

**THE PRACTICES OF IN - SERVICE EDUCATION AND  
TRAINING OF GOVERNMENT SECOND CYCLE PRIMARY  
SCHOOL TEACHERS IN EASTERN GOJJAM ZONE - AMHARA  
NATIONAL REGIONAL STATE**

**BY**

**GEBEYEHU SHIFERAW TEGEGNE**



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTERS OF ARTS IN CURRICULUM AND INSTRUCTION**

**JULY, 2007**

## ACKNOWLEDGEMENTS

I would like to thank my advisor, Ato Gizaw Tassisa for his insightful comments, suggestions and encouragements in writing this thesis.

My deepest gratitude also goes to my wife W/ro Abebech Tesfaye who took the responsibility of running the family alone while I was pursuing my studies at the university. I also wish to express my heart felt thanks to my children for their lifting up my morale.

My acknowledgement is extended to the Amhara National Regional State Educational Bureau and Dejen Woreda education office for providing me financial support throughout my graduate study. I also want to thank the graduate studies of AAU for covering the expenses of the research work.

# TABLE OF CONTENTS

	<b>Page</b>
Acknowledgements .....	i
Table of Contents .....	ii
List of tables .....	iv
Acronyms .....	v
Abstract .....	vi

## ***CHAPTER ONE***

1. The Problem and its Approach .....	1
1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Significance of the Study .....	5
1.4. Delimitation of the Study .....	5
1.5. Limitation of the study .....	6
1.6. Operational Definition of Terms .....	6
1.7. Organization of the Study .....	7

## ***CHAPTER TWO***

2. Review of Related Literature .....	8
2.1 In - Service Teacher Education and Training (INSET) .....	8
2.2 Objectives of In - Service Education and Training .....	10
2.3 Delivery Modes of In-service Teacher Education .....	12
2.3.1 Summer Courses .....	12
2.3.2 Distance Education .....	13
2.3.3 The Schools' Cluster Programme .....	14
2.3.4 Continuous Professional Development (CPD) .....	15
2.4 The Need and Importance of Professional Development .....	16
2.5 The Process of In-Service Education and Training .....	18

2.5.1 Assessing Training Needs .....	18
2.5.1.1 Organizational Need Analysis .....	19
2.5.1.2 Individual Need Analysis .....	20
2.5.2 Implementation .....	20
2.5.3 Evaluation .....	22
2.6 Factors Affecting INSET Programmes .....	23
2.7 Experiences of INSET in Two Countries .....	24
2.8 The Historical Development and the Current Practice of INSET in Ethiopia.....	27

### **CHAPTER THREE**

3. The Research Design and Methodology .....	31
3.1. Methodology .....	31
3.2. Sources of Data .....	31
3.3. Sample Population and Sampling Techniques .....	31
3.4. Instruments of Data Collection .....	32
3.5. Procedure of data Collection .....	33
3.6. Data Analysis .....	33
3.7. Ethical Issues .....	34

### **CHAPTER FOUR**

4. Presentation and Analysis of Data .....	35
4.1. Characteristics of Respondents .....	35
4.2. Practices and Problems of INSET .....	37

### **CHAPTER FIVE**

5. Summary, Conclusions and Recommendations .....	60
5.1. Summary .....	60
5.2. Conclusions .....	62
5.3. Recommendations .....	64
References .....	66
Appendices	

## LISTS OF TABLES

	Page
<b>Table</b>	
1a. Respondents by Sex and Age .....	35
1b. Respondents by Education and Service Year .....	36
2. How the Training Needs Assessed in Schools .....	37
3. The Involvement of Educational Organization and Stakeholders in Assessing the Teachers' and the Schools' Training Needs .....	38
4. Techniques of Gathering Information about Training Needs .....	39
5. Reasons for Not conducting Training Needs Assessment .....	40
6. Modes of INSET Attended by Teachers since 2005 . .....	42
7. Providers and Participants of INSET Programmes .....	43
8. Relevance of INSET Programmes .....	47
9. Teachers' Need to Participate in INSET Programmes .....	49
10 Management Activities to Implement School Based In -Service Training .....	50
11. Availability of Resources for the INSET .....	51
12. The Evaluation Process of the INSET Programmes .....	52
13. The Reasons for not having Evaluation Mechanisms .....	53
14. The Favourable Conditions to Perform INSET programmes .....	55
15. Problems of Implementing INSET programmes .....	56
16. Solutions Suggested by Respondents .....	58

## ACRONYMS

ADA	Amhara Development Association
BEP	Basic Education Programme
BESO	Basic Education System Overhaul
CRC	Cluster Resource Center
ELIP	English Language Improvement Programme
HRD	Human Resource Development
INSET	In-Service Education and Training
MOE	Ministry of Education
NGO	Non- Governmental Organization
REB	Regional Education Bureau
TESO	Teacher Education System Overhaul
UNICEF	United Nations' children's Fund
USAID	United States Agency For International Development
WEO	Woreda Education Office
ZED	Zone Education Department

## ABSTRACT

*The purpose of this study is to investigate the practices of in - service education and training that have been carried out to government second cycle primary school teachers in Eastern Gojjam Zone. It also used to explore those factors that had been constraining such endeavors. To this effect, the descriptive survey method was employed. Questionnaire, interview and documentary analysis were used as instruments of data collection. Data were collected from randomly selected thirty - six schools, ten cluster resource centers, five woreda offices, Eastern Gojjam Zone Education Department and Amhara Regional State Education Bureau. In general, teachers, principals, supervisors, experts and heads of education were included as subjects of the study. The data gathered through questionnaires was analyzed using percentage and mean score.*

*The findings of the study revealed that the practice of designing and implementing in - service training programmes based on systematic needs assessment had been low. Teachers had greater opportunities to involve in CPD and schools' cluster programmes as compared to other training programmes. The study also revealed that there was no organized follow-up system to know the effect of training outcomes. INSET activities had been hindered by budget and time limitations, lack of awareness and attention in undertaking needs assessment, focused on occasionally arranged programmes and absence of transparency.*

*Therefore, suggestions, such as developing and implementing systematic training needs assessment strategy; strengthen the INSET opportunities and provide the necessary benefits; seek for various income generating mechanisms; applying an organized follow - up system; and encouraging collaborative effort were for warded.*

# CHAPTER ONE

## 1. The Problem and its Approach

This chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, definitions of terms, and organization of the study.

### 1.1 Background of the Study

Today, different organizations including educational organization operate in a highly competitive and rapidly changing environment. To achieve organizational purposes, Brandt and Olson (1981:1) suggested that one has to appreciate the evergrowing socio-economic as well as technological changes and try as much as possible to be with them. In this respect, Peterson (1981:3) emphasizes that the success of organizations mainly lies on the competence of their human resources. That is why, most of them pay much attention for various and continuous training programmes.

As education is the source of trained manpower, it influences the development of other sectors. At the same time the growth and development of education is partially influenced by the improvement and development of educational personnel in general and teaching staff in particular. Teachers play the key role in the educational system for they are responsible in preparing and building the capacity of their students. The UNESCO report (2004: 19) also notes that " quality and relevance are important considerations for skills development programmes: they should provide the knowledge, competencies and attitudes required by the world of work". This could be possible when teachers up date themselves through out their professional life to keep the quality and relevance of education.

In-service Education and Training (INSET) is a continuous process of career education. The ultimate worth of professional development for teachers has an essential role for the

improvement of students learning. The aim of INSET has been clearly explained by Eraut (1994: 25).

*One central purpose of continuing professional education is to bring practicing professional into contact with new knowledge and ideas. Sometimes, this is conceived in terms of general updating, sometimes as a stimulus to critical thinking and self - evaluation, sometimes as the dissemination of a particular innovation, sometimes as part of the process of implementing a new mandatory policy.*

This indicates that the purpose of professional development is to increase the ability of teachers to engage in different activities enhancing their academic knowledge and professional performance. Moreover it is being recognized as crucial not only to the teachers but also the promotion of effective and efficient school organizations.

INSET has overlapping meaning with staff development and professional development. According to Kydd, Crawford and Riches (1997:187), explanation professional development is, in fact much broader and refers to the individualistic and personal process of continuing professional education. Staff development on the other hand relates to the development of an individual teacher as a member of staff in a particular school, or to the development in some way of the whole staff of a school. Therefore, the terms mentioned above would be often used in an interchangeable way in this paper.

In providing INSET programmes Husen and Positlithwic (1994: 5942) stated that many countries encouraged and implemented the local and school - based training in addition to up grading programmes. This is because the traditional in-service education which mainly provided in the form of summer course programmes could not satisfy the ever increasing demand of qualified teachers. In this respect, the Ethiopian Education and Training Policy document (MoE, 1994:2) focuses on the need of professional development for teachers as vital and taken as a minimum requirement for teachers to continue in their profession and improve the quality of education. Therefore, an effective route to improve teachers existing capacity and minimize the acute shortage of qualified teachers is the in-service teacher education. There are diverse alternative training

programmes within the broadly defined umbrella called INSET. Some of them are, school focused staff development, distance education, schools' cluster, summer course programme, and continuous professional development which all have the purpose of improving career prospects (MOE 2003: 105).

In general, in-service training programmes are useful for making teachers to be responsive to the introduced innovation and to develop a national commitment to education. Teachers would expand and tighten partnership that will create an opportunity to facilitate life long learning (Kaplan and Edelfelt, 1996: 7).

## **1.2 Statement of the Problem**

The quality of education to a greater extent depends on the quality of teachers. It is clearly explained by Venkates (1993: 6) that quality teachers could be obtained through well organized and adequately provided in-service education and training. Teachers can fully improve and refresh themselves for the benefit of their own and the society they serve. The author also emphasizes that the dynamic nature of educational environment can not be easily managed without continuous learning. Changes are inevitable and like other activities, the teaching - learning process could be affected by change. The implications to teachers is that they need to continuously up-date their competence. Harris (1989: 11-12) and Webb (1996:35) suggested that INSET is necessary for both unqualified and qualified teachers to increase their academic and professional competence. It also creates an environment of sharing experiences, understanding others and teachers themselves. To materialize the upgrading or updating in-service training programmes, the TESO document (MoE, 2003:9) stresses that these programmes need carefully planned, more systematically delivered and rigorously evaluated.

On the other hand the research indicated that the existing in - service programmes are not in a position to satisfy the growing demand for qualified and competent teachers. For instance, the share of certified teachers at the second cycle primary schools in 2005 were only 54.6 percent at national level (MoE, 2005:14) and the same is true for Amhara

Regional State which covered 51 percent of diploma teachers. The 2006 annual zone education department report also showed that among 2654 teachers teaching in the second cycle of primary schools 1306 (49.2%) did not have the required qualification (diploma) to teach in these grades.

From the review of other research findings, we can understand that there is no apparent evidence whether the in-service teacher training practices are being carried out based on training needs assessment (Yalokwu 2001:116; MoE 2003:9). Little or the total absence of professional support for teachers and lack of collaboration of effort are also other problems which negatively affect the implementation of INSET (Dereje 2001:10; MoE: 2003; 9). Absence of systematic follow-up of training outcomes is the critical problem identified by many researchers (Tilahun 1990: 117; Jaeger, 1994:3; MoE, 2003:9). The above problems mentioned by different researchers are also observed in the delimitation of the study.

This creates a curiosity to investigate the status of INSET programmes provided for the second cycle primary school teachers. Therefore, the main purpose of the study is to assess the current practices and problem of in -service teacher education programmes offered to teachers who are working in government second cycle primary schools of Eastern Gojjam Zone. It also intended to find out whether the training programmes are training needs based, supportive and systematically evaluated in the zone. In order to realize the purpose of the study, an attempt was made to give response to the following basic research questions.

1. Are INSET activities conducted based on training need assessment?
2. What problems are encountered in the process of INSET programme implementation in Eastern Gojjam Zone?
3. How are training opportunities provided to teachers?
4. What factors influence in -service education and training programmes?
5. What are the mechanisms used to evaluate the INSET programmes offered?

### **1.3 Significance of the Study**

In-service education and training is essential to improve the quality of teaching staff which mainly contributes to the quality of education. In this regard Peters (1977: 15) argues, "A teacher must have obtained an access to quality and sufficient training opportunities." Therefore, INSET ought to be a primary concern for educators, researchers and policy makers. Though considerable activities have been conducted to increase the capacity of teachers through in-service training programmes in Ethiopia and in the region, still it is inadequate as compared to its demand. In light of this observation, the study therefore seems to be important for the following reasons.

- It will draw the attention of educational officials, experts, principals and teachers to the issues related concerning the significance of teachers in-service education and training.
- It could help as a source of information about the current status of INSET in Eastern Gojjam Administrative zone.
- Other zones or regions may share experiences from the result of this study.
- It is hoped that this study will suggest means of improving INSET practices.
- It would initiate other researchers to conduct further study in depth in the field of INSET.

### **1.4 Delimitation of the Study**

The study focuses on the practice of INSET for second cycle primary school teachers in Eastern Gojjam Administrative zone. The study was delimited to Eastern Gojjam zone, because I had worked in this zone and had some practical observations about the problems while I was working. Besides, I felt that the site of the study helped me to obtain and extract genuine information for the study.

The study covered the second cycle primary schools as a center of its focus. This is because the present education and training policy focuses on the provision of quality

universal primary education for all by 2015. In addition, in 2005 the Amhara Regional State Education Bureau has changed the medium of instruction for grade 7 and 8 subjects like biology, chemistry, physics and mathematics from Amharic into English. I believed that teachers teaching through the changed medium might lack the communicative competence to implement properly without having an access to training programmes

### **1.5 Limitation of the Study**

The study was carried out under some constraints. There was a shortage of recent and relevant literature in the libraries of the university. It was also difficult to get access to the MOE library.

Furthermore the REB and WEO heads and experts were busy in a series of meetings and other activities that access to them was really a challenge. Despite these constraints the study was managed and completed according to its plan.

### **1.6 Definition of Terms**

**Profession:-** An occupation of teaching which requires specialized preparation and has its own code of ethics.

**Needs Assessment:-** is the collection of information from teachers, educational experts, officials and others using different data gathering tools about current performance and future expects of INSET for second cycle primary school teachers (Miller and others, 2002).

**Implementation:-** is one of the training phase that teachers apply in the INSET activities in their daily task using available resources and a support system.

**Evaluation:-** is the systematic process of collecting, analysing and interpreting information to understand the strength and weakness of INSET programmes and finally to find the solutions (Wilson- Strydom, 2004).

## **1.7 Organization of the Study**

The study comprises five chapters. The first chapter deals with the problem and its approach. The second chapter focuses on the review of the related literature. The third chapter includes research design and methodology. Chapter four deals with presentation and analysis of data. The last chapter treats the brief summaries of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURE**

#### **2.1 IN - SERVICE TEACHER EDUCATION AND TRAINING (INSET)**

Education and training have often been suggested as different terms. According to Truelove (2000: 29) education is considered as a process which its prime purpose is to impart knowledge and develop the mental faculties, and not primarily concerned with job performance. On the other hand, training endeavours to impart knowledge, skills and attitudes necessary to perform job related tasks. The aim of training is as to improve job performance in a direct way. In addition, Husen and Postlethwaite (1995: 6415) stated that although education and training seems to have different purpose and working definitions, it could not be concluded as absolutes and there are no good reasons to be over concerned with the differences between education and training. According to the writer, what is important here is that offering learning opportunities which have both education and training. This is because the two fields of occupational training and conceptual development help each other in the process of learning.

Sharma (2005:6) stated that pre-service education and training could be considered as a first fundamental stage in the process of the continuing education of teachers. Just as one does not finish learning with graduation, it should not be imagined that all teacher training is complete when one has passed out of the training school, college or university. The same author listed the reasons that INSET is needed as "the continuous renovation and development of knowledge; and the content change taking place in education systems; and the increasingly creative character of educational activities; pre-service education and training does not seem possible to equip the teacher with knowledge, attitude and skills". From the explanation it would be possible to conclude that teacher education is recognized as a continuous, and Coordinated process which begins with pre-service education and continues throughout teacher's professional career using in -service education and training.

In-service teacher education and training is that education and training that is provided to formally qualified and under qualified teachers working in schools. According to Sharina (2005: 55), it refers to education and training, teachers receive after they have entered the teaching profession and after they have had their education in a teachers' college to enlarge their academic and professional competence by way of refresher professional courses and other. Aggarwal (2004:303) explained the meaning of in-service teacher education clearly as:

*. . . continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now more than at any previous period in school history it means growth in one's capacity to work with others, with class-room teachers and principals in a variety of activities, with parents and community leaders and with children of different age-groups.*

Therefore, INSET is more than developing the capability of the subject matter the teaches. It also increase his critical thinking (understanding himself and others) and communication skills at different locality and formal institutions. Moreover, Mcbridge (1996: 167) and Ornstein (2000: 46) supported the idea that in-service education goes beyond adding skills and knowledge of a particular field. It is a developmental process in which valued learning involves and transforms the way in which one understands and acts. From this it is possible to understand that teaching demands rigorous and lifelong training. A teacher can never truly teach unless he is learning himself and learn from others continuously. To stay up to date in teachers' preparation and to acquire new classroom skills, teachers have to be participated in various kinds of in-service education and training activities.

