37.50	6	37.50	2	12.50	0	0.00

From the above table, the sample trainers view regarding satisfaction of trainees in the programme, 13 (81.2%) of them are satisfied by their trainees' academic performance and there are 3(18.7%) who are dissatisfied.

As indicated in the table, 15 (92.8%) of the sample instructors are satisfied by their trainees' commitment to their profession, which is one of the corner stone for the success of the objective of the training, and for retaining in teaching profession as well as for trainees future career development.

In relation to the trainees discipline and morale as the above table reveals, majority of the respondents are satisfied except 2 (12.5%) out of the total subjects.

Table14. Trainers View on Availability of Physical and Material Facilities

S.No.	Facilities	High		Significant		Moderate		Minimal		Nothing		Mean
		n	%	n	%	n	%	n	%	n	%	
1	Office for department and administration					3	18.7	13	81.3			2.18
2	Lecture theatre sufficiently equipped with furniture and equipment			2	12.5	6	37.5	5	31.3	3	18.7	2.43
3	Seminar rooms					1	6.2	7	43.7	8	50.0	1.56
4	Library			3	18.7	7	43.7	5	31.3	1	6.2	2.75
5	Staff lounge					3	18.7	8	50.0	5	31.3	1.87
6	Laboratories					5	31.3	10	62.5	1	6.2	2.25
7	Computer facilities					11	68.7	4	25.0	1	6.2	2.62
8	Staff house	2	12.5	1	6.2	8	50.0	5	31.3			3.00
9	Directors/Deans house	11	68.7	4	25.0	1	6.2					4.62
10	Sport fields			2	12.5	6	37.5	8	50.0			2.62
11	Light condition			2	12.5	5	31.3	5	31.3	4	25.0	2.38
12	Access to clean water			2	12.5	4	25.0	10	62.5			2.50
13	Communication					3	18.7	12	75.0	1	6.2	2.12

As displayed in the above table, the sample instructors opinion related to the availability of facilities at the college, such as, seminar rooms, staff lounge, and languge center/lab are rated as almost nothing as their mean show 1.56, 1.87, and 1.43, respectively. The remaining facilities such as, Department & Administration offices, Lecture rooms, Library

materials, laboratory, computer facilities, sport fields, communication, access to clean water opined as an average while Directors/ Deans house and staff house is full field significantly.

In general terms, the level of fulfilling the neediest facilities in the teacher Education College is far below the minimum standard set by the MOE. In addition, as we have seen earlier trainees perception towards the fulfillment of the common facilities were the same as the instructors perception.

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CHAPTER FOUR

4. SUMMARY, CONCULISIONS, AND RECOMMENDATIONS

4.1 SUMMARY

The purpose of this study was to investigate the SOYDP concerning the selection of trainees, management of the programme, availability of resources, impact of the programme and identifying the core problems of the programme. To this effect the study investigates many factors by using descriptive method of analysis.

In order to assess the purpose of this study, basic questions were raised regarding the investigation of the programme. These were;

1. What are the strengths and weakness of the selection criteria set in to this programme?
2. What was the status of the college in managing resources to meet required standard?
3. What problems encountered in the process of the programme implementation?
4. What is the impact of the programme in teachers professional development in general, and in in-service training in particular?
5. Does the SOYDP achieve its intended objective?

The study was conducted using 120 trainees of which 98 male and 22 female graduates from the SOYDP in the past three years and 16 teacher trainers/instructors. Data was collected using two types of questionnaire prepared for research subjects. Both close and open-ended items were used to get sufficient information leading to analysis. Moreover, documents available in the ACTE and in the Education Bureau were considered as additional information sources.

The data obtained were analyzed using percentage and mean to investigate the SOYDP in service teachers training offered by ACTE. Based upon the analysis made the following major findings were found;

4.1.1 It has been found that the reason why they participate in to this SOYDP, 60.83% of the respondents agree and strongly agree that they want to use it as an avenue for other chances or better job, but in contrary to this, 91.67% of them also agree that they participated into this programme due to love for the profession. This is also supported by the trainers that, 15 (92.8%) of them are satisfied by their trainees commitment to their teaching profession.