To do this, Hoy, Jardine and Wood (2000:138) remarked that motivating and encouraging teachers is a vital aspect of staff development in developing and implementing teaching programmes. To develop professional skills are more likely to produce a high positive level of teacher satisfaction and commitment, and a positive correlation between teacher attitude and student performance.

## **2.2 Objectives of In - Service Education and Training**

Objectives are the starting points for training design giving a rationale for selecting training methods and contents. Truelove (2000: 114-115) noted that objectives are also the first essential part to re-examine why the in-service education and training would be thought necessary. Thus, in-service education and training programmes could be expected based up on clear, well understood objectives that are congruent with the educational institutions (schools) and personal goals as well as programmes selected by teachers and other educators (Peterson, 1981: 68).

The objective of teacher training programmes should be based up on educational objectives of a particular country. Aggrawal (2004: 291-292) summarized the objective of teacher education as: to enable the teacher to adjust himself/ herself to the existing environment and new challenges, develop the ability of good communication skill with individuals having different ideas and perceptions, increase a good command of subject content that the teacher assigned to teach, maximizing the achievements of students from the available material and human resources. It will also develop an appreciation of difficulties experienced by children and parents and a sympathetic response, so as to bring about new modes and methods.

In order to implement the above mentioned objectives, in - service education and training opportunities should be made available on a formal or informal bases for all teachers in general and second cycle primary school teachers in particular. Educators view the in-service teacher education programmes in many ways. Sharma (2005: 59) classified the views that some view as filling up a gap in pre-service education and training, some believe in-service education as further education and training on educational technology and content, others see as induction programme for new teachers and fitting the teacher for a new job. It also considered as orientation on new education policy and school curriculum. Still others perceive as preparing teachers for future system of education and identification of educational problems, building up of professional self - confidence and commitment.

Although different authors and researchers classify the objective of in-service education on their own ways, it is used for the development of life-long educational skills which could facilitate the quality of education.

The general nature of teacher education programme also emanates from the education and training policy guidelines and directives. As TESO framework and curriculum guide, the main objective of in - service teacher education and training (MoE, 2003: 35-36) is to:

- ◆ Produce teachers who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession.
- ◆ Equip teachers who can confidently promote active learning and the development of problem solving skills.
- ◆ Produce professionally responsible and dependable teachers aware of their constitutional rights and obligations, their social responsibilities and who are committed to the professional code of ethics and values and to equity in gender, nationalities and urban - rural settings.
- ◆ prepare who practice democratic principles
- ◆ Develop communication skills and instructional leadership qualities.
- ◆ Employ teachers who can chooses, produce and make use of appropriate educational technologies to enrich students learning.

Thus, the purpose of in-service teacher training programme is to develop the pedagogical skilled and teaching professionals that contribute to the socio-economic development of the society.

Generally INSET aims at upgrading the academic and professional knowledge and experience of both trained and untrained teachers in various subject disciplines and orienting them towards new development in teaching methods and techniques, (Tilahun, 1990: 89). Therefore in-service teacher education and training has taken the largest share of staff development. It is would be a planned programme of learning opportunities

provided to teaching staff members of schools for the purpose of improving the performance of teachers already in position.

### **2.3 Delivery Modes of In-service Teacher Education**

In-service education and training programmes can be provided through different arrangements according to the place, duration of time, techniques involved, etc. There are varieties of modes or approaches to deliver in-service education. Activities of INSET is evolving gradually from a small and irregular work of courses and workshops into regular and formal courses ensuring that education professionals enhance their academic knowledge and professional performance (Joyee and Showers, 1988: 1).

Different writers categorized the provision of in-service education and training programmes in different ways. Nixon (1989: 3) for instance, as school located and external located staff development provision. Barnes and Andrews (1995: 23-24) as long courses and short courses, open learning programmes; experience based learning; support network; consultancy; school based training. In some extended way Bishop (1976: 18-19) has classified as: school related courses, seminars, conferences and workshops; inter and intra school programme activities and projects; consultant directed programmes; production and use of instructional media, resources and materials. INSET programmes organized in a number of different ways would be advantageous for meeting particular need.

Although in-service teacher education has a wider meaning and includes many alternative training programmes, it is difficult for the researcher to manage all the activities. Therefore, course based in -service programmes will be treated in detail in this paper. These are: summer courses, distance education, the schools' cluster programme and continuous professional development (CPD).

#### **2.3.1 Summer Courses**

Summer courses address a particular audience, adult learners and already carrying out teaching jobs-summer courses are one of the most popular and important methods of

professional growth for teachers in-service. Sharma (2005: 7) forwarded how the programme is conducted that summer course programme follow the same curriculum, content and methodology of training and course management as that of pre-service teacher education programme. It is necessary that regular provision could be made for such courses so that earnest teachers desiring professional advancement may take advantage of them during the long summer vacation.

Summer courses have their own objectives-some of them are: to keep the minimum quality standard in professional teaching competence at the specific level, to fill the skill and knowledge gaps of teaching staff, to up date teachers in the field about the changes taking place in the current education system and to respond to the needs for qualified teachers at every level in schools (MoE 2003: 138). Thus, to offer the opportunity of summer courses to the teachers will help to improve their professional competence, to be aware of their responsibilities and enable them to fulfill their roles in the community as a whole.

### **2.3.2 Distance Education**

Distance education is a form of educational programme in which most of the instruction takes place in a situation where the teacher and the learners are at a distance from one another, and some form of technology is used to facilitate communication and to bridge information gap. Wossenu and Befekadu (1999:16) further explained that it gives students the flexibility to learn at home or work place, and offers substantial cost savings. To day, while teaching in a distance is being used in many countries in the world, there is even a greater need for such a programme in developing countries like ours to expand educational opportunities to cover a larger proportion of teachers who for various reasons can not gain access to other forms of direct education provision.

Ethiopia has a rich experience in distance education and used as an alternative approach. The rationale to use distance education is that there is a high need for the vast majority of teachers to have an access to education and at the same time to have a career opportunities available throughout their life. A distance learning system is potentially more cost

effective than a conventional system and developing countries need trained manpower to carry out different activities as well as the opportunities for education in the traditional system are limited (Tilson and Getachew, 1998: 84-85). In order to alleviate the problem of unqualified teachers, a complementary of distance education should be the focus of attention. In addition to make the programme effective, teachers could be provided with sufficient learning materials through a variety of media, together with assignments and a system of support in pursuing their studies.

### **2.3.3 The Schools' Cluster Programme**

In service teacher education and training programmes may be coordinated among schools that are organized in clusters. According to Rubin (1971:15), such networks may be based up on shared goals, geography and some other common criteria. The cluster system is important for efficient use of resources, more effective dissemination of solutions to common problems and the wide spread support of professional growth practices (Perterson 1981: 87). When teachers are learning and working together, their interaction in pursuit of common goals put them in a good position to support one another across the personal and professional change.

The nature of cluster formation demands partnership of schools and supervisory personnel. The supervisor would have the responsibility of providing professional guidance and assistance which is relevant to the school and teacher needs (Biott and Nias, 1992: 89). To support teachers or learning with others, educators have to consider the objectives of clustering schools. Some of the objectives identified by MoE (2003:106) are: provide an opportunity to share professional experiences, encourage and assist teachers to produce local teaching materials, enable teachers to localize the curriculum to include their environment and give access for teachers to keep up with changes in education.

The opportunity to work with fellow professionals is a form of in -service education and training that seemed to facilitate the implementation of teaching - learning processes. This

will be conducted with shared resources and expertise that the common interests can be satisfied more easily in such type of training.

### **2.3.4 Continuous Professional Development (CPD)**

The process of staff development in teaching is a continuous one, beginning in the initial training phase and lasting for a professional lifetime. Bridges and Kerry (1993:52) argued that in-service education and training should begin in schools. It is here that learning and teaching take place, curricula and techniques are developed. The writer also emphasized that every school has to be expected to regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility. CPD programmes need to be school based. They have to be offered to the beginner as well as to the tenured teachers according to their needs. Providers can be teachers themselves, not only trainers or developers from colleges or universities. Nevertheless, continuous professional development programmes need to be designed in such a way that they motivate teachers to learn and enhance self - confidence.

Continuous professional development is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationship between schools and research institutions, minimizing the gap between professional requirements and limitations in pre -service teacher training and focuses on capacity building up to required standards ([http://www. axiaitzenconnect.com](http://www.axiaitzenconnect.com)). It contributes much for the enhancement of educational quality which renovate knowledge, skills, attitude and abilities of professionals.

CPD programme has its own characteristics. These are pointed out by MoE (2003:96-97) as, access to all teachers motivating features to teachers; to fulfill standards; flexibility and dynamism to consider individual learning needs; integration with career ladder and professional license. All the activities and key events undertaken by teachers in the process of continuous professional development seemed to be recorded in the portfolio which is used as a document for both formative and career advancement purposes. Mentoring system conducted by experienced teachers is also another characteristic which

is a formal way of supporting colleagues to develop their work over a period of time. This type of in-service training programme encourages all types of teachers to participate actively and teachers will benefit from their involvement to perform.

Qualified and committed teachers are essential since real learning takes place (MoE: 2005: 59). Unless teachers are in a continuous process of carefully planned learning, they can not adequately teach generations and prepare them for life in a dynamic and complex world. Therefore, different forms of in - service education and training provision are need in greater quantity and higher quality, but also that provision has to be more role - related, need- based and more systematically delivered.

## **2.4 The Need and Importance of Professional Development**

Professional development of teachers is essential for the quality improvement of education. The training of teachers should have the highest priority in any programme of education. Aggarwal (2004:290) stresses on the needs of INSET that, qualification and training of teachers for different levels and types of education would be important factors in determining the rate of expansion and quality, lack of buildings or equipments or instructional aids will not hinder educational advance as decisively as the lack of suitable or qualified teachers. Therefore in -service education and training is vital for teachers, because they could not be expected to implement new methods of teaching or take new curricular without in-service training.

Sharma (2005: 55) pointed out some factors that initiate the need for professional development as: it is necessary because of the defects in pre -service training and education, gap in pre -service training and real working situation, introduction of new roles of teachers and others. From this one can clearly understand that continuous developmental training must be considered as a normal characteristics of teachers work, throughout their entire career.

Educational quality, as measured by the 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. According to Monappa and Saiyadain (1996: 173) as well as Bines and Watson (1992:96), the effective functioning of any school requires that teachers learn to perform their jobs at a satisfactory level of proficiency. An effective school wishes to have qualified teachers to accept increasing responsibility. So that, teachers need to obtain opportunities for the continuous development of teachers not only in their present jobs, but also to tally transform their roles as educators.

In supporting the above idea Bitt and Nias (1992:44) explained that the teacher for the twenty - first century will need to be adaptable and equipped with a variety of professional and interpersonal skills. He/she will need to understand herself/himself and others, be able to assess new developments and evaluate actions in a very sophisticated way, and be a self -motivated as well as a life -long learner. The preparation for the challenged and complex role of teaching, requires professional development for teachers including the development of new ways of educating teachers.

After completing the initial teacher education, teachers need to continue their learning through out their professional lives. This is because teachers want the best for their students. In particular they want their students to have the best possible learning opportunities and out comes. Teachers seek to improve their teaching skills, their knowledge about the subjects they are teaching, their relationship with the students and their management of the schools in which they work (Bell and Gilbert, 1996: 1).

The future of any country depends on the quality of manpower and his technical ability (Sharma, 2005: 9). Taking this fact into consideration primary education is the most important level in any educational system, because it is a stepping -stone for further learning. This means poor performance at primary level negatively affects the next stage in education and as a result will affect the whole development of a country. 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 levels in general and primary education in particular.

The main importance and why many teachers engage in professional development is to be able to do a better job, to be a better teacher and to improve the learning of their students. In this regard, Bell and Gilbert (1996: 38) noted that while these professional concerns are foremost, they will also protecting their own series of well - being, self - esteem and ensuring that they as teachers viewed with respect by their students, colleagues and the community. Hence, all teachers need to engage in in-service teacher education and training relevant to their professional needs and requirements. In addition teacher development involves not only professional but the personal and social as well.

## **2.5 The Process of In-Service Education and Training**

According to Monapa and Saiyadain (1996: 174), the in - service training activities follow the following steps:

1. Determine the training needs and objectives
2. Translate them into programmes that meet the needs of teachers (Implementation)
3. Evaluate the results of training

Based on this, the training need assessment, implementation and evaluation will be discussed here under.

### **2.5.1 Assessing Training Needs**

A need is defined as a gap between the expected professional development and actual practice in the work setting (Mobamba, 1992:66). Moreover Oliva (1988:247) explained that training need assessment is a tool which formally tries to narrow the gaps between the current practices and the desired results. It places these gaps in priority order and selects those gaps (needs) of the highest priority for action. Training need assessment is therefore the process of identifying areas where teachers lack skills, knowledge and ability in effectively performing their job. Besides it involves identifying school constraints that are creating problems in performance.

Research and experiences suggest that it is best to involve teachers in planning INSET programmes to give them a vested interest in the success of the programme. This involvement could begin with identifying the need for training. Marczely (1996:26) shows that the process of needs assessment includes: collecting the data, analyzing them and refined feed back should be a component of the training needs assessment. That is, teachers participating should be aware of how need is being determined, and they should be informed of the results of the needs assessment process. Such data are necessary for making decisions about the selection of fields and topics to be encountered. It also important for specifying the goals and participants involved in the in -service teacher education and training programmes.

The assessment of training needs is usually conducted through two levels of analysis. They are related both interms of the organization's demands and that of the individual's (Monappa and Saiyadain, 1996: 82).

#### **2.5.1.1 Organizational Need Analysis**

The identification of the training needs of the school rested on a variety of methods adopted in different institutions as appropriate to the size, organizational structure and management style of that institutions (Burgess and others 1993: 96). It is an in - depth analysis and a systematic effort to understand exactly were in-service training effort needs to be emphasized in an educational organization. Miller (2002) pointed out some sources of information such as, organizational goals, plans, staff inventory, resources and annual reports which are needed to conduct an organizational analysis.

The school problems and characteristics are critically analyzed in order to make professional development programmes responsive to future changes (Peterson; 1981: 4). In this regard, analysis focuses whether there are adequate number of teachers with required standards, facilities and conducive environments to the fulfillment of their staff development programmes.

### **2.5.1.2 Individual Need Analysis**

Individual training needs may arise from the teachers present job, because INSET will equip him/her to do the current job more effectively. According to Hoy, Jardine and Wood (200:42), the focus of individual analysis is his abilities, his skills and the inputs required for job performance, or individual teacher development interms of career planning. In conducting individual analysis, teachers' skills, abilities, knowledge and attitudes are examined mainly to determine whether the teachers require training and if so, what kind of training is needed. According to Miller (2002), sources of information could be obtained through observation, interviews, questionnaires and checklists for individual analysis.

In many cases teacher training programmes have been driven by the government and local educational authorities without due emphasis on how to meet teachers' aspirations. But teachers participation is essential to identify practical problems that act as a barrier to quality learning.

Generally, the utimate purpose of training needs assessment is to make effective congruent of teachers' need with that of schools' (Barnes and Andrews, 1995: 21).. After having made detailed analysis, schools may come across with a number of various training needs. Therefore, it is necessary to priorities training needs on the basis of their importance to the school objectives.

### **2.5.2 Implementation**

The implementation stage deals with making sure what is learned in -service education and training becomes part of the activity and behavior of teachers in the school (Peterson, 1981:82). Training needs assessment is meaningless unless it is implemented. Hersey and Blanchard (1988: 336) stated the implementation process into three. First identifying alternative solutions and appropriate implementation strategies. Next, anticipating the probable consequences, and finally choosing a specific strategy and implementing it. On the other hand, Bishop (1976: 65) has pointed out some specified and developed

implementation tasks of staff development as: conduct orientation through meetings and workshops, establish communication and feed back system, utilize resources, coordinate and conduct related research as well as prepare the evaluation process. It would be possible to exercise variety of implementing strategies after assessing the training needs based on the general and specific objectives of educational institutions.

In our case implementation strategies have been developed in relation to in-service education and training. Some of them are:

- Making awareness about education and training policy statements for all education stakeholders at each level.
- Practice effective management to coordinate INSET programmes and create a supportive environment.
- Allocate annual budget and search for fund to run the training activities.
- Frequent and intensive supervision as well as maintaining direct and active contact with schools.
- Develop a strong link between staff development and performance evaluation.
- Increase teachers participation in professional development by providing incentives, accreditation, competencies and career structure advancement for teachers and principals (MoE, 1994: 26-28; MoE, 2003: 115).

Successful in-service education and training requires support from officials and experts, colleagues, supervisors, non - government educational stakeholders by offering available funds, time and resources (human and material) to implement the INSET programmes in schools effectively.

### 2.5.3 Evaluation

Evaluation is a process of making judgments. It is a powerful tool for identifying strengths and weaknesses in school programmes and discovering how to improve almost every aspects of school life (Mullins, 1994: 6). In evaluation one tries to see how the resources are properly utilized in order to achieve educational objectives.

The purpose of evaluation is to provide information that can be used to improve the operation of the educational system, its components and to assess the effectiveness of the INSET programmes. Burgess and Others (1993: 9) summarized the purpose of continuous evaluation as:-

- Provide a description of what actually happened
- Assess training outcomes / results
- Improve current and future INSET provision.
- Enable teachers to develop the capacity to critique their own practice, and share that critical reflection with others.
- To regard evaluation as an integral part of the learning.

Determining the purpose of INSET evaluation makes it possible to be aware of the responsibilities of educators and identify the target areas where the feed back would be obtained.

Wilson- Strydom (2004) explained the purpose and types of evaluation that evaluation of INSET programme has two important goals: to improve the quality of the programme, and to determine its overall effectiveness. Formative evaluation which represents the former one is done at intervals during a professional development programme. To modify or improve the training programme, participants or teachers are asked for feedback and comments. On the other hand summative evaluation is done after the INSET programme to determine the effectiveness of its impact on teachers practice, school organization, and student improvement. The information for summative evaluation could be collected through questionnaires, observation, interviews, self-assessment instruments and analysis of documents (such as training records, budgets and policies) (<http://www.ncrel.org/sdrs>).

Because of the complexity of current changes in education, educators must give emphasis in designing the evaluation system of INSET programmes. In doing so, the results of professional development on job performance, organizational effectiveness, and the success of students would be maximized.

## **2.6 Factors Affecting INSET Programmes**

Factors are pre - conditions which have positive or negative implications in conducting the in-service training programmes. Available conditions affect the INSET programmes positively. Some of the main ones are:-

Decentralization of the education system for more participatory decision making, implementation and monitoring at lower levels of accountability. This makes the in - service education programmes to focus on actual school problems, goals, needs and plans. It is also conducted whenever feasible in the schools (Peterson, 1981: 89; Derebssa, Dufera 1998: 76; MoE, 2002: 36).

Opportunities to use a variety of professional development programmes such as, continuous professional development (CPD), distance education and schools' cluster programme and others Short-term trainings have a positive impact (MoE 2003: 6).

Assigning supervisor at each cluster resource centre. For instance, in Amhara Regional state, supervisors have a greater responsibility to facilitate teacher in -service programmes. To organize in such a way will assist teachers at near by and increase the academic and professional capability of them.

On the other hand, there are situations that hinder the application of in -service activities- Sharma (2005: 61-62) listed out as follows:

- Teachers attend an externally - planned in service training with less participation of teachers. They find the provided course either too theoretical and general or unable to implement its recommendations.

- Insufficient and poor quality resources due to inadequate preparation and poor financial resources
- Poor quality of resource persons
- Lack of motivation during or after the in -service teacher training. For example, allowance, certification and promotional benefit.
- Less administrative and supervisory support as well as unorganized evaluation system.

Almost all the problems may arise from the lack of awareness and unorganized follow - up system; and most educators at each level believe that they are doing well and provision of INSET will make no difference (Anderson, 2004: 109-113). Therefore offering capacity building opportunities for educators and concerned bodies might also be essential to alleviate the problems.

## **2.7 Experiences of INSET in two Countries**

The two countries the researcher interested to deal with were Canada and Egypt. From the UNESCO Monitoring report, Canada has been one of the four high performance countries (Cuba, Finland, Republic of Korea) which achieved high standards of educational quality Although substantial measurable progress has not yet materialized, Egypt has been also one of the seven ambitious countries (Bangladesh, Brazil, Chile, Senegal, south Africa and Srilanka) which has demonstrated strong commitment to education for all and made big efforts to increase the quality of education (UNESCO, 2004: 49-52).

### **i) Canada**

Canada is a country where the teaching profession is held in high esteem. In the past, the general arrangements and requirements for teacher education and certification were determined by the different provincial departments of education. Training was provided in normal schools and teachers colleges that varied significantly from province to province in their admission. This educational system created problems in Canada with regard to the comparability and transferability of professional qualifications. After studying the

problems, they shift their teacher education system to almost complete transfer to the universities in recent decades to maintain the standard of education (Kurian, 1988: 193).

Despite teacher shortages, admission to teacher training is highly competitive, and only 10% of applicants succeed. Even pre - primary teachers need a university degree. In - service training has been given to teachers with the amounts to forty days per year in some parts of the country. Participation in in-service education and training is often obligatory or a condition for promotion, and is financially rewarded. A system of accreditation elsewhere, tests teachers every five years, and those who fail, lose their teaching certificate (UNESCO, 2004: 51).

In - service education and training in Canada has been essential, because new teaching assignments require new knowledge and frequent orientations. Furthermore, this professional development requires collaborative relationship among universities, departments of education, school systems, teachers' associations, professional organizations, community groups, and private sectors to increase the quality of teachers (Leavitt, 1992: 67).

Canada not only maintains high standards for teachers, it also provides a well -developed monitoring and support system. Its school development teams have the responsibility to plan and organize a variety of professional development in Canada, has brought local stakeholders together in support of the school (UNESCO, 2004: 51).

Countries which will have a greater intention to improve the quality of education, could learn from Canadian education system. Evenwhere teacher shortages exist; the teachers' quality would not be given less emphasis. From the experience some of the points to be considered are: thorough pre - service training, sometimes restrictive admission and a well - developed education and training activities. Mutual learning and teacher support system with collaborative efforts would also considered as parts of in-service training programmes.

## **ii) Egypt**

Egypt seems to have a strong vision of educational development. Quality of education in Egypt was placed high on the agenda. Tremendous social, scientific, and technological changes have caused teachers to assume many roles in Egyptian schools. The ministry of education has long history of offering some support for the concept of on going in - service education. Since the 1950's, several in-service training centers have been established throughout Egypt. These centers have worked in collaboration with other countries (Leavitt, 1992: 100).

Since the revolution of 1952, the Egyptian governments have made strong efforts to improve its educational system. The framework has been provided for curriculum modernization, for improved student examination and promotion policies, for community participation and for teacher education (Kurian, 1988: 370).

The study conducted on the status of primary school teachers showed that practicing primary school teacher had an adequate knowledge of the subject matter but had limited skill in using appropriate pedagogical devices to enhance learning. Based on the research the education faculty have sought to up grade the qualifications of primary school teachers through an in-service education and training programmes. Besides, some recommendations have been included in the study as: pre-service training of teachers be linked with in service training, a research center for teacher education be established and faculties of education supplied with adequate resources (Ibid: 370).

In 1988 the Ministry of Education realized that a more carefully planned in - service teacher training programme was needed in order to meet the practical needs of teachers. In-service training programmes have been designed and offered on innovative methodologies in an attempt to make both pedagogy and curriculum content more relevant to students' lives. The INSET programmes provided in the form of microteaching seminars, distance education, teaching simulations and others (Leavitt, 1992: 101) Other in -service training programmes under ministry of educations, department of in-service teacher education also offer the opportunity for teacher up-dating and up-grading. These

programmes aim at training educational administrators or subject specialists pursuing a higher degree (Kurian, 1988: 369). Therefore, it seems that INSET activities include both teachers experts and educational leaders.

While grade repetition and dropout in Egypt have been declining since the early 1990s, achievement tests did not indicate progress between 1997 and 2001. But performance may soon show the effects of measures taken in the late 1990s. Such as, increased expenditure on teacher salaries, modest reductions in classes, in -service teacher training and strengthened support systems. Decentralized management of education and widely expanded information and communications technology (ICT) system have contributed to strengthen the INSET implementations at schools (UNESCO, 2004: 54).

One can learn from how Egyptians have made significant progress in expanding access and are now shifting the balance between quantity and quality. The experience showed that the long- term vision of education would be successful whenever the very strong leading role of the government exercised and motivate teachers. The provision of INSET for teachers could not be enough to improve teachers' quality, but also requires the developed support system. Well organized evaluation and research activities also help whether the training programmes include both the academic and pedagogical concepts.

## **2.8 The Historical Development and the Current Practice of INSET in Ethiopia**

The large number of teachers in education system and the need to ensure their effective utilization lead to the training of educational personnel, particularly the teaching staff. In - service teacher training programmes are intervention strategies in low-income countries like us. Because pre-service training demands unaffordable financial resources, the only option to fulfill the shortage of qualified teachers is to invest more on up-grading through in- service education and training (UNESCO, 1996: 10-11).

In this respect in - service education programmes in Ethiopia were started in the 1950's at the University College of Addis Ababa which was then the only institute of higher

education. At the initial stage, the in-service programmes were inline with and under the control of the regular pre -service education programme.

The primary objective of in - service teacher education programme started in 1958 was to up - date and up - grade the professional knowledge and skills of teachers. Later on, when the Addis Ababa University was inaugurated in 1961/62, a separate department known as university extension was established and started providing continuing education to adults at diploma and degree levels during evening. After a year (in 1962/63) elementary school teachers, and in 1971 the junior secondary school teachers began to be involved in in-service teacher education programmes. This programme was phased out in 1974, and revived again in 1979/80 academic year (Yalew, 1998: 388).

At times, continuing education in the form of in -service summer programme and extension was administered by the Addis Ababa University and through the coordinators of the colleges of education. Teachers to be allowed to attend in the summer in -service training programme were provided food services and were exempted from paying for application, registration and tutor 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 (Yalew, 1998: 388) previously the in-service teachers and training was conducted in universities and colleges where the opportunities were limited and not available for all teachers to be participated.

In the past, the in -service training provision has been characterized by poor management of education development, based on the self-interest of teachers only, and lack of sustained, coherent professional development programmes (MoE 2003: 96). And now the practice of INSET is trying to get out of the traditional approach into a diversified programmes delivery system.

Currently teachers professional development is offered in different ways. For instance, school based staff development (staff meeting, seminars, workshop, conferences, etc. . .), professional development programmes (CPD) and schools cluster programmes which are assumed to meet local needs and develop a collaborative and collegial relationship among

teachers where they are teaching. Summer courses and distance education is treated as special upgrading programmes. As opposed to the traditional one, the opportunity to upgrade and develop the teacher practice by means of extension programme is now outlined as part of the pre -service education (MoE 2003: 96).

There are presently a large number of government and private 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 splited into structural levels. The teachers training institutions (TTIs) prepare teachers for teaching in the 1<sup>st</sup> cycle primary grades (1-4) while the colleges of teacher education (CTEs) prepare teachers in 2<sup>nd</sup> cycle primary grades (5-8) and the faculties of teachers education (FTEs) prepare teachers for the secondary schools. At present, most of the TTIs and CTEs at the center and regions are providing in-service teacher tainting in different forms for a larger number of teachers. Government is not the only provider of the INSET programmes. Private and non-government organizations are also encouraged to be participated in the training service provision (MoE, 2002, 35). Still teachers involved in summer course programme sponsored by the government are fully financed by the ministry of education, Others are expected to share the cost of in -service training.

The participation in in-service teacher training programme is not based only on the self - interest of teachers as the previous once. It is taken as a criteria for teacher promotion and to continue in the teaching profession for the purpose to increase professional ethics and teaching performance (MoE, 1994:21). In service education programmes contribute to professional advancement of the teacher in many aspects. It helps teachers to move up the career ladder and up - grades the academic status of the teacher. It introduces teachers with new developments in the field. It is more cost effective than any pre - service teacher education. It is commonly useful both for the under qualified and qualified teaching personnel.

Despite, an attempt exists to maximize the teacher in -service opportunities, there is still problems some of them are, less organized supervisory support and undeveloped

evaluation system, lack of motivation and inadequate available resources (MoE, 2003: 108-110). Thus, it is not the only duty of the government to run the training programmes, but also for all educational stakeholders. Stakeholders should be aware of the process of teacher education, about the education and training policies of the country as well as the priorities to be emphasized in relation to INSET programmes. Particularly teachers have to be committed to their profession, students and members of the community as a whole.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Methodology**

A descriptive survey method was employed to conduct this study. Because this method is appropriate when the aim in the study is to explore the current status of the problem using data collected from a relatively large sample size.

#### **3.2 Source of Data**

The data for this study were collected from both primary and secondary sources. While the primary data were collected through questionnaire and interview, the secondary data were, obtained from documents. Sources of information were heads of educational departments and training experts at regional and zonal level. Heads of woreda education office, formal education and training experts at woreda level were included as the source of data. Supervisors who are working at cluster resource centers were also engaged. The other sources of data were school principals and teachers whose day-to-day activities was related to the issue under the study.

#### **3.3 Sample Population and Sampling techniques**

The Eastern Gojjam Administrative zone has 15 woredas, 250 second cycle primary and 118 schools' cluster centers. From 15 woredas, I tried to delimit the study to five woredas (33%) that were selected using simple random sampling techniques. This is because that each woreda would have equal chance to be selected. The randomly selected woredas were:-

1. Machakel
2. Dejen
3. Inarge Inawga
4. Inemaye
5. Debre Elias

In these selected woredas there are 33 schools' cluster centers and 69 second cycle primary schools. From these schools' cluster centers 10 (30%) of them and second cycle

primary schools 36 (52%) were included in this study. From 644 teachers and 69 school Principals, 180 (28%) teachers and 36 (52%) principals were selected randomly to give equal opportunity.

To collect the data through interview 10 supervisors (2 from each sample woreda), 12 educational experts (1 from Regional Education Bureau 1 from zonal Education department and 2 from each sample woreda) and 5 head of educational officials (1 from each sample woreda) and 2 heads of education department (from regional and zonal) A total of 29 respondents were selected using purposive sampling. This is because the above mentioned respondents were directly responsible for facilitating the teaching- learning activities. The distribution of the respondents at woreda level is shown below.

### Distribution of Respondents

	Woredas					Total
	Machakel	Inarge Inawga	Dejen	Inemaye	D/Elias	
Heads of Woreda education	1	1	1	1	1	5
Woreda education expert	2	2	2	2	2	10
Supervisors	2	2	2	2	2	10
Principals	8	8	6	8	6	36
Teachers	40	40	30	40	30	180
Total	53	53	41	53	41	241

*Note: The number of teacher respondents in each school will be determined based on the number of teaching staff*

### 3.4 Instruments of Data Collection

The instruments used to collect the necessary data were questionnaires, semi-structured interview, and document analysis. Questionnaires were used to elicit data from the larger number of respondents (Gay and Airsian, 2000:25). In order to secure pertinent information for the study a questionnaire was developed for teachers and principals as the main instrument for collecting the necessary data. The questionnaire mainly included closed ended items followed by very few open ended items. The questionnaires were developed in English but latter translated in to the Amharic language. The reason to do so was that respondents could understand the questionnaire and respond the items easily.

The data was also obtained through interview. The interview was also used to collect data from small or limited number of respondents (Aspinwal and Others, 1992:175) and the

information used to help strengthen some of the data collected through the questionnaire. The interview was conducted with educational department heads and officials, experts at each level and supervisors to get relevant information in their respective position. Document analysis was employed to collect the data as complementary instrument.

### **3.5 Procedure of Data Collection**

The questionnaires were pre-tested on arbitrarily selected five teachers, two principals in Dejen woreda that would help to conform the applicability of the instrument and to know the existing state of potential respondents with respect to the problem under study. Some experts and educational heads were consulted to obtain the necessary corrections. Then the questionnaires were set in their final form and distributed to sample schools.

Feedback from experienced educational leaders and experts was obtained to revise and improve questions in the interview guide. Some words in the interview questions were modified and simplified to respondents to understand and respond. Then, a copy of interview guides were given to interviewees before the interview had taken place. Finally face -to face interview was conducted with the selected respondents.

### **3.6 Data Analysis**

Data collected through questionnaire was tallied, tabulated and the frequency counts changed in to percentage. Mean score method was used to know the degree of agreement on the items from respondents. While analysing the five step rating scales, it was compiled in to three class scale in order to show the clear image of respondents' position. The three classes were:

1. Strongly disagree and disagree changed to '**disagree.**'
  - very poor and poor changed to '**poor**'
  - very low and low changed to '**low**'
2. Fairly agree, fair and fairly implemented taken as '**average**'
3. Strongly agree and agree changed to '**agree**'

- very good and good changed to '**good**'
- very high and high changed to '**high**'

### **Mean Score Interpretation**

- ◆ The ideal mean is 2 and considered as an average
- ◆ If the mean is above 2, used as agree, good and high
- ◆ If the mean is below 2, used as disagree, poor and low.

The data collected through interview and document was analyzed. Data from interview was recorded by note taking to preserve the information. I considered delaying note taking until after the interview is completed. The analysis was conducted by categorizing the data obtained through interview. The small pieces of data classified in to general ones to connect the related issues and to make sense (Gay and Airasian, 2000:272). To analyze the document, first, I identified the documents, records and reports that were part of the training programmes. The next step was to determine which materials might be relevant to my research study. There was a need to analyze the materials on their natural situations and it might be possible to make photocopies of them for latter analysis (Gall, Borg and Gall 1996: 362). Finally the implication of the result was discussed.

### **3.7 Ethical Issues**

Based on Creswell's statements (Creswell, 2003: 64-65) regarding ethical issues, the following points were taken in to consideration:-

- ◆ Respondents gave their feed back on their free - will and they did not write their names and that of address at the time of filling the questionnaires.
- ◆ In order to get due attention of participants the purpose of the study was included at the top of the questionnaire. Besides, respondents had the right to raise questions and freely respond at the time of data collection.
- ◆ As stated in the methods of the study, document analysis was performed. So, in borrowing documents, I followed and respected the rules and regulation of the institutions.