4.1.2 As to the response of sample trainees, the mean=2.93 indicates that the management was not participatory in decision making and also they opined that the management of the college was not helpful, open to communicate or democratic (mean= 2.89), it was rather the opposite.

4.1.3 As perceived by the sample trainers, 10(61.6%) of them responded that the initiation of the SOYDP was implemented by the imposition of higher officials, though there was a strong resistance from the teaching staff.

4.1.4 Trainers view on the initiation of SOYDP, 56.2% of the sample trainers have strongly agreed that the initiation of the programme originated from higher officials of the REB simply as a quick solution to the demand of more diploma teachers regardless of the quality

4.1.5 Trainers view for the allocation of supply of financial and material resources to the college, 56.2% of them have strongly disagreed to show that there was no adequate supply for the programme.

4.1.6 As to the responses of the sample trainees in relation to the availability of physical and material facilities, 91% of them posed a problem of medical service at the training college being the college is located in a hot weather condition, far to the main road that trainees suffer by malaria and other related diseases and also they have great dissatisfaction in the availability of adequate library reference books, dormitory facilities, light condition, pure water and sanitation facilities. Similarly, the sample instructors' responses towards the availability of resources at the training center, facilities are averagely fulfilled as their mean lie below 2.5 except for the dean's and staff houses.

4.1.7 As to the impact of the programme, 114 (95%) of the sample trainees reflect that this programme has opened the opportunity of upgrading by summer in-service degree programme, due to this opportunity 112 (94.17%) of the respondents opined that they have decided to remain in their teaching profession, though it has been found that the need for participating in to this SOYDP, 60.83 % of the sample respondents agree that they want to use it as a stepping stone for other chances or better job.

4.1.8 As perceived by the trainees, 76 (63.33%) of them show high interest to upgrade by a two year full time course, where as 53(45%) by one year fulltime course. This indicates that the SOYDP was not the felt need of all trainees.

4.1.9. As perception of the sample trainees on the impact of the SOYDP, 114(94.17%) of the respondents strongly agree that as a result of this programme, they have uplifted their sprit and morale of the teaching profession.

4.1.10. The sample trainees opinion with respect to the satisfaction extent of the programme, they reflected that it helped them to know the subject in-depth and update their pedagogical methodology of teaching as their mean are calculated 4.28 and 4.35 respectively.

4.2 CONCLUSIONS

The findings of the study point to the following conclusions:

4.2.1 As perceived by both respondents, it is shown that the selection criteria set by ACTE and TREB was found fair, but still there are comments by both respondents, the criteria should still give more weight to the entrance examination and the academic background in ESLCE/TTIs, though it was improved during the revision time. In addition, this selection criteria did not attract female teachers teaching in the primary school, because though there were about, M= 3960, F=2805 TTI certificate teachers teaching in primary schools since 1992, only 42 female teachers were selected in to this special programme .More over, out of 772 graduates by this programme in the years 1992E.C-1994E.C, only 85(11%),female teachers were graduated by this programme. When we also look in to the selection criteria no item is included for increasing the female teachers' participation, which is paramount for gender equity.

4.2.2. The availability of facilities in the training college seems to be unsatisfactory to give the required services as viewed by both respondents from the previous table, inadequate light, pure water supply and toilet facilities . Moreover, the cite of the college is inappropriate for communication and transportation, with very hot weather.. To consolidate this, according to Lock (1976:29), most people prefer convenient location and hours, safe and

attractive physical surroundings and equipment that facilitate work accomplishment.

4.2.3. As the documents of the Regional Education Bureau reveal, the SOYDP has major contribution to solve the shortage of qualified teachers in the primary school, before the beginning of the programme , only 3.7% of the teachers were qualified while at the study year (1995 E.C) it reached 35.4% of the teachers teaching in the second cycle primary school are diploma holders, out of which 68.69% of them are teachers produced by the SOYDP.