## CHAPTER FOUR

### 4. PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation, analysis and interpretation of data. The chapter consists of two parts. The first part presents the characteristics of the respondents. It describes the sample population by sex, age, academic qualification and service year. The second part deals with the analysis of the findings of the study. The data obtained through questionnaires were presented mostly using tables. Then the numbers were computed in terms of percentages and mean score.

#### 4.1 Characteristics of Respondents

Totally two hundred sixteen copies of questionnaire (one hundred eighty for teachers and thirty six for principals) were distributed to respondents at schools. From these copies 189 (87.5%) were completed and returned. Of these, second cycle primary school teachers completed 155 (86.1%) while the school principals filled 34 (94.4%). Interview was also conducted with supervisors who were working in the cluster resource center, woreda education office heads, zone education department head, human resource development department head and training team leader at regional level, as well as training experts at zonal and woreda level.

**Table 1a: of Respondents by Sex and Age**

No	Item	Teachers (N=155)		Principals (N = 34)		Total (N = 189)	
		No	%	No	%	No	%
1	Sex						
	Male	124	80	22	64.7	146	77.2
	Female	31	20	12	35.3	43	22.8
	Total	155	100	34	100	189	100
2	Age in years						
	15-25	41	26.5	3	8.8	44	23.3
	26-35	52	33.5	14	41.2	66	34.9
	36 and above	62	40	17	50	79	41.8
	Total	155	100	34	100	189	100

N = number of respondents

As table one depicts, of the total 189 respondents, 155 (82%) and 34 (18%) were teachers and principals respectively. Among 155 teachers, 80% were males and 20% were females. Whereas, of the total 34 principals 64.7% were males and 35.3 % were females. The proportion of females as compared to males is very low. The above data reveals that less participation of females still calls for an effort to increase women's involvement in managerial task of school and in teaching activities. The education and training policy (MoE, 1994: 30) states "educational management will be democratic, professional, coordinated efficient and effective, and will encourage the participation of women. Despite such a policy provision, the implementation is not in a position as expected.

With regard to age distribution, 26.5%, 33.5% and 40% of teachers and 8.8%, 41.2% and 50% of principals were in the age groups of 15-25, 26-35 and 36 and above years of age respectively. The increasing age proportion of respondents shows their maturity which is important for making judgment.

**Table 1b: Respondents by Education and Service Year**

No	Item	Teachers (N=155)		Principals (N = 34)		Total (N = 189)	
		No	%	No	%	No	%
1	Educational Qualification						
	Certificate	61	39.4	8	23.5	69	36.5
	Diploma	94	60.6	26	76.5	120	63.5
	BA/BED/B.S.C	-	-	-	-	-	-
	Total	155	100	34	100	189	100
2	Work experience at the current position						
	0-5 years	51	32.9	4	11.8	55	29.1
	6-11 years	16	10.3	9	26.5	25	13.2
	More than 11 years	88	56.8	21	61.7	109	57.7
	Total	155	100	34	100	189	100

Respondent's educational background were also presented in item 1. As indicated in the table, 60.6% of teachers and 76.5% of principals were diploma holders 30.3% of teachers and 5.9% of principals were with certificate graduates. On the other hand, there were no respondents who were below certificate and above diploma level.

Regarding work experience, respondents were asked how long they have served on their current position: that is as a teacher or as a principal. A largest number of both respondents (56.8 of teachers and 61.7% of principals) served more than 11 years. Next to this, below five years of teachers (32.9%) and 6-11 years of principals' (26.5) experience came in the second position. The remaining 10.3% of teachers fall in the interval of 6-11 years and 11.8% of principals fall below 5 years of experience.

## 4.2 Practice and Problems of INSET

The second part of this chapter deals with the presentation and analysis of the practice and problems of INSET. In this part, the data were analyzed based on the responses obtained from the respondents working in schools, cluster resource centers, woreda education offices, zone educational department, and regional education bureau.

**Table 2: How the Training Needs Assessed in Schools**

No	Item	Teachers (N = 98)				Principals (N = 25)				t
		1	2	3	X	1	2	3	X	
1	Teacher has been given the opportunities to identify their own training needs	55	29	7	1.37	16	5	2	1.28	0.151
2	Training needs had been identified by the department heads	27	51	16	1.8	2	8	15	2.52	- 0.963

*N = number of respondents*

*X = mean*

*t = calculated t - value*

*NB: 1 = Disagree; 2 = average; 3 = agree*

In this respect, from the total of 155 teachers and 34 principal respondents, 98 (63.2%) of teachers and 25 (73.5%) principals replied that training needs assessment had been carried out. The rest 57 (36.8%) teachers and 9 (26.5%) principals replied such a practice had not been there

Respondents were asked how the training needs were identified. As item one reveals both teachers and principals disagreed with mean 1.37 and 1.28 respectively, showing no statistically significant mean difference at calculated t - value 0.151 that teachers had been given the opportunities to identify their own training needs.

Item 2 of the same table indicates that teachers were found to be disagreed with the mean 1.8 and principals agreed with mean 2.52. The mean difference of the two groups was not found statistically significant at calculated t-value 0.963 that the training needs identification was conducted through the department heads. It implies that there had been the practice where by the department heads had been more responsible in determining the training needs of the teaching staff.

**Table 3: The Involvement of Educational Organization and Stakeholders in Assessing the Teachers' and the Schools' Training Needs**

No	Item	Teachers (N = 98)				Principals (N = 25)				t
		1	2	3	X	1	2	3	X	
1	Training needs had been identified through the analysis of the schools' need and the teachers' need by:									
	a. School	48	36	14	1.65	2	5	18	2.64	-0.444
	b. CRC	53	33	12	1.58	4	10	11	2.28	-1.051
	c. WEO	71	19	1	1.16	17	5	2	1.32	-0.266
	d. ZED	85	3	-	0.93	21	2	-	1.00	-0.113
	e. REB	82	6	-	0.96	20	3	-	1.04	-0.126
	f. NGO	68	11	9	1.19	18	4	1	1.16	0.051
	g. Private institutions	89	3	1	1.00	20	1	-	0.88	0.191
	Average means core				1.21				1.47	

*N = number of respondents*

*X = mean*

*t = calculated t - value*

*NB: 1 = Disagree; 2 = average; 3 = agree*

From the total of 155 teachers and 34 principals, there were 98 teachers and 25 principals responded that training needs assessment had been conducted. As can be seen in table 3 teachers 'disagreed' with the mean 1.65 and 1.58 as well as principals 'agreed' with the mean 2.64 and 2.28 that the school and CRC identified training needs through the analysis of schools' and teachers' need respectively. The mean difference between teachers and principals might be due to the gap of understanding about the training needs assessment. On the other hand, as in the item is observed both respondents disagreed about the involvement of WEO, ZED, REB, NGO and private institution.

**Table 4: Techniques of Gathering Information about Training Needs**

	Item	Teachers (N = 98)		Principals (N = 25)		Total	
		No	%	No	%	No	%
	Methods to collect the data are:						
1	Through questionnaire	44	44.9	12	48	56	45.5
2	Observing how teachers were performing their task	81	82.7	19	76	100	81.3
3	Through interview	10	10.2	3	12	13	10.6
4	Conducting staff discussion	62	63.3	16	64	78	63.4
5	Through document analysis	21	21.4	5	20	26	21.1
6	No response	4	4.1	1	4	5	4.1

*N = number of respondents*

*Total number of responses is greater than N because of multiple response*

From the total respondents (155 teachers and 34 principals), 98 teachers and 25 principals replied that assessing training needs had been undertaken. As depicted in the above table Majority of the respondents, that is 82.7% of teachers and 76% of principals replied that information had been collected through observing the performance of teachers task while they were teaching. Next to this 63.3% of teachers and 64% of principals answered that information was obtained from staff discussion (meeting). Except questionnaire which

was responded by 44.9% of teachers and 48% of principals interview (10.6%) and document analysis (21.1) were considered as in significant methods. This implies that training needs assessment was not taken as part of the in -service training process.

**Table 5: Reasons for not conducting Training needs Assessment**

	Item	Teachers (N = 57)		Principals (N = 9)		Total	
		No	%	No	%	No	%
	INSET needs assessment is not conducted because						
1	lack of adequate skills	17	29.8	2	22.2	19	28.8
2	Lack of attention	47	82.5	8	88.9	55	83.3
3	Lack of awareness of the need for needs assessment	36	63.2	7	77.8	43	65.2
4	Shortage of budget	21	36.9	3	33.3	24	36.4
5	No response	6	10.5	-	-	6	9.1

*N = number of respondents*

*Total number of responses is greater than N because of multiple response*

From the total of respondents (155 teachers and 34 principals), 57 teachers and 9 principals responded that training needs assessment had not been carried out. Those respondents who replied training needs assessment had not be conducted were also further asked about the reasons behind for not conducting the training needs. According to the respondents lack of attention was the major reason for not conducting training needs replied by 47 (82.5%) teachers and 8 (88.9%) principals.

The second reason identified by 36 (63.2%) teachers and 7 (77.8%) principals was lack of awareness of the need for needs assessment. Inadequacy of skill (28.8%)

Interview was conducted with educational experts and officials at each level regarding the training needs assessment. Discussion was made with teacher in-service training team leader and human resource development head at regional level. They explained that assessing training needs in Amhara region was planned by experts from the education bureau and taken into consideration the national guideline included in the TESO document (MOE, 2003: 18). The information for needs assessment carried out by the REB mainly from field visits of ZED, WEO and schools while experts went to the above mentioned institutions for supervision or other activities. Another means used by the REB to assess training needs was statistics collected from WEO. Each WEO in the region made inventory of the existing manpower. This enables the WEO to know the number of qualified teaching staff and the shortage of teachers for each level. Then based on the information obtained the bureau could make projection for the coming academic year.

In addition, they explained that the human resource development department with its team leaders and experts prepared the INSET plan based on national directives (TESO documents) strategic plan, performance evaluation of the institutions and collected reports.

The zone education department heads and experts were also requested to respond to the same above issue. They said that there wasn't any activity of assessing training needs and was no well organized plan concerning INSET programmes in the department. This was because the ZED had no responsible body or section that coordinates the training programmes. Interview was conducted with heads of WEO and training experts. All officials and most experts responded that training needs was assessed by gathering information on how many teachers need further training from schools. Other data on short-term training was collected from school clusters and schools. In addition some experts responded that data for training needs was collected when experts conducted the field visit. Besides visits and reports most officials responded that woreda strategic plan, plan directives from REB were also considered in planning in-service training. Finally the

planned document prepared by officials and experts distributed to CRC and schools to be implemented.

From the interview with supervisors working in CRC, it was found out that teachers were asked their ideas on what topics they need to be trained. The ideas collected from teachers were assessed by department heads and principals. Teachers also had an opportunity to discuss on training needs to be included in the planning when they met at CRCs. The supervisors explained that short term trainings were planned based on the identified training needs of schools and selected topics designed by REB.

From the above information it is possible to understand that almost all respondents were agreed up on that there was no well developed and practical needs assessment system to plan the INSET programmes. However, the literature tells us needs assessment is the most important step in the training and education process to plan and prioritize the gaps (Mobamba 1992: 66) participatory planning based on needs assessment also help to increase the commitment of training participants and for the best use of limited resources.

**Table 6: Modes of INSET Attended by Teachers Since 2005**

	Item	Teachers (N = 155)		Principals (N = 34)		Total	
		No	%	No	%	No	%
	Training programmes attended by teachers include:						
1	Summer courses	43	27.7	8	23.5	51	27
2	Distance education	59	38.1	11	32.4	70	37
3	Schools' cluster	127	81.9	28	82.4	155	82.0
4	CPD	142	91.6	30	88.2	172	91.0
5	Other short term trainings	78	50.3	26	76.2	104	55.0
6	No response	9	5.8	3	8.8	12	6.3

*N = number of respondents*

*Total number of responses is greater than N because of multiple response*

The practice of utilizing INSET programmes was also examined as indicated in table 6 above. Most of the respondents with percentages 91.6 and 81.9 of teachers as well as 88.2

and 82.4 of principals had attended in CPD and schools cluster programmes respectively. Both groups had attended less than an average in summer course and distance education programmes. 76.5% of principals and 50.3% of teachers attended other short term training programmes such as seminar, workshop, conferences. Majority of teacher respondents engaged frequently in CPD and schools cluster programmes. Teachers had less access to involve in short term trainings as compared to principals.

The percentile difference is shown among two groups of respondents (76.5% of principals and 50.3% of teachers) regarding short term training. This might be due to that the Amhara regional education Bureau focused on building the leadership capacity of school leaders using different additional short term training alternatives.

**Table 7: Providers and Participants of INSET programmes**

	Item	Teachers (N = 155)		Principals (N= 34)		Total	
		No	%	No	%	No	%
1	INSET programmes are provided by						
	a. The school	109	70.3	32	94.1	141	74.6
	b. CRC	141	91	30	88.2	171	90.5
	c. WEO	31	20	20	58.8	51	27
	d. ZED	23	14.8	13	38.2	36	19
	e. REB	65	41.9	15	44.1	80	42.3
	f. NGO	83	53.5	21	61.8	104	55
	g. MOE	17	11	3	8.8	20	10.6
	h. Private institutions	92	59.4	18	52.9	110	58.2
	NO response	11	7.1	2	5.9	13	6.9
2	Training opportunities usually available to:						
	a. Teachers who were not involved before	63	40.6	16	47.1	79	41.8
	b. who performed their tasks better	126	81.3	26	76.5	152	80.4
	c. who were inefficient in teaching	18	11.6	5	14.7	23	12.2
	d. who had good personal relationship with their leaders	36	23.2	1	2.9	37	19.6
	e. beginning teachers	25	16.1	12	35.3	37	19.6
	f. senior and experienced teachers	80	51.6	19	55.9	99	52.4
	No response	7	4.5	1	2.9	8	4.2

*N = number of respondents*

*Total number of responses is greater than N because of multiple response*

Table seven was intended to find out who provided or supported and who has opportunity to involve in the INSET programmes. As can be seen in item 1 of table 7, most of the respondents with percentages of 91 and 70.3 of teachers as well as 88.2 and 94.1 of principals replied that the school and the cluster resource center respectively were the main providers of school based training programmes. In addition more than average number (58.8%) of principals responded that woreda education office provided the INSET programmes next to school and cluster resource center. It shows that woreda education office has a greater responsibility to strengthen the principals capacity and support them directly. In the same item, more than half of the respondents answered that non - Government organizations 104 (55%) and private institutions 110 (58.2) contributed their roles in providing teacher in - service training programmes According to both groups of respondents Regional education Bureau, zone education department, Ministry of Education and woreda Education Office (only teachers) contributed less in providing or facilitating the INSET programmes for teachers.

Item 2 of table 7 depicted, the opportunities of training. In their response 126 (81.3%) teachers and 26 (76.5%) principals said that teachers who performed their task better usually had more opportunities than the others. Respondents with percentages 51.6 and 55.9 of teachers and principals respectively replied that senior and long experienced teachers had also an access next to alternative 'b'. According to the respondents, other types of teachers especially for those who were not efficient enough in teaching (12.2) and beginning teachers (19.6), training was not available most of the time except CPD. The above information implies that opportunities given for those who efficiently perform their work and experienced teachers increase their motivation and create the environment to acquaint with new educational system and share experiences.

In contrast, inefficient and beginning teachers were not encouraged and supported by providing training alternatives. This also an indication that the objective of in - service education which makes the teacher competent was ignored by those who concerned (Aggrawal, 2004: 291).

Interview was conducted with the in-service training team leader and HRD department head at regional level. During the interview they said that the REB had the responsibility to manage and coordinate the implementation of INSET programmes with different organizations in the region. ZED, WEO, CRC and the schools had been expected much contribution and considered training activities as part of their formal task.

According to the interviewees, the region is also working with NGOs such as BEP/USAID, UNICEF and ADA in the in-service teacher training and education programmes. BEP (BESO) supported 68 CRC or 335 schools. It supplied training manuals and educational resource kits; provided the opportunity for teachers to share skills and experience. In addition to BEP, there were 17 woredas supported by UNICEF. It was closely working with the region to ensure the availability of well trained teachers capable of introducing student-centered and participatory learning approaches. UNICEF provided stationary and other educational materials to the selected CRC and schools. ADA was also supporting 5 CRC in the region. The association had occasionally organized English language improvement training programmes and provided educational materials like science kits and computers.

Regarding participants, respondents interviewed at REB replied that INSET in Amhara region was managed into two aspects up grading and up dating programmes. Because of the shortage of qualified teachers in the education system teachers were assigned to teach above their level. For instance in the Amhara region only 51% of teachers in second cycle primary school level were qualified (diploma holders). The rest who account about half of the teaching staff in second cycle primary school (5-8 grades) did not meet the required standard set in New Education and Training Policy document (MOE, 1994: 20). Upgrading in-service training and education programmes through summer course and distance education had been practiced for those unqualified teachers for the level. According to the REB respondents, the selection criteria was also designed by the REB and teacher education colleges. This was supported by the document that includes the minimum of two years service pre-service education GPA, teachers teaching performance

and ethics. The strategic plan reviewed by the researcher that the Amhara regional bureau planned to train 8,569 and 10,710 under qualified second cycle primary school teachers through in-service summer and distance education programmes respectively to meet the demand of qualified teachers in the region.