4.2.4. The sample trainees have dissatisfaction as the impact of the in-service programme participation, because they are not allowed to join in higher educational institution like their colleagues whom graduated by the conventional method or by in-service programmes in other colleges.

4.2.5. Majority of the sample trainees graduated during the study time by the SOYDP have got further up grading opportunity by summer in- service degree programme in the local university.

4.2.6. None of the sample trainees reflects that the duration of the training programme was enough and similarly, almost all the sample trainers also reflected the same.

4.2.7. Trainers view on the initiation of SOYDP as seen earlier, 56.2% of the sample trainers have strongly agreed that the initiation of the programme originated from higher officials of the REB simply as a quick solution to the demand of more diploma teachers regardless of the quality.

4.2.8. The trainees satisfaction level with the then management and instructors were unsatisfactory, because they were not helpful, open to communication or democratic rather they were the opposite.

4.2.9. The sample respondents are satisfied by the in-service programme rendered because it was supportive to deliver quality teaching to their students after the completion of their training programme

4.3 Recommendations

Based on the evidence obtained from the review of related literature and the results obtained in this study, the following recommendations are made;

4.3.1 Selection of Trainees

4.3.1.1 The production of efficient and effective teachers of primary schools is the base for quality basic education. Therefore, setting a criteria for selection into the in -service programme (as trainees and trainers) is a key factor to the programme to be implemented. Therefore, it is recommended that due attention has to be given by both Regional Education Bureau and ACTE to the selection criteria of trainees. The training college has to be the one who decide the minimum selection requirements, so that it makes it possible for the college to concentrate on the trainees' previous academic achievement and results of the entrance examination. Moreover, the selection criteria should include items as how female

teachers could participate or attracted in order to upgrade their qualification as their male colleague teachers. Moreover, female trainers should get employed in order to play as a role model to increase primary school female teacher's participation.

4.3.1.2 More than 50% of the respondents get the opportunity of upgrading their qualification after 11 and above years of service in teaching primary schools, this is a great danger that, as our teaching staff is increasingly stabilized, they will become resistance to the change, that is, as in the review of literature expressed, a teacher has to be a life long learner and in-service teacher education should be continuous process, which never comes to an end during the professional life of a teacher. So, for improving teacher's performance there need to be an attitude of on going professional development when the teacher is in the job.

4.3.2 Management of the Programme

4.3.2.1. To achieve the organizational objectives, it is also important to consider the needs of the trainees and also trainers. The very limited opportunity of in-service programme should assess initially the need of the participants and make them to participate from the planning phase up to the evaluation of the programme. When the selection criteria are revised the former trainees should be asked to give their opinion

towards the improvement. The participation of the instructors as early as the planning stage could also give the planners insight on real needs as well as on possible problems and constraints to be encountered. Participation in the planning process increases their sense of belongingness, and their interest and enthusiasm to participate in the programme. So, participants should be informed early of what is expected of them during and after training.

4.3.2.2 The management of the training center (college) should be open to communicate with all in-service trainees as well as with trainers in a regular basis, this is mainly for in-service trainees, because the trainees did not come empty rather with a lot of experiences in their field .So it is necessary to make them participate in various activities of the programme prior to the programme implementation.

4.3.2.3 As perceived by the trainers, the allotted time for the SOYDP made it difficult to cover the required courses within the proposed short period of time. Moreover, almost all the trainers sampled reflected that the SOYDP were implemented by the imposition of the higher officials in order to provide more diploma teachers within short period of time or one year at the expense of quality, that mean the implementers of the innovation feels that they are not to produce quality teachers by the proposed programme. So,

it is better to shift the SOYDP into summer and distance in-service training programmes in order to up grade large number of teachers teaching beyond their level of training.

4.3.2.4 Availability of Physical and Material Resources

4.3.2.4.1. The availability of resources for the effectiveness of the programme is very important, to minimize the dissatisfaction level of the trainees as well as the trainers it needs to fulfill the college with the necessary physical and material facilities so that the trainers as well as the trainees should not suffer. The provision of electricity, pure water supply, separate toilet facilities (male and female), medical service and public telecommunication service should get prior solution for the well being of the users in the college.

4.3.2.4.2. The Geographical location of the college is not convenient to attract as stable settlement for senior teaching staff and also unfavorable for the trainees as well, so the venue of the college may need to be further investigated as how to make it convenient and secure safety for training or other alternative decisions to be made or actions to be taken.

4.3.4 Impact of the programme

4.3.4.1 The concerned bodies to improve or to change the innovated programme for a specific objective should evaluate the impact of the SOYDP timely rather than following the same programme.

4.3.4.2 The trainees who are graduates of this programme need to be recognized or certified by MOE, so that the trainees may get wider opportunity to continue their up grading in-service training programmes at various colleges within the country rather than uniquely treated in the local college. This can also avoid the sense of inferiority reflected by the trainees comparing themselves with those of their colleagues graduated by the two years programme or by other in-service programmes.

4.3.4.3 The SOYDP in-service education has contributed to solve the crucial problem of qualified teachers at second cycle primary schools, but this programme may not be the only best way to solve the problem rather it should be based on research . By analyzing the programme with cost effectiveness, quantity versus quality and the like should get answered prior to the implementation of a programme, rather than following a fire brigade approach by proposing a quick unstudied solution to the problem. So this programme needs further investigation in relation to its quality provision as well as its cost effectiveness in the future.

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Appendix A

Addis Ababa University
School of Graduate Studies
Department of Educational Planning And Management

A questionnaire to be filled by teachers who are trained in special one year Diploma program (SOYDP) in Abbyi-Addi Teachers college.

The objective of the questionnaire is to get first hand information about the problems that are faced by the Abbyi-Addi Teachers College in training special one year Diploma in Service program for TTI (certificate) teachers. The information obtained from the responses of the items will enable the researcher to identify the basic problems and to give recommendation to solve the problems.

The successful accomplishment of the study to a large extent depends upon your response to each item. Therefore, please respond to each item honestly and frankly. Your response will be kept confidential.

N.B. You can use either English Language or Tigregna for responding open questions.

Thank you for your kind co-operation

2.2 What do you think the strengths and weakness in the selection criteria practiced in the region (please specify some)

Strengths

1. _____
2. _____
3. _____

Weakness

1. _____
2. _____
3. _____

2.3 In the table below, statements regarding the reasons to be trained in the teachers college are listed down.

Read each statement carefully and put ' X' below the numbers of your response for each statement. The number indicate

5= strongly Agree 4= Agree

3= undecided 2=Disagree

1=Strongly Disagree

No	Your need to participate in In-services Teachers Education (INSET)	Choices				
		5	4	3	2	1
1	Love of the profession					
2	Contribution to the development of the country					
3	Among the INSET practices for teacher education such as, distance, summer courses etc, this programme is my felt need to upgrade my qualification					
4	No other choice to upgrade other than this programme					
5	To increase my salary for better individual life					
6	To use the profession as a stepping stone					
7	It gives an opportunity for further upgrading my qualification					
8	To get up to date knowledge and understanding the subject matter for effective teaching					
9	To satisfy the need of Regional Education Bureau					

3.2 The following are your opinions related to the special one year Diploma programme (SOYDP) it self, please indicate your attitude torwards the SOYDP

No	Your opinion towards the SOYDP	Choices	
		Yes	No
1	It is highly centralized and selective		
2	It is co-operatively planned and organized and flexible and amenable to change		
3	It is left to the individual for self-directed or correspondence learning		
4	Denial of access to training due to the highly selective nature of the programme		
5	Is beyond my expectation		
6	Is below my expectation		

3.3. Your preference for type of courses

No	Your level of liking	High	Medium	Low
1	Short weakened courses			
2	Longer sustained part-time courses (such as distance, summer or correspondence)			
3	Sandwich short courses (partly distance and face to face)			
4	One year full time courses			
5	Two year full time courses			