Interviewees from the REB, WEO and CRC responded almost the same idea that updating in-service programmes including schools' cluster, CPD, ELIP and other short term training programmes were implemented in a wider range. All teachers were required to attend the up dating INSET programmes. This was the reason that various teacher support activities had been undertaken by the government and non government organizations in order to improve the qualification of teachers (MO E, 2005: 19). Further more, respondents from REB, WEO and CRC were interviewed how special support was taken place for those teachers teaching subjects like physics, biology, chemistry and mathematics through the changed medium of instruction (English since 1998 E.C.). Almost all of the interviewees replied similar response that there was no any attempt even to know the gaps. They concluded that particular attention was not given to support those teachers to perform their teaching activities effectively.

**Table 8: Relevance of INSET Programmes**

No	Item	Teachers (N = 155)				Principals (N = 34)				t
		1	2	3	X	1	2	3	X	
	The teacher training programmes are regarded as relevant because they:									
1	have necessary skills in the subject they teach	22	73	50	2.12	2	8	23	2.56	-0.551
2	increase pedagogical competence	6	20	126	2.74	-	4	28	2.71	0.029
3	introduce new technology	101	21	24	1.39	14	11	8	1.76	-0.597
4	promote and use educational materials (teaching aids)	15	41	98	2.52	1	8	24	2.62	-0.106
5	to build good communication with educational stakeholders	122	10	13	1.17	8	18	6	1.82	-1.048
6	motivate in conducting research, self learning and confidence	21	95	39	2.12	1	12	20	2.5	-0.463
7	create team sprit and better working environment	16	44	93	2.47	-	4	29	2.79	-0.340
	average mean score				2.08				2.39	

*N = number of respondents*

*X = mean*

*t = calculated t - value*

*NB: 1 = Poor; 2 = average; 3 = good*

Respondents were asked their opinions whether the training programmes were related to teachers job. Both teacher with mean 1.39 and principals with the mean 1.76 responded that the training programmes were poorly related with the issues of introducing new technologies with no statistically significant mean difference at calculated t- value 0.597.

The response of principals on the rest of the items falled in 'good' category from the highest mean 2.79 up to the mean 2.5. Teachers with the highest mean 2.74 identified that

in-service education and training programmes were mostly related with increasing pedagogical competence of teachers. The method of promoting and using teaching aids identified by 2.52 mean teachers was the second most important point that had been relevant. Teachers replied also as good for the rest of the three items (1,6,7). However the degree of difference of responses were observed except item 3 and 5 regarding the relevance of the programmes, majority of teachers and principals indicated as good. In general, although the degree of variation among the respondents was shown, INSET programmes were directly or indirectly relevant with all the items listed in the table above.

According to the respondents at REB and the TESO documented reviewed, the contents included in summer course and distance education programme were corresponded with the pre - service education curriculum (MoE, 2003: 117). Experts replied that for other updating types of INSET programmes the topics were mostly related with pedagogical, ethical and cross cutting issues. such as HIV and gender. This is supported by the document obtained from some of the in-service training manuals developed by MoE, REB and BESO including the following titles:

- How to make continuous assessment practical.
- Practical guideline for active learning.
- Planning approaches to individual subject areas in the context of large class sizes.
- Ethics, counseling and mentoring.
- Rural development, gender and HIV issues.
- Action research.
- Training manual on English teaching methodology for primary school.
- In - service training manual on teaching and learning mathematics (for second the cycle primary school teachers).

From the information it is possible to infer that the contents given in the INSET programmes were relevant to the teachers responsibility.

**Table 9: Teachers' Need to participate in INSET Programmes**

	Item	Teachers (N = 155)		Principals (N = 34)		Total	
		No	%	No	%	No	%
	Benefits obtained from INSET participation is to:						
1	up date the knowledge and understand the subject more	99	63.9	25	73.5	124	65.6
2	upgrade the qualification	124	80	23	67.6	147	77.8
3	use the profession as a stepping stone	36	23.2	6	17.6	42	22.2
4	increase the income (salary)	107	69	19	55.3	126	66.7
5	be benefited from the career ladder	112	72.3	20	58.8	132	69.8
6	develop the profession	103	66.5	29	85.3	132	69.8
	No response	3	1.9	-	-	3	1.6

*N = number of respondents*

*Total number of responses is greater than N because of multiple response*

Teachers and principals were asked to indicate the benefits obtained from the involvement in INSET programmes. As illustrated in table 9, all the benefits listed in the table had been important at various degrees. To up grade the qualification of teachers was the highest important benefit for teacher respondents (80%), while principals (67.6%) replied as the third benefit on the same item. The second most important advantage identified by 72.3% of teachers was to be benefited from the career ladder which for principals (58.8%) had become the fourth.

To increase the income had taken the third position for teachers (69.% and the fifth for principals (55.9%). To develop the profession had taken the fourth degree for teachers (66.5%) and the highest degree for principals (85.3%). In the same way teachers (63.9%) prioritized at the fifth degree and principals (73.5%) at the second degree that teachers needed INSET propprammes to up date the knowledge and understand the subject they teach.

Considerable difference among two groups of respondents in prioritizing the benefits of INSET might be due to their pre-service education background or understanding gap about professional and personal importance of INSET programmes.

**Table 10: Management Activities to Implement School Based In-Service Training**

No	Item	Teachers (N = 155)				Principals (N = 34)				t
		1	2	3	X	1	2	3	X	
1	The degree to which teachers participate in the planning of INSET	93	31	24	1.46	17	10	6	1.62	- 0.258
2	Teachers active participation in the training	21	74	56	2.17	4	11	17	2.26	- 0.111
3	Supervisory support from the supervisor	69	54	27	1.67	13	12	8	1.79	- 0.182
4	The school administration to facilitate the training activities	86	32	34	1.63	4	9	21	2.5	-1.261
	Average mean score				1.73				2.04	

*N = Number of respondent*

*X = mean*

*t = calculated t - value*

*NB: 1 = low;; 2 = average; 3 = high*

Table 10 was intended to identify what the management activities looked like to implement school based training. According to the information obtained, the extent of teachers participation in the planning of INSET activities indicated by 1.46 mean of teachers and 1.62 of principals was low, Showing no statistically significant mean difference at calculated t-value 0.258. Majority of teachers and principals with the mean 2.17 and 2.26 respectively answered that teachers activity in training programmes were at a higher level. The supervisory support from the cluster resource center was low indicated with mean of 1.67 teachers and 1.79 of principals. The difference in mean of the two groups was not found statistically significant at 0.182. In item 4 respondents were asked

on how the school administration facilitated the training activities. Teachers replied as low with the mean of 1.63 and principals as 'high' with the mean of 2.5. The mean difference of the two groups was not found statistically significant at calculated t- value 1.261.

**Table 11: Availabilities Resources for the INSET**

No	Item	Teachers (N = 155)				Principals (N = 34)				t
		1	2	3	X	1	2	3	X	
1	Budget allocation from the school	127	17	-	1.04	10	19	4	1.76	-1.161
2	Budget allocation from the CRC	118	21	9	1.21	4	6	2	1.24	-0.051
3	Availability of time	95	36	15	1.37	4	17	12	2.18	-1.286
4	Material, financial and expert support from different sources such as:									
	a. WEO	99	30	18	1.37	23	5	5	1.41	-0.066
	b. ZED	123	17	18	1.09	28	3	1	1.09	0.000
	c. REB	118	15	4	1.19	26	4	2	1.18	0.017
	d. NGO	32	65	12	2.03	3	15	14	2.21	-0.277
	e. Private institutions	140	6	51	0.98	29	2	-	0.97	0.013
	Average mean score			-	1.29				1.51	

*N = number of respondents*

*X = mean*

*t = calculated t - value*

*NB: 1 = low;; 2 = average; 3 = high*

In table 11, respondents were asked to react about the availability of resources to implement the INSET. As shown in table 11, teachers with the mean of 1.04 and 1.37 indicated that the availability of budget and time respectively were low. On the other hand, principals replied that availability of budget at school level was low and time as high with the mean 1.76 and 2.18 respectively. Average number of teachers (mean 2.03) and principals (mean 2.21) responded that Non-government organizations were in a better position to supply the resources. In contrast, the available resources supported by cluster resource centered, woreda education office, zone education department, regional education bureau and private institutions were low.

Through the questionnaire the respondent were asked when the INSET programmes usually take place. More than 75% of respondents (84.5% of teachers and 79.4% principals) replied that INSET programmes usually conducted on Sundays and Saturdays. 61.3% and 64.7% of teachers and principals respectively answered on summer. Other few number of teachers and principals with percentages of 6.5 and 11 as well as 14.7 and 8.8 respectively responded as on semester break and on working days. From this it can be inferred that most of the time the training programmes were arranged when teachers were free of their regular work (teaching).

**Table 12: The Evaluation process of the INSET programmes**

	Item	Teachers (N = 102)		Principals (N = 27)		Total	
		No	%	No	%	No	%
1	Participants in the evaluation are:						
	a. Teachers	26	25.5	10	37	36	27.9
	b. department heads in the school	74	72.5	18	66.7	92	71.3
	c. principals	33	32.4	14	51.9	47	36.4
	d. supervisors of the CRC	57	55.9	7	25.9	64	49.6
	e. experts	21	20.6	5	18.5	26	20.2
	f. educational officials	14	13.7	2	7.4	16	12.4
	g. No response	12	11.8	2	7.4	14	10.9
2	Evaluation is conducted through						
	a. analyzing the training records	9	8.8	3	11.1	12	9.3
	b. Questionnaire	20	19.6	8	29.6	28	21.7
	c. Observation check lists	61	59.8	19	70.3	80	62
	d. interview	11	10.8	4	14.8	15	11.6
	e. discussion in meetings	49	48	23	85.2	72	55.8
	No response	18	17.6	2	7.4	20	15.5

*N = Number of respondents*

*Total number of responses is greater than N because of multiple response*

In this regard from the total of 155 teachers and 34 principals only 102 (65.8%) teachers and 27 (79.4%) principals gave affirmative answer that there had been the follow-up system of INSET activities. Respondents were further requested to indicate who and how the training programmes were evaluated. Concerning item 1 of table 12, Majority of teachers (72.5) and principals (66.7%) replied that department heads at school level were the main participants in evaluating the INSET. The second important participants according to teacher respondents (55.9%) were supervisors working at CRC. The second participants for principal respondents (51.9%) were principals them selves. Other participants indicated by less than average number of respondents revealed that teachers (27.9%) principals (Only 32.4 of teachers), supervisors (only 25.9% of teachers), supervisors (Only 25.9% of principals), experts (20.2%) and educational officials (12.4%) had limited participation in evaluating the training programmes.

As depicted in item 2 of the same table, observation heck list was the highest important point that replied by 61 (59.8) teachers. Where as it is the second important method for principal respondents (70.3%). Most of the principals (85.2%) responded that training evaluation was mainly undertaken through the discussion in meetings. Discussion was the second important method as replied by teachers (48%). Analyzing the training records (9.3%), interview (11.6%) and questionnaire (21.7%) identified by a few number of respondents were given less emphasis in evaluating INSET.

**Table 13: The Reasons for not having Evaluation Mechanisms**

	Item	Teachers (N = 49)		Principals (N = 6)		Total	
		No	%	No	%	No	%
1	Everything is expected from the top	35	71.4	4	66.7	39	70.9
2	less consideration for the evaluation	41	83.7	6	100.0	47	85.5
3	lack of skilled manpower	18	36.7	2	33.3	20	36.4
4	feed backs based on reports only	37	75.5	5	83.3	42	76.4

*N = Number of respondents*

*Total number of responses is greater than N because of multiple response*

From the total of 155 teachers and 34 principals, 53 teachers and 7 principals gave negative answer that there had not been the follow - up system. Even out of 53 teachers and 7 principals who said that there were no evaluation mechanisms, five respondents (4 teachers and a principal) didn't give the response for the reasons. As illustrated in table 13, more than 85% of respondents agreed that the reasons for not practicing the follow up system was, less consideration given to the evaluation process. Reports to be received from different angles were considered as the main source of information which on the other hand created an obstacle to see the programme in detail was also identified by 75.5% of teachers and 83.3% of principals as the second most important factor for not applying the evaluation.

The third reason illustrated by the teachers (71.4%) and principals (57.1%) was the designing and arrangement of evaluating the INSET was expected from the top level of educational system. The least reason indicated with 36.7% and 33.3% of teachers and principals respectively was lack of skilled manpower that contributed to hinder the evaluation of in-service education and training teachers.

The above information shows that all the items listed had its own negative impact in conducting the evaluation of INSET although illustrated in different degree. Furthermore, it is possible to understand that if consideration is given to the INSET other hindering factors would be solved under this.

The REB training team leader and HRD development head were interviewed on the practice of follow-up and evaluation of the INSET programme. During the interview they responded that even though there were plans, the INSET evaluation was not carried out properly. The team leader disclosed that the training activities had been followed Up through reports and occasional visits of some schools. Almost all experts with the woreda education officials answered during interview that the INSET programmes were assessed through reports from schools and CRC as well as using occasions of teachers and principals meetings. To the same interview question, supervisors working at CRC replied that the implementation of INSET was followed-up closely on what teachers were doing

after training is over through reports from each school and using checklists while supervising the schools.

In general the interviewees at each level believed that the INSET was not adequately evaluated. They also suggested that it was the critical problem in the region which needs urgent improvement because evaluation and monitoring is an important aspect to know the effectiveness of training and education programms (Mullins, 1994: 6).

**Table 14: The Favourable Conditions to Perform INSET Programmes**

	Item	Teachers (N = 117)		Principals (N = 28)		Total	
		No	%	No	%	No	%
1	Existence of in-service training strategies	47	40.2	18	64.3	65	44.8
2	Extended number of government and private colleges	63	53.8	15	53.6	78	53.8
3	Participation of Non - government organization in training activities	35	28.2	16	57.2	51	35.2
4	Clustere of schools	24	20.5	12	42.9	36	24.8
5	Assigning supervisors at cluster resource center	19	16.2	10	35.7	29	20
6	availability of trained principals and supervisors	14	12	13	46.4	27	18.6
7	availability of training manuals	22	18.8	9	32.1	31	21.4

*N = Number of respondents*

*Total number of responses is greater than N because of multiple response*

In this regard, from the total of 155 teachers and 34 principals, only 117 (75.5%) teachers and 28 (82.6%) listed their own ideas. Others were reserved to respond for - open ended question was posed to identity the available conditions which had a positive impact in implementing the INSET programmes effectively. As can be seen on the table, nearly half of teachers respondent (53.8%) listed their response that the expansion of government and private colleges were the most favourable condition to implement the INSET programmes such as summer and distance education To the same question principals with the percentage of 64.3 answered that existence of in -service training strategies was the most important available condition. In addition, considerable number of teachers (40.2%)

mentioned that existence of in service training strategies as the second important condition. participation of Non- Government organizations and expansion of colleges of education were listed as the second and the third important points identified by 57.2% and 53.6% of principals respectively. However, the rest mentioned by both respondents illustrated as less than an average, each of the listed factors has its own positive implication on the programme.

**Table 15: Problems of Implementing INSET programmes**

	Item	Teachers (N = 130)		Principals (N = 31)		Total	
		No	%	No	%	No	%
1	shortage of budget for training	73	56.2	24	77.4	77	47.8
2	Un availability of time	58	44.6	13	41.9	71	44.1
3	Misunderstanding of training objectives	16	12.3	8	25.8	24	14.9
4	Absence of training needs assessment	27	20.8	11	35.5	38	23.6
5	Absence of transparency in selecting training participants	41	31.5	-	-	41	25.5
6	lack of organized follow - up system after the training program is over	39	30	20	64.5	59	36.6
7	Non - participatory planning	25	19.2	7	22.6	22	13.7
8	Focused on occasionally arranged training programs	32	20.6	14	45.2	46	28.6
9	Absence of collaborative effort	18	13.8	15	48.4	33	20.5

*N = Number of respondents*

*Total number of responses is greater than N because of multiple response*

From the total of 155 teachers and 34 principals only 130 (83.9%) teachers and 31 (91.2%) principals answered for the open ended question. Table 15 presents the major problems that were encountered in relation teachers in -service education and training. As shown in the table 15 above, inadequacy of budget was the most important constraint specified by both teacher respondents (56.2%) and principals (77.4%). unavailability of

time for training was the second most important factor listed by 44.6% of teachers. Absence of organized follow-up system of INSET activities and lack of collaborative effort were the second and third important constraints mentioned by 64.5% and 48.4% of principals respectively. A considerable number of other respondents also tried to identify the hindering factors. It seems that problems listed by small number of respondents would not mean as insignificant points, rather a matter of priority.