3.4 What is your view on the duration of the SOYDP, how adequate is the time allotted to your courses, in general?

More than enough ☐

Less than enough ☐

Average ☐

Other _____

3.5 Do you strongly support the continuity of this SOYDP for upgrading your profession?

Yes ☐ No ☐

3.6. If your answer in No 3.5 is 'No', give your reasons of disagreement?

3.7. If your answer in No 3.5 is 'yes' give your reasons of agreement?

4.2

		Choice				
No	Your preference for course center	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
1	Employers or working setting (schools, clusters, etc)					
2	Local institutions or colleges within the region					
3	High educational institutions (universities, colleges) at the center (Nation)					

5.2 what are the major problems/constraints you have observed in the teacher training college?

_____

_____

_____

_____

_____

_____

_____

5.3 What do you think are the solutions to the problems/constraints you mentioned above?

_____

_____

_____

_____

_____

_____

5.4 If you have any additional suggestions or comments please specify?

_____

_____

_____

_____

_____

_____

_____

Thank you

5.2 what are the major problems/constraints you have observed in the teacher training college?

_____

_____

_____

_____

_____

_____

_____

5.3 What do you think are the solutions to the problems/constraints you mentioned above?

_____

_____

_____

_____

_____

_____

5.4 If you have any additional suggestions or comments please specify?

_____

_____

_____

_____

_____

_____

_____

Thank you

Appendix B

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

A questionnaire to be filled by Dean's, Department heads, and instructors (trainer's) in Abbyi-Addi Teachers Training college.

The objective of the questionnaire is to get first hand information about the Special One Year Diploma Training Programme (SOYDP) offered by Abbyi-Addi Teacher's College. The information obtained from the responses of the items will enable the researcher to identify the basic problems/ constrains, and to give recommendation to solve the problems.

The successful accomplishment of the study to a large extent depends upon your response to each item. Therefore, please respond to each item honestly and frankly. Your response to the items will be kept confidential.

Thank you of your kind coo-operation

PART ONE

Personal data

1. Sex, male☐ female☐
2. Age
   a. 18 – 20 ☐
   b. 21 – 25 ☐
   c. 26 – 30 ☐
   d. 31 – 45 ☐
   e. Above 45 ☐
3. Qualification
   a. TTI ☐
   b. 12 +2 (Diploma) ☐
   c. B.A/B.S.C/B.Ed ☐
   d. M.A /M.Sc ☐
   e. Ph.D ☐
   f. Others ☐
4. Years of teaching experience at different school levels, that is,

   Primary school (1-8) _____

   Secondary School (9 – 12))_____

   in Abbyi- Addi Teachers College _____

   in other institution/college _____

   Total _____
5. Do you supplement your income as a teacher by other activities (pare time jobs)

   Yes ☐ No☐

6. How are you assigned to be a teacher trainer in the college?
   On personal application ☐
   Forced by REB ☐
   Shortage of trained manpower in the region ☐
   Assigned by chance ☐

   Other _____

7. What is your level of knowledge about teacher education before you are assigned to be trainer?

Have adequate knowledge ☐

The knowledge I have was not adequate ☐

No information and knowledge regarding teachers education ☐

PART TWO

2.1. Budget allocated for each year (2.1–2.2 to be filled by financial administrators)

Years/E.C	Salary		Operating Cost	Capital Goods	Other Expenses	Total Expenses
	Teachers	Admin.				
1990						
1991						
1992						
1993						
1994						
1995						

2.2. Do you think that the budget allocated for each year is enough?

Yes ☐ No ☐

2.3. What is your view/opinion/ on the innovation of SOYDP, in relation to the time allotted to your course?

More than enough ☐

Less than enough ☐

Average ☐

Other _____

2.4. What attitudes you have developed towards the work of training primary teaches by one year diploma program?

Positive ☐

Negative ☐

Don't mind ☐

Others _____

2.5. Please rate your level of agreement using the given rating scale for the items mentioned below. Put 'X' below the number of your responses for each statement, the numbers indicate