Respondents at each educational level were interviewed to identify the problems that affected the implementation of INSET. The problems mentioned at regional level were, distance between schools and the CRC, teachers complained repeatedly that they were not paid when they were involved in INSET programmes and due to this reason some did not participate or returned to their schools in the middle of the training. Shortage of finance was also another problem raised by the respondents. Hindering factors replied by the woreda officials and experts were that training programmes planned at woreda level sometimes were left behind and priority was given to which occasionally arranged programmes to be implemented. Shortage of manpower, finance and educational materials were also additional problems mentioned. The CRC supervisors were requested to give answers concerning the problems of INSET implementation. Most of them answered that low interest of teachers on the updating in-service training programmes due to the work load, absence of allowance and uncredited of training participation.

**Table 16- Solutions Suggested by Respondents**

	Item	Teachers (N = 126)		Principals (N = 31)		Total	
		No	%	No	%	No	%
1	Allocate sufficient budget	65	51.6	21	67.7	86	54.8
2	Strengthen INSET Programmes at school level	24	19	11	35.5	35	22.3
3	Conduct the training needs assessment	19	15.1	10	32.3	29	18.5
4	Encourage teachers to participated actively	28	22.2	14	45.2	42	26.8
5	Design and implement the follow- up system	46	36.5	18	58.1	64	40.8
6	Perform different training programmes according to the plan	15	11.9	12	38.7	27	17.2
7	Set clear selection criteria	37	29.4	7	22.6	44	28
8	Encourage educational stakeholders to work in collaboration with	5	4	9	29	14	8.9

*N = Number of respondents*

*Total number of responses is greater than N because of multiple response*

From the total of 155 teachers and 34 principals only 126 teachers and 31 principals responded. Open ended question was asked and respondents forwarded their suggestions to alleviate the problems summarized in table 15. This was nummarized in table 16 above. Accordingly, 126 (81.3%) teachers and 31 (91.2%) principals listed their own suggested solutions. Searching for or allocating sufficient budget and applying organized follow- up system were the highest as well as the second important possible solutions specified by 51.6% and 36.5% teachers and 67.7% and 58.% of principals respectively. According to teacher respondents (29.4%) clear and transparent selection criteria was mentioned as the third important point. Encouraging teachers active participation was the third important possible solution for principals with percentage score 45.2. The other summarized solutions were listed by some of the respondents.

The above information illustrates that teachers and principals have the capability to forward different alternative solutions if they are provided to have an opportunity.

Moreover, interview was provided to respondents working in REB, WEO and CRC. The proposed suggestions are summarized as follows: Almost all the interviewees proposed similar suggestions summarized as follows:-

- INSET programmes should be based on teachers need
- Create awareness about the objectives of INSET before hand
- Allocate the required amount of budget for the programme
- Provide clear information for teachers about the training allowance to be paid or not.
- Assign capable trainers
- Provide INSET on selected topics and give adequate time rather than going to cover the topics rushly.
- practice the monitoring and follow - up system

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary

The main purpose of this study was to survey the practice of in- service education and training (INSET) with special emphasis to the current practices of INSET for government second cycle primary school teachers in Eastern Gojjam Administrative zone.

The study particularly focused on addressing basic questions that were related to the practice of carrying out training needs assessment, types of INSET, implementation, evaluating training programmes and factors that influence the INSET.

The study was conducted in Eastern Gojjam Administrative zone (Amhara Regional state) taking five woredas in a randomly selected sampling technique. Ten cluster Resource centers and thirty-six schools were selected randomly in the five woredas. Teachers, principals and supervisors were also selected randomly. Respondents working in REB, ZED and WEO were selected by using purposive sampling. This was done because the respondents were relevant to the topic under study and it was assumed they provide information directly related to the issue. The data were gathered using questionnaires, interview and document analysis. The data sources were: teachers, principals, supervisors working in CRC, training experts, head of educational departments and officials.

The data was gathered, organized and analyzed using statistical tools, such as, percentage and mean scores. Based on the results of the data analysis, the major findings of the study are presented below:

#### *Major Findings*

1. Majority of respondents (65.1%) including interviewees, replied that attempts had been made to conduct training needs assessment in their respective educational organizations particularly by department heads at schools, supervisors at CRC and experts at REB and WEO. However, irrespective of this effort, the practices that

had been undertaken by the above mentioned educational institutions in assessing training needs had not been conducted employing different information gathering methods in an organized way. This was because of lacks of attention and awareness; inadequacy of budget and skills were the most common problems that constrained the assessment of training needs.

2. Almost all teachers (91%) attended in CPD, 82% in schools cluster, 55% participated short term trainings, 37% in distance education and 27% in summary courses since in 2005. From this modes of delivery of INSET programmes, teachers had less access to involve in short term training such as seminars, conferences and work shops as compared to principals.
3. According to the respondents 90.5% replied that INSET was mainly provided by CRC and 74.6% by the school. Non-government organizations have provided educational materials and opportunities for teachers to share experience and skills private institutions have also contributed in expanding in service education programme through distance education and summer courses.
4. Most of the times, teachers who performed their tasks better (80.4%) and senior and experienced teachers (52.4%) had opportunities to participate in INSET programmers.
5. As confirmed by the majority of respondents the relevance of the INSET was rated as good, for it helps teachers to increase pedagogical competence; promote and use teaching aids; and create team sprit and better working environment. Inadditon the training covered a long list of topics related to the teachers' assignment.
6. More than 65% of respondents asserted that teachers' interest to engage in INSET programmes was to upgrade their academic qualification, to be benefited from the career ladder, to develop the profession, to increase the income and to update the knowledge of the subject they teach.

7. In implementing the school-based in-service training the participation of teachers in planning, supervisory and administrative support was found to be low.
8. Teacher department heads (71.3%) have contributed a lot in evaluating the practice of in service teacher training programmes. Although an effort was undertaken to some extent, there had not been formal follow- up system in which the outcomes of training programmes had been evaluated.
9. The responses of sample respondents indicated that extended number of colleges, existence of in-service training strategies, participation of NGOs, clustering schools, training principals and supervisors as well as availability of manuals were mentioned as favourable working environments that facilitate the effective implementation of INSET.
10. The key constraints facing the INSET programmes include shortage of budget and time, lack of organized follow- up system, focused on occasionally arranged training, absence of transparency, absence of training needs assessment, non-participatory planning and misunderstanding of training objectives.
11. Suggestions to solve the problems related to INSET was forwarded by respondents include planning based on training needs assessment, allocate sufficient budget and time, encourage teachers to participate, use clear selection criteria, encourage collaborative effort, strengthen school-based in-service training with skilled manpower and develop well organized follow-up system at each level.

## **5.2 Conclusions**

Based on the findings, the following conclusions were drawn:-

- The study found out that there had been an effort to assess training needs through numerical reports and occasional visits, but it had not been carried out systematically and comprehensively analyzing the teachers' and the schools' need using variety of data collection tools. Such a practice also indicates that low participation of teachers in the planning process and this will have a negative effect in the implementation and

sustainability of INSET. The most significant problem that hinder the assessment of training needs is lack of attention by concerned bodies.

- All teachers have a wider opportunities to involve in CPD and schools' cluster in service training programmes which has an intention to strengthen the school based in service training programme. Although access to attend in private colleges is increasing and the strategic plan of REB shows to admit a greater number of teachers in summer and distance education, the current practice verifies that there is a limited opportunities as compared to the demand of qualified teachers. On top of that most of the times, training opportunities are considered as incentives rather than filling the gaps.
- Government and non-government organizations lack collaborative work in relation to in service training programmes. They plan and provide in service training separately. This type of practice will bring lose of limited resources, some teachers will participate repeatedly on the same issue and will discourage other teachers from their active participation in training activities.
- It was found that the contents or points included in the in service training and education programmes are directly or indirectly relevant to the teachers task that improves teachers academic performance and their teaching profession. Further more teachers are interested to engage in INSET programmes mainly because of fulfilling their personal needs and then to develop the profession.
- INSET programmes have been hampered mainly by the absence of organized training needs assessment and follow-up system; inadequacy of resources and lack of attention. The above and related problems will be solved by filling the deficiencies using the existing available conditions in collaboration with educational stakeholders.

### 5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded:

1. It is very important to consider the assessment of the teacher and the professional training needs in accordance with the involvement of teachers. This increases the commitment of participants and the achievement of the INSET objectives in general. Thus, the REB has to take the initiatives to develop participatory and workable strategy to systematically identify the training needs. Others such as NGOs, ZED, WEO, CRC, and the schools should have the responsibilities to implement and improve the designed strategy about the training needs assessment.
2. The more opportunities the teachers have, the more effective the teachers work is, and significant impact on the success of students learning. Upgrading programmes such as summer and distance education have the purpose to fulfill the required amount of qualified teachers (diploma holders) for the level. Whereas other updating programmes help to acquaint teachers with the current education system, and encourage them to be lifelong learners. Therefore, it is recommended that the in- service education and training opportunities should be open to all teachers in accordance with the identified training needs of the teacher and the school. On top of that providing the necessary benefit for their INSET participation and creating awareness about the objective of the programme should be taken as part of improving the quality of education.
3. A problem repeatedly raised at the zone, woreda and school is the lack of budget for conducting training programmes. May be, it is difficult to expect all the required budget from the region. Thus, the educational institutions at each level should design various projects to obtain funds and also seek different income generating mechanisms to implement the INSET properly. Such as, searching for funds from non - government organizations and private institutions.

4. Unless the significance as well as outcomes of INSET programmes is evaluated, it is hardly possible to conclude that such programmes could meet their desired objectives. Thus, it is recommended that the educational institutions from REB up to the school should design and institutionalize the follow-up system, by using observation checklist, analyzing the training records, interview and questionnaire.
5. It is advantageous to implement the INSET programmes in a coordinated way. This type of management helps to use limited resources effectively, avoid unnecessary repetition, to follow the logical sequence of experiences and to align the contents delivered with that of the curriculum. Therefore, collaborative effort has to be exercised among government educational offices at each level, teacher education colleges, and non - government organizations. This could be possible by inviting representatives for orientation, how they plan and implement INSET activities together. Exchange of information through reports and meetings would also strengthen their collaboration.

## REFERENCES

- Aggarwal, J. C (2004). **Development and Planning of Modern Education 8<sup>th</sup> Revised Ed.** New Delhi: Vikas Publishing House PVT LTD.
- Anderson L.W. (2004). **Increasing Teacher Effectiveness. 2<sup>nd</sup> ed.** Paris: UNSECO: International Institute for Educational Planning.
- Aspinwal K. and Others (1992). **Managing Evaluation in Education: A Development Approach.** London: Rutledge.
- Association for Supervision and Curriculum Developing (ASCD) (1997). Critical Issue: Evaluating Professional Growth and Development. <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500-htm>. Critical Issue: Alexandria.
- Barnes A. and Andrews D. (1995). **Developing Careers Education and Guidance in the Curriculum.** London: David Fulton Publishers.
- Bell B. and Gilbert J. (1996). **Teacher Development: A Model from Science Education.** Washington, D.C: Falmer Press.
- Bines H. and Watson, D. (1992). **Developing Professional Education.** USA: SRHE and Open University Press.
- Biott C. and Nias J. (1992) **Working and Learning together for Change.** Philadelphia: Open University Press.
- Bishop, L. J. (1976). **Staff Development and Instructional Improvement Plans and Procedures.** Boston: Allyn and Bacon Inc.
- Brandt, R. S. and Olson N. (1981). **Staff Development/ Organization Development.** Washington: ASCD.
- Bridges, D. and Kerry T. (1993) **Developing Teachers Professionally.** London: Rutledge.
- Burgess, R. G; and Others (1993) **Implementing in - Service Education and Training.** London: The Flammer Press, Taylor and Francis Inc.

- Creswell J. W. (2003). **A Research Design: Qualitative, Quantitative and Mixed Methods Approaches**. 2<sup>nd</sup>ed. USA: Sage Publications, Inc.
- Derebssa Dufera (1998). "Planning of Education Under the Decentralized System in Ethiopia: Its Reflection on Quality of Education". In Amare et.al,Eds. (1998). **Quality Education in Ethiopia: Visions for the 21<sup>st</sup> Century**. Proceeding of National Conference Held in Awassa College of Teacher Education 12-18 July 1998 (Institute of Educational Research AAU)
- Eraut, M. (1994). **Developing Professional Knowledge and Competence**. London: The Falmer Press.
- Gall, M. D., Water, R. B., Joyce. P. G. (1996). **Educational Research**. 6<sup>th</sup> ed. USA: Long Man Publishers.
- Gay, L. R and Airasian P. (2000). **Educational Research: Competencies for Analysis and Application**. 6<sup>th</sup> ed. Now Jersey: Prentice -Hall Inc.
- Hairis, B. M. (1989) **In- Service Education for Staff Development**. London: Allyn and Bacon. Inc.
- Hersey, P. and Kenneth, H. B. (1988). **Management of Organizational Behavior Utilizing Human Resources**. New Jersey: Prentice - Hall.
- Hoy, C. Jardine, B. C. and Wood, M. (2000). **Improving Quality in Education**. New York: Falmer Press.
- Husen and Postleth W. (1994): **The International Encyclopedia of Education**. 2<sup>nd</sup> ed. UK: Elsevier Science Ltd.
- Jaeger, R. M. (1994). **Staff Development Programs: A Guide to Evaluation**. California Corwin Press, Inc.
- Jarolimek and Foster C. D. (1997) **Teaching and Learning in the Elementary School**. 6<sup>th</sup> ed New Jersey.
- Joyce and Showers B. (1988). **Student Achievement Through Staff Development**. New York: Longman Inc.

- Kaplan, L. and Edelfelt, R. A. (1996). **Teachers for the new Millennium**. California: Corwin Press, Inc.
- Kurian, G. T. (1988). **World Education Encyclopedia**. Vol. 1 New York: Facts on File Publications.
- Kyad, L. Crawford, M and Riches, C.(1997) **Professional Development for Educational Management**. Bulkingham: Open University Press.
- Leavitt, H. B. (1992). **Issues and Problems in Teacher Education**. New York: Green Wood Press.
- Bernadette, M. (1996). **Personalizing Professional Growth: Staff Development that works**. California: Crowin Press. Inc.
- Mbamba, M. A. (1992). **Book of Readings in Educational Management**, UNESCO, Hrare: Mazongororo Paper Converters (Pvt) Ltd.
- Mcbride R. (1996) **Teacher Education Policy: Some Issues arising from research and Practice**. London: Flamer Press.
- Miller, J. and Others et al (2002). **Training Needs Assessment**. New York: Wesley Publishing Company.
- MOE (1994) **Education and Training Policy**. Addis Ababa: EMPDA.
- MOE (2002). Education Sector Development Program II: Program Action Plan. Addis Ababa
- MOE (2003). **Teacher Education System Overhaul (TESO) Final**. Addis Ababa. USAID.
- MOE (2005) Education Sector Development Program III. **Program Action Plan**. Addis Ababa.
- Monappa A. and Saiyadain M. (1996). **Personnel Management 2<sup>nd</sup> ed**. New Delhi: Tota McGraw-Hill Publishing Company Limited.
- Mullins T. W. (1994). **Staff Development Porograms A Guide to Evaluation**. California: Corwin Press, Inc.

- Nixon, J. (1989). **School Focused in-service Education. An Approach to Staff Development.** London: Macmillan Education Ltd.
- Oliva P. F. (1988) **Developing the Curriculum 2<sup>nd</sup> ed.** London: Scott, Foreman and Company.
- Ornstein, L. (2000). **Foundations of Education 7<sup>th</sup> Ed.** New York: Houghton Mifflin Company.
- Peters, R.S. (1977). **Education and the Education of Teachers.** London: Rutledge and Kegan Paul.
- Peterson, B. D. (1981). **Staff Development/ Organization Development:** Washington. ASCD.
- Rubin, L. J. (1971). **Improving In- Service Education.** Boston: Allyn and Bachon. INC.
- Sharma, B. M (2005). **Teachers Training and Educational Research.** Delhi: Roshan Offset Printers.
- The Teacher Professional Development Association (2005). Continuous Professional Development (CPD) <http://www.axiacitizenconnect.com/html/cpd.html.uk>.
- Tilahun Workineh (1990). **Thirty Years of University Based IN - Service Teacher Education (INSET).** Ethiopian Journal of Education. Vol. XI No. 2 Addis Ababa: AAU.
- Tilson, T.D. and Getachew Kelemu (1998) **“Decentralizing Distance Education: Challenges and Opportunities - experience of Ethiopia”** in Amare et al eds (1989) **Quality Education in Ethiopia Visions for the 1<sup>st</sup> Century.** Proceeding of National Conference Held in Awassa College of Teacher Education 12-18 July 1998 (Institute of Educational Research: AAU).
- Truelove, S. (2000). **Training for Development- A Hand Book.** New Delhi: Cambridge Press.
- UNESCO (1996). **Teacher Education in Africa: Past, Present and Future.** Dakar: BREDA.

- UNESCO (2004). **Promoting Skills Development. Report of an interregional Seminar.** Paris, 22-23 January, 2004. International Institution for Educational planning.
- Venkateswaran, S. (1993). **Principles of Education 2<sup>nd</sup>ed.** New Delhi: Vikas Publishing House Put Ltd.
- Wilson, S. M. (2004). **Programme Evaluation and Its Role in Quality Assurance: Practitioner Research and Evaluation Skills Training in Open and Distance Learning.** London: Common wealth of Learning.
- Webb. G. (1996). **Understanding Staff Development.** USA: SRHE and Open University Press.
- Wossenu Yimam and Befekadu Zeleke (1999) "**Distance Education: An Alternative Approach to Alleviate the Shortage of Qualified Primary School Teachers in Ethiopia**" in Amare et al. eds. Flambeau Vol. 6 NO. 2 June 1996 (Institute of Educational Research : AAU)
- Yalew Ingidayehu (1998), "**Training Needs of Primary School Teachers and Directors: Trends, Challenges and Prospects**" in Amare et.al, Eds. (1998). **Quality Education in Ethiopia: Visions for the 21<sup>st</sup> Century.** Proceeding of National Conference Held in Awassa College of Teacher Education 12-18 July 1998 (Institute of Educational Research AAU)
- Yalokwu, Patrick O. (2001). "**Quality Primary Education in Ethiopia in the 21<sup>st</sup> Century Issues, Problems and Strategy for Improve ment**". in Amare et al, Eds. (2001). **Quality of Primary Education in Ethiopia:** Proceeding of the National Conference held in Adama Ras Hotel, Nov. 9-11, 2001 (Institute of Educational Research: AAU).

## *APPENDIX -A*

*Addis Ababa University*

*School of Graduate*

*Faculty of Education*

*Department of Curriculum and Teacher Education*

### *A Questionnaire to be filled in by 2<sup>nd</sup> cycle primary school teachers and principals*

The purpose of this questionnaire is to gather the data for a post graduate study on the practice of in - service education and training (INSET) for government second cycle primary school teachers in Eastern Gojjam zone. In-service education and training in this study is defined as life long education and training activities engaged in by teachers after they have been completed their pre-service education for their professional development. Such programmes could be conducted through summer courses, distance education, schools' cluster continuous professional development (CPD) and other short term training activities. The main objective of the study is to investigate the problems of INSET and looks for plausible solutions to improve the quality of education. Therefore, your genuine response and cooperation is indispensable for the success of the study. The information you provide will be used only for research purpose. The researcher would like to thank you in advance for your cooperation.

#### **Note:**

1. you are not required to write your name in any part of the questionnaire
2. To those questions with alternatives, you can encircle the letter or provide the answer by putting the sign (X) in front of your choice. more than one responses can be possible.
3. For items that require open answers, please write down your response in the blank spaces provided.

## PART - ONE

### 1. Personal Data

1.1 Name of the school \_\_\_\_\_

1.2 Sex: a) Male  b) Female

1.3 Age:-

a) 15-20 Years  d) 31-35 Years

b) 21-25 years  e) 36-40 Years

c) 26-30 Years  f) above 40 Years

1.4 Academic qualification

a) Certificate  b) Diploma

c) B. A / B.E.D/B.S.C  d) Write if any other \_\_\_\_\_

1.5 Field of study

a) Language  b) Natural science

c) Social science  d) Educational Planning and management

e) Pedagogical science  g) Specify if any other \_\_\_\_\_

1.6 The subject you teach \_\_\_\_\_

1.7 Your job responsibility

a) Teacher  b) Principal

1.8 Years of service

a) as a teacher \_\_\_\_\_

b) as a principal \_\_\_\_\_

## PART TWO

### 2. Training Needs Assessment

2.1 Have you ever conducted an assesment on teachers training needs ?

a) Yes  b) No

2.2 If your answer to the above question is "Yes", indicate who conducted the needs assessment ?

a) The School

c) Woreda Education Office

e) Regional Education Bureau

g) Private institution

b) The Cluster Resource Center

d) Zone Education Department

f) Non-government organization

h) If other, specify \_\_\_\_\_

2.3 If your answer for question 2.1 is "No" what was the reason?

- a) Lack of adequate skills to conduct training needs assessment.
- b) Attention has not been given
- c) There is no awareness of the need for needs assessment
- d) Shortage of financial resource (Budget)
- e) Specify, if any other \_\_\_\_\_

## **PART THREE**

### **3. Training Opportunities**

3.1 In which of the following teacher in-service education and training programmes have you attended since 1997 E.C. ?

- a) Summer courses
- b) Distance education
- c) Schools' cluster
- d) Continuous professional development (CPD)
- e) Short term training, such as seminar, workshop, conference, etc.
- f) None of each

3.2 How often have you participated in the following INSET programmes in a year ?

<b>No</b>	<b>Items</b>	<b>Once</b>	<b>twice</b>	<b>three times</b>	<b>four times</b>	<b>more than four times</b>
1	Schools' cluster					
2	CPD					
3	Workshop, seminar, conference and other meetings					

3.3 To whom was the training opportunities usually made available?

- a) Teachers who were not involved in INSET programmes before.
- b) Teachers who performed their tasks better.
- c) Teachers who are not efficient enough in the subject they teach.
- d) Teachers who had good personal relationship with their principals, supervisors and woreda education officials.
- e) Beginning teachers

2.2.1 Indicate your response regarding how the INSET needs assessment taken place.

No	Item	Strongly agree	agree	Fairly agree	disagree	strongly disagree
1	Each teacher has been given the opportunities to identify his own training needs.					
2	Training needs of each teacher in each department has been identified by the department heads					
3	Training needs had been identified through the analysis of the school plan, objectives and tasks performed by					
	a) School					
	b) Cluster Resource Center					
	c) Woreda Education Office					
	d) Zone Education Department					
	e) Regional Education Bureau					
	f) Non- Government organization					
	g) Private institutions					
4	Training needs had been identified through the analysis of the knowledge, skill and attitude of each teacher by					
	a) School					
	b) Cluster Resource Center					
	c) Woreda Education Office					
	d) Zone Education Department					
	e) Regional Education Bureau					
	f) Non- Government organization					
	g) Private institutions					

2.2.2 How did information was gathered in analyzing training needs?

- a) Through questionnaire
- b) observing how teachers were performing their task
- c) Through interview
- d) conducting group discussion
- e) If any other, mention \_\_\_\_\_

### 3.4 who was provided the INSET programmes

- a) The School ( among teachers)
- b) The Cluster Centre
- c) Woreda Education Office
- d) Regional Education Bureau
- e) Zone Education Department
- f) Non - Government Organizations
- g) Ministry of Education
- h) Private Organizations/ institutions

## PART FOUR

### 4. Relevance of the INSET

#### 4.1 To what extent is the training you have taken relevant to your current assignment?

No	Item	V. good	Good	Fair	Poor	Very poor
1	Enable teachers to have the necessary skill in the subject they teach					
2	Increase pedagogical competence					
3	Acquaint teachers with the current technological advancement					
4	Promote the effective use of resources and make teaching aids					
5	Increase good communication with educational stakeholders					
6	Motivate teachers to conduct research, develop self learning and confidence					
7	Create team spirit and better working atmosphere among teachers					

## PART - FIVE

### 5. The Need to participate in INSET

5.1 What were the reasons that you need to be involved in the INSET programmes?

- a) To get up -to- date knowledge and understanding the subject matter for effective teaching
- b) For further upgrading qualification
- c) To use the profession as a stepping stone
- d) To increase your salary (income)
- e) To be benefited from the career ladder
- f) To develop your profession
- g) Mention, if any other \_\_\_\_\_

## PART - SIX

### 6. Implementation

6.1 The following statements are regarding the implementation of school based in-service training programmes

No	Item	Very high	High	Fairly implemented	Low	Very low
1	Budget allocation from the school for training and education purpose					
2	Budget allocation from the cluster Resource centre for education and training purpose					
3	Teachers participation in planning					
4	Teachers' active participation in the training					
5	Supervisory support from the supervisor					
6	Availability of time					
7	The school administration to facilitate the training activities					
8	material, financial and expert support from - different sources such as:					
	a) Woreda Education Office					
	b) Zone Education Department					
	c) Region Education Bureau					
	d) Non - Government Organization					
	e) Private Institution/ Organizations					

6.2 When INSET programmes usually take place?

- a) On working days
- b) On Saturdays and Sundays
- c) On semester break
- d) on summer
- e) Mention if any other time \_\_\_\_\_

## PART - SEVEN

### 7. Evaluation

7.1 Is there any evaluation mechanisms during and after you have taken the INSET  
a) Yes                      b) No

7.2.1 If your answer is 'Yes', who participated in the evaluation process?

- a) Teachers
- b) department heads in the school
- c) Principals
- d) Supervisors
- e) experts
- f) educational officials
- g) if any other, mention \_\_\_\_\_

7.2.2 How is the evaluation conducted

- a) through the analysis of the training records
- b) through questionnaire
- c) through observational check lists
- d) through interview
- e) through discussion in meetings
- f) If any, specify \_\_\_\_\_

7.3 If your answer for the question 7.1 is "No" what would be the reason

- a) Expect every training design and activities from the top
- b) Less consideration given to evaluation as part of the INSET
- c) Shortage of skilled manpower
- d) Reports received as the only sources of feed back.

8. What are the available conductions to perform INSET programmes \_\_\_\_\_

---

---

---

9. What problems you faced and observed to take place INSET programmes effectively \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

10. How would the above problems you mentioned be over come? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix - B**

### **INTERVIEW**

#### ***Interview Guide for Woreda Education Office (WED), Zone Education Department (ZED) and Region Education Bureau (REB)***

1. Does your office conduct training programmes based on needs assessment?
2. How was the in -service training and education (INSET) programmes planned? And who participated in the planning process?
3. How were teachers selected to be involved in the INSET opportunities?
4. Which types of INSET programmes are mainly to be delivered?
5. Do you think that the contents or topics to be delivered in the training and education were relevant to the teachers' responsibility?
6. Since 1998 academic year, the medium of instruction for grade 7 and 8 has become English language for some subjects like physics, Biology, chemistry and mathematics. So, how were the teachers of these courses supported to perform their teaching activities effectively?
7. What was your contribution to support the school particularly to improve teachers capacity?
8. What were the mechanisms to evaluate the implementation of the INSET programmes?
9. Do you think that your office perform the training activities in accordance with the plan? If not, what were the problems?
10. What is your suggestion to overcome the problems that hinder the application of in -service teacher training porogrammes.

## Appendix - C

### INTERVIEW

#### *Interview Guide for the cluster center supervisor*

1. Would you please mention some of your job descriptions as a supervisor?
2. How was the in -service education and training (INSET) planned? And who participate in the planning process?
3. How did you identify the training needs of teachers and the school to improve teachers' working capacity
4. What types of training activities were conducted under the cluster centre?
5. what were the main topics or issues to be included in the INSET programmes
6. How was your supervisory support in each school of your cluster?
7. In 1998 academic year, the medium of instruction for grades 7 and 8 has been changed from Amharic to English language for some subjects like physics, Biology, chemistry and mathematics. So, how were the teachers of these courses supported to perform their teaching activities effectively?
8. How did you follow - up the implementation of INSET at each school?
9. what factors that negatively affect the INSET activities in your cluster centre ?
10. How did you overcome the problems you faced?

Appendix - D

አዲስ አበባ ዩኒቨርሲቲ  
በሥነ - ትምህርት ፋኩልቲ  
የድህረ ምረቃ ትምህርት  
የመምህራን ትምህርትና ሥርዓተ ትምህርት ክፍል

በመጀመሪያ ደረጃ 2ኛ ሳይክል ለሚያስተምሩ መምህራንና ር/መምህራን የሚሞላ  
የጽሑፍ መጠይቅ

የዚህ መጠይቅ ዓላማ በአማራ ብሔራዊ ክልላዊ መንግስት በምስራቅ ጎጃም ዞን በመንግስት የመጀመሪያ ደረጃ 2ኛ ሳይክል ትምህርት ቤቶች ውስጥ የሚያስተምሩ መምህራንና ር/መምህራን የሥራ ላይ ትምህርትና ስልጠና ምን እንደሚመስል ለድህረ ምረቃ ጥናት መረጃ ለመሰብሰብ ነው። በዚህ ጽሑፍ የሥራ ላይ ትምህርትና ስልጠና ሲባል መምህራን በቅድመ ስልጠና በዩኒቨርሲቲዎች፣ በኮሌጆችና በመምህራን ማሰልጠኛ ተቋማት የመምህርነት ሙያ ትምህርት ክወሰዱ በኋላ በተለያዩ መንገድ ለምሳሌ በክረምት ትምህርት፣ በርቀት ትምህርት፣ በትም/ቤቶች የጉድገት ስልጠና ፕሮግራም፣ በተከታታይ የመምህርነት ሙያ ስልጠና (CPD) እና በሌሎች አጫጭር ስልጠናዎች ሙያቸውን የበለጠ የሚያዳብሩት የማያቋርጥ ትምህርት ማለት ነው።

የጥናቱ ዋና ዓላማ የሥራ ላይ ትምህርት ስልጠናን ተግባራዊ ለማድረግ እንቅፋት የሚሆኑ ችግሮችን ለይቶ በማውጣት የትምህርትን ጥራት ለማሻሻል የሚረዱ የመፍትሄ ሃሳቦችን ለማስቀመጥ ነው። ስለዚህ ጥናቱ ውጤታማ እንዲሆን የርስዎ ትብብርና ቀና ምላሽ ወሳኝነት አለው እርስዎ የሚሰጡት መረጃ ለጥናቱ ተግባር ብቻ የሚውል ሲሆን በቅድሚያ ስለትብብርዎ ላመሰግን እወዳለሁ።

ማሳሰቢያ

1. በመጠይቁ ላይ ስምዎን መፃፍ አያስፈልግም።
2. አማራጭ ፣ መልሶች፣ ባላቸው ጥያቄዎች ፊደሉን በመክበብ ወይም ከፊት ለፊቱ የ "X" ምልክት በማድረግ ይመልሱ
3. በክፍት ቦታዎች ላይ ተገቢውን መልስ ይፃፉ

# ክፍል አንድ

## 1. የግል ሁኔታን የሚገልጽ መረጃ

1.1 የትም/ቤቱ ስም \_\_\_\_\_

1.2 ጾታ:-     ሀ) ወንድ                     ለ) ሴት

1.3 ዕድሜ:-

ሀ) ከ15-20 ዓመት

መ) ከ31-35 ዓመት

ለ) ከ21-25 ዓመት

ሠ) ከ36-40 ዓመት

ሐ) ከ26-30 ዓመት

ረ) ከ40 ዓመት በላይ

1.4 የትምህርት ደረጃ:-

ሀ) ሰርተፊኬት

ለ) ዲፕሎማ

ሐ) የመጀመሪያ ደግሪ

መ) ሌላ ካለ ይጻፉ \_\_\_\_\_

1.5 የተመረቁበት የትምህርት መስክ

ሀ) ቋንቋ

ለ) የተፈጥሮ ሳይንስ

ሐ) የማህበራዊ ሳይንስ

መ) የትምህርት ዕቅድና አመራር

ሠ) ፔዳጎጂካል ሳይንስ

ረ) ሌላ ካለ ይጻፉ \_\_\_\_\_

1.6 የሚያስተምሩት የትምህርት አይነት \_\_\_\_\_

1.7 የሥራ ድርሻ:-

ሀ) መምህር

ለ) ርዕሰ መምህር

1.8 የአገልግሎ ዘመን

ሀ) በመምህርነት \_\_\_\_\_

ለ) በር/መምህርነት \_\_\_\_\_

## ክፍል ሁለት

### 2. የሥልጠና ፍላጎት ጥናትን በተመለከተ

2.1 የመምህራን ወይም የትምህርት ቤቱ የስልጠና ፍላጎት ጥናት ይካሄዳል?

- ሀ) አዎ                       ለ) የለም

2.2 ለላይኛው ጥያቄ መልስዎት «አዎ» ከሆነ የስልጠና ፍላጎት ጥናቱን ማን ያከናውነዋል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ) ትም/ቤቱ    ለ) የጉድኝት ማዕከሉ  
 ሐ) የወረዳ ትም/ጽ/ቤት    መ) የዞን ትምህርት መምሪያ  
 ሠ) የክልል ትም/ቤር    ረ) መንግስታዊ ያልሆኑ ድርጅቶች  
 ሰ) የግል ተቋማት    ሸ) ሌላ ካለ ቢጠቅሱ \_\_\_\_\_

2.2.1 የሥራ ላይ ትምህርትና ስልጠናን በተመለከተ የፍላጎት ጥናት እንዴት እንደሚፈጸም ቢያሳዩ:-

ተ.ቁ	ዝርዝር	በደንብ እስማማለሁ	እስማማለሁ	በመጠኑ እስማማለሁ	አልስማማም	በፍፁም አልስማማም
1	እያንዳንዱ መምህር የራሱን የስልጠና ፍላጎት እንዲለይ እድል ይሰጠዋል።					
2	እያንዳንዱ መምህር የስልጠና ፍላጎት በጥቅሉ በዲፓርትመንቱ ተካቶ፣ በዲፓርትመንት ተጠሪው አማካኝነት ይቀርባል					
3	የመምህራን የስልጠና ፍላጎት የትም/ቤቱን ዕቅድ፣ ስላማና ተግባር መሠረት በማድረግ መተንተን። ይህም የሚከናወነው፡					
	ሀ) በትም/ቤት					
	ለ) በጉድኝት ማዕከሉ					
	ሐ) በወረዳ ትም/ጽ/ቤት					
	መ) በዞን ትም/መምሪያ					
	ሠ) በትም/ቤር					
	ረ) መንግስታዊ ባልሆኑ ድርጅቶች					
	ሰ) በግል ተቋማት					
4	የመምህራንን እውቀት፣ ክህሎትና አመለካከት በመተንተን የስልጠና ፍላጎት ይለያል። ይህም የሚፈጸመው፡					
	ሀ) በትም/ቤት					
	ለ) በጉድኝት ማዕከሉ					
	ሐ) በወረዳ ትም/ጽ/ቤት					
	መ) በዞን ትም/መምሪያ					
	ሠ) በትም/ቤር					
	ረ) መንግስታዊ ባልሆኑ ድርጅቶች					
	ሰ) በግል ተቋማት					

2.2.2 የስልጠና ፍላጎትን ለመተንተን መረጃ የሚሰበሰበው እንዴት ነበር? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ) በፁሁፍ መጠይቅ

ለ) መምህራን ሥራቸውን እንዴት እንደሚያከናውኑ በመመልከት

ሐ) በቃለ መጠይቅ

መ) የቡድን ውይይት በማካሄድ

ሠ) የስልጠና ዶክመንቶችን በማሰባሰብ እና በመተንተን

ረ) ሌላ ካለ ቢጠቅሱ \_\_\_\_\_

2.3 ለጥያቄ ቁጥር 2.1 መልስዎት «የለም» ከሆነ ምክንያቱ ምንድነው ይላሉ? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ) የሥልጠና ፍላጎት ጥናትን ለማካሄድ በቂ ችሎታ ያለመኖር

ለ) ትኩረት ያለመስጠት

ሐ) የስልጠና ፍላጎት ጥናት አስፈላጊነትን ያለመገንዘብ ወይም ያለማወቅ

መ) የገንዘብ ወይም የበጀት እጥረት

ሠ) ሌላ ካለ ቢጠቁሙ \_\_\_\_\_

### ክፍል ሦስት

#### 3. የስልጠና ዕድልን (ተሳትፎን) በተመለከተ

3.1 ከሚከተሉት የሥራ ላይ ትምህርትና ስልጠና ፕሮግራሞች ውስጥ ከ1997 ዓ.ም ጀምሮ እስከ አሁን ድረስ በየትኛው ተሳትፈው ያውቃሉ? (በአንድ በላይ መልስ መስጠት ይችላል)

ሀ) በክረምት ኮርስ

ሐ) በትም/ቤቶች የጉድገት ስልጠና ፕሮግራም

ለ) በርቀት ትምህርት

መ) በተከታታይ የመምህርነት ሙያ ስልጠና (CPD)

ሠ) አጫጭር ስልጠናዎች ለምሳሌ ሲሚናር ፣ ወርክሾፕ ፣ ኮንፍረንስ ወዘተ

ረ) በምንም ተሳትፎ አላውቅም።

3.2 በሚከተሉት የሥራ ላይ ትምህርትና ስልጠና አይነቶች በአመት ውስጥ ስንት ጊዜ ተሳትፈዋል?

ተ.ቁ	ዝርዝር	1 ጊዜ	2 ጊዜ	3 ጊዜ	4 ጊዜ	ከ4 ጊዜ በላይ
1	በትም/ቤቶች የጉድኝት ስልጠና ፕሮግራም					
2	በተከታታይ የመምህራን ሙያ ስልጠና (CPD)					
3	በወርክሾፕ፣ ሴሚናር፣ በንፈረንስ እና በመሳሰሉ አጫጭር ስልጠናዎች					

3.3 ብዙውን ጊዜ ሲታይ ለስልጠና ተሳታፊ የሚሆኑ መምህራን የትኞቹ ናቸው? (ከአንድ በላይ መልስ መስጠት ይችላል)

- ሀ) ከዚህ በፊት ስልጠና ያልተካፈሉ መምህራን
- ለ) የተሸለ ሥራ ለሚሰሩ መምህራን
- ሐ) በሚያስተምሩት ትም/አይነት ብቃት ለሌላቸው
- መ) ከወረዳ ትም/ጽ/ቤት ሃላፊዎች፣ ከሱፐርቫይዘሮችና ከር/መምህራን ጋር ጥሩ የግል ቀረቤታ ያላቸው መምህራን
- ሠ) ለጀማሪ መምህራን
- ረ) በአገልግሎት ለበለጡና ልምድ ላላቸው መምህራን
- ሰ) ሌላ ካለ ቢጠቅሱ \_\_\_\_\_

3.4 የሥራ ላይ ትምህርትና ስልጠናውን ፕሮግራም የሰጠ ወይም ያዘጋጀ አካል ማነው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ) ትምህርት ቤቱ (በመምህራን መካከል የሚካሄድ)
- ለ) የጉድኝት ማዕከሉ
- ሐ) የወረዳ ትም/ጽ/ቤት
- መ) የዞን ትም/መምሪያ
- ሸ) የግል ተቋማት/ ድርጅቶች
- ሠ) የክልል ትም/ቢሮ
- ረ) ትም/ሚኒስቴር
- ሰ) ምንግስታዊ ያልሆኑ ድርጅቶች

## ክፍል አራት

4. የስልጠናውን ተዛማጅነት ወይም ቀረቤታ በተመለከተ

4.1 የተሰጠው የሥራ ላይ ትምህርትና ስልጠና አሁን ከተመደቡበት የመምህርነት ሥራ ጋር ምን ያህል ግንኙነት አለው?

ተ.ቁ	ዝርዝር	በጣም ጥሩ	ጥሩ	መጠነኛ	አነስተኛ	በጣም አነስተኛ
1	መምህራን በሚያስተምሩት የትም/አይነት አስፈላጊው ችሎታ እንዲኖራቸው					
2	የማስተማር ስልታቸው እንዲሻሻል					
3	ከዘመኑ የቴክኖሎጂ እድገት ጋር መምህራንን ለማተዋወቅ					
4	የትምህር መርጃ መሣሪያ ለመስራትና የትምህርት ግብአቶችን በአግባቡ ለመጠቀም					
5	ከትምህርት ባለድርሻዎች ጋር ጥሩ ግንኙነትን ለመፍጠር					
6	መምህራን በራስ የማትማመንና የመማርን እንዲሁም ጥናትን ምርምር እንዲሰሩ ለማነሳሳት					
7	በመምህራን መካከል የቡድን አስተሳሰብ እንዲኖርና የተሻለ የሥራ አካባቢን ለመፍጠር					

## ክፍል አምስት

5. በሥራ ላይ ትምህርትና ስልጠና የመሳተፍ አስፈላጊነት በተመለከተ

እርስዎ በመምህራን የሥራ ላይ ትምህርትና ስልጠና ፕሮግራም መሳተፍ ለምን አስፈላጊዎ?

- ሀ) የሚያስተምሩበትን የትም/አይነት በደንብ ተረድቶና የተሻለ እውቀት አግኝቶ በማስተማር ውጤታማ ለመሆን
- ለ) ለወደፊት የትም/ደረጃን ለማሻሻል
- ሐ) ወደ ሌላ የስራ መስክ ለማደግ እና የመምህርነትን ሙያ እንደ መሰረት ለመጠቀም
- መ) የደመወዝ መጠንን ለመጨመር
- ሠ) በመምህራን የእድገት መሰላል ተጠቃሚ ለመሆን
- ረ) የመምህርነት ሙያን ለማሳደግ
- ሰ) ሌላ ካለ ቢጠቅሱ

### ክፍል ስድስት

6. የሥራ ላይ ትምህርትና ስልጠና አፈፃፀም በተመለከተ

6.1 የሚከተሉት ዐረፍተ ነገሮች በትም/ቤትና በበጎ-ድኝት ማዕከል የሚተገበሩ የሥራ ላይ ትምህርትና ስልጠና አፈፃፀም ምን እንደሚመስል ምላሽ የሚፈልጉ ናቸው፡፡

ተ.ቁ	ዝርዝር	በጣም ከፍተኛ	ከፍተኛ	በመጠኑ የተፈፀመ	ዝቅተኛ	በጣም ዝቅተኛ
1	በትም/ቤቱ ለስልጠና የተመደበ በጀት (ገንዘብ)					
2	በጎ-ድኝት ማዕከሉ ለስልጠና የተመደበ በጀት (ገንዘብ)					
3	በስልጠና እቅድ የመምህራን ተሳትፎ					
4	በስልጠናው መምህራን ያላቸው ተነሳሽነት					
5	ከጎ-ድኝቱ ሱፐርቫይዘር የሚደረግ የሱፐርቪዥን ድጋፍ					
6	ስልጠና የተመቻቸ ጊዜ					
7	የትም/ቤቱ አስተዳደር የስልጠና ተግባራትን በማመቻቸት					
8	ከተለያዩ ምንጮች የማቴሪያል የገንዘብና የባለሙያ ድጋፍ ማግኘት ለምሳሌ፡-					
	ሀ) ከወረዳ ትም/ጽ/ቤት					
	ለ) ከዞን ትም/መምሪያ					
	ሐ) ከክልል ትም/ቢሮ					
	መ) ከመንግስታዊ ያልሆኑ ድርጅት					
	ሠ) ከግል ተቋማት ወይም ድርጅቶች					

6.2 ብዙውን ጊዜ የመምህራን የሥራ ላይ ስልጠናና ትምህርት የሚካሄደው መቼ ነው?

ሀ) በሥራ ቀናት

መ) በክረምት

ለ) እሁድና ቅዳሜ

ሠ) ሌላ ካለ ቢጠቅሱ \_\_\_\_\_

ሐ) በሴሚስተር ዝግ



ሠ) ከተለያዩ ቦታ የሚላኩ ሪፖርቶችን እንደብቸኛ የግብረ መልስ (feedback) አድርጎ የመቀበል

8 የመምህራንን የሥራ ላይ ትምህርትና ስልጠና ተግባራዊ ለማድረግ ያሉ ምቹ ሁኔታዎች ምንድናቸው? \_\_\_\_\_

\_\_\_\_\_

ሀ) በትም/ቤትዎ \_\_\_\_\_

\_\_\_\_\_

ለ) በአካባቢዎ ወይም በጉድኝት ማዕከል \_\_\_\_\_

\_\_\_\_\_

ሐ) በአጠቃላይ በአገራችን \_\_\_\_\_

\_\_\_\_\_

9 የሥራ ላይ ትምህርትና ስልጠና ፕሮግራምን በሚፈለገው መጠንና ጥራት ለማከናወን እንዳይቻል ያጋጠሙ ችግሮች ምን ምን ናቸው? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 ከላይ በተራ ቁጥር 9 የጠቀሷቸውን ችግሮች ለመፍታት የሚያስችሉ የመፍትሄ ሃሳቦችን ቢዘረዝሩ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix - E

**ለክልል ትም/ቢሮ፣ ለዞን ትም/መምሪያና ለወረዳ የት/ጽ/ቤት  
የተዘጋጀ ቃለ መጠይቅ**

- ሀ) ስም \_\_\_\_\_
- ለ) የትም/ደረጃ \_\_\_\_\_
- ሐ) የሰለጠነበት (የተመረቁበት) የትም/መስክ \_\_\_\_\_
- መ) የያዙት የሃላፊነት ቦታ \_\_\_\_\_

1. የእርስዎ መስሪያ ቤት የሥራ ላይ ትምህርትና ስልጠና ሲያዘጋጅ በስልጠና ፍላጎት ጥናት ላይ ተመስርቶ ነው?
2. የመምህራን የስራ ላይ ትምህርትና ስልጠና ፕሮግራሞች እንዴት ይታቀዳሉ? በዕቅዱ ሂደት የሚሳተፉት እነማን ናቸው?
3. በሥራ ላይ ትምህርትና ስልጠና የሚሳተፉ መምህራን እንዴት ይመለመላሉ?
4. በመስሪያ ቤታዎ ለመምህራን የሚሰጡ ዋና ዋና የሥራ ላይ ስልጠና አይነቶች የትኞቹ ናቸው?
5. በተለያዩ ስልጠናዎች የሚሰጡ የትምህርት ርዕሶችና ነጥቦች መምህራን ባላቸው የሥራ ድርሻ ጋር ግንኙነት አላቸው ብለው ያምናሉ?
6. በ1998 ትም/ዘመን በ7ኛና 8ኛ ክፍል ለሚሰጡ እንደ ፊዚክስ፣ ባዮሎጂ፣ ኬሚስትና ሂሳብ ላሉ የትም/አይነቶች የማስተማሪያ ቋንቋው ከአማርኛ ወደ እንግሊዘኛ ተቀይሯል። ስለዚህ የማስተማሩን ተግባር ውጤታማ ለማድረግ እነዚህን ኮርሶች ለሚያስተምሩ መምህራን ምን የተደረገላቸው ድጋፍ አለ
7. ለት/ቤቶች ድጋፍ በማድረግ በተለይም የመምህራንን አቅም ለማሳደግ የእርስዎን ድርሻ እንዴት ይገልፁታል?
8. የመምህራንን የሥራ ላይ ትምህርትና ስልጠና ተግባራዊነት ለመገምገም ምን ስልቶች ትጠቀማላችሁ?
9. የእርስዎ መሳሪያ ቤት በሥራ ላይ ስልጠና ዕቅድ መሰረት ተፈፅመዋል ብለው ያምናሉ? ካልተፈፀሙ ችግሮች ምን ነበሩ?
10. የመምህራን የሥራ ላይ ትምህርትና ስልጠና በሚፈለው መንገድ ለማከናወን እንቅፋት የሆኑ ችግሮችን እንዴት ማስወገድ ይቻላል ይላሉ?

Appendix - F

**ለትም/ቤቶች የጉድገት ማዕከላት ሱፐርቫይዘሮች የተዘጋጀ ቃለ መጠይቅ**

ሀ) ስም \_\_\_\_\_

ለ) የትም/ደረጃ \_\_\_\_\_

ሐ) የሰለጠነበት (የተመረቁበት) የትም/መስክ \_\_\_\_\_

መ) የሚሰሩበት የጉድገት ማዕከል ትም/ቤት ስም

ሠ) በጉድገት ማዕከሉ ሥር ያሉ ትም/ቤቶች ብዛት

1. የሱፐርቫይዘር ዋና ዋና የሥራ ድርሻ ናቸው የሚሏቸውን ቢገልጹልኝ?
2. የመምህራን የሥራ ላይ ትምህርትና ስልጠና ፕሮግራሞች እንዴት ይታቀዳሉ? በዕቅዱ ሂደትስ የሚሳተፉት እነማን ናቸው?
3. የመምህራንን የመስራት አቅም ለማሳደግ የመምህራንና የትም/ቤቶችን የስልጠና ፍላጎት እንዴት ያጠናሉ?
4. በእርስዎ የጉድገት ማዕከል የትኞቹ የስልጠና ፕሮግራሞች (CPD፣ ሴሚናር፣ ኮንፈረንስ፣ ወርክሾፕና ሌሎች አጫጭር ስልጠናዎች) ተግባራዊ ይሆናሉ?
5. ለመምህራን የሥራ ላይ ትምህርትና ስልጠና ሲሰጥ ተካተው የነበሩት ዋና ዋና ርዕሶችና ነጥቦች ምን ምን ነበሩ?
6. በጉድገት ማዕከሉ ሥር ባሉት ትም/ቤቶች የእርስዎ የሱፐርቫይዘርን ድጋፍ ምን ይመስል ነበር?
7. በ1998 የትም/ዘመን በ7ኛና 8ኛ ክፍል ለሚሰጡ እንደ ፊዚክስ፣ ባዮሎጂ፣ ኬሚስትሪና ሂሳብ ላሉ የትም/አይነቶች የማስተማሪያ ቋንቋው ከአማርኛ ወደ እንግሊዝኛ ተቀይሯል። ስለዚህ የማስተማሩን ተግባር ውጤታማ ለማድረግ እነዚህ ኮርሶች ለሚያስተምሩ መምህራን ምን የተደረገላቸው ድጋፍ አለ?
8. እርስዎ በየትም/ቤቱ የሚካሄደውን የስራ ላይ ትምህርትና ስልጠናን ተግባራዊነት ለመከታተልና ለመገምገም፣ ምን ስልቶችን ይጠቀማሉ?
9. በእርስዎ የጉድገት ማዕከል የመምህራንን የሥራ ላይ ትምህርትና ስልጠና አሉታዊ ተፅዕኖ የሚያሳድሩ ነገሮች ምንድናቸው?
10. በሥራ ላይ ትምህርትና ስልጠና ላይ ያጋጠመዎትን ችግር እንዴት ፈቱት?

## DECLARATION

I, the undersigned, declare that this thesis is my original work done under the guidance of Gizaw Tasisa. All sources of materials used for the thesis have been duly acknowledge.



---

Gebeyehu Shiferaw