5 = Strongly agree
4 = Agree
3 = Undecided
2= Disagree
1 = Strongly disagree

No	Opinion	Rating scale				
		5	4	3	2	1
1	The programme was implemented by imposition of higher officials while there was a strong resistance from the teaching staff					
2	The college staff participated at the planning stage of the innovation of this programme					
3	The innovation originate from the higher bodies of the Regional Education Bureau to provide more diploma teachers at the expense of quality					
4	There is a strong support and follow-up from higher bodies					
5	Adequate finance and materials resources is allocated for the effectiveness of the programmes					
6	The resistance raised by the teaching staff are fear of workload or personal ones					
7	The teaching staff resisted the programme due to the duration of the training is short to cover diploma course					

PART THREE

3.1 The following are items related to the trainees performance. Read each statement carefully and put 'X' in the choice given.

No	Items	Choices				
		Ext. sat.	Very sat.	Sat.	Dis.	Very dis.
1	How satisfied are you on your trainees academic performance					
2	How satisfied are you on your trainees commitments for their teaching profession					
3	How satisfied are you on your trainees motivation to know new knowledge and skills					
4	How satisfied are you on your trainees discipline and morale					
5	How satisfied are you on your trainees participation in curricular activities such as physical education and others					
6	How satisfied are you on your trainees class attendance					
7	How satisfied are you on your trainees doing their activities timely					

PART FOUR

4.1 The following are items related to the training center itself, Read each statement carefully and put 'X' in the choice given

No	To What extent do you think the following facilities fulfilled	Choices				
		High	Significantly	Moderately	Little	Nothing
1	Departmental and administration office rooms are adequate in number sufficiently equipped with furniture and equipment					
2	The geographical location of the college is accessible for transport and communication facilities					
3	Lecture theatre sufficiently equipped with furniture and equipment					
4	Seminar rooms sufficiently equipped with furniture and equipments					
5	Library with adequate number of relevant, up-to-date resources					
6	Staff lounge is adequate					
7	Staff common room is adequate					
8	Laboratories are adequate in number and sufficiently equipped with furniture's, equipments and chemicals.					
9	Language center/laboratory equipped with furniture					
10	Computer facilities is accessible					
11	Staff houses are provided					
12	Directors/deans house are provided					
13	Sport fields are available					
14	Good light condition					
15	Access to clear water					

16. What are the major problems/constraints you have observed in offering special one-year diploma program in the college?

17. What do you think are the solutions to the problems/constraints you mentioned above?

18. If you have any additional suggestion or comment, please specify

Thank you

Appendix-C

Table 9. Primary School Teachers by Qualification in the Region

	≤ 12			TTI			Diploma			SOYDP Graduates		
	M	F	T	M	F	T	M	F	T	M	F	T
1991	42	21	63	4,175	2,869	7,044	246	33	279	-	-	-
1992 *	28	19	47	3,960	2,850	6,765	302	40	342	196	37	233
1993	79	88	167	3,821	2,874	6,695	594	104	698	241	21	262
1994	18	1	19	3567	2920	6487	815	140	955	250	27	277

Source: Annual Abstract of TEMIS, of the respective years

(*) ,beginning year of the SOYDP

Appendix-D

Table12 Opinion(s) on the duration of the SOYDP

S.N	Choices	Respondents	
		n	%
1	Enough	0	0
2	More than enough	13	10.8
3	Less than enough	42	35
4	Average	58	48.3
5	Others	7	5.9

Table 13. Reaction of Trainees on the continuity of the SOYDP

Choices	Respondents	
	N	%
Yes	106	88.3
No	14	11.7

Appendix-E

Table16. Responses of Trainers to Time Allotment

No.	Choices	Respondents (n)	%
1	More than enough	0	0
2	Less than enough	15	93.8
3	Average	1	1.2
4	Other	0	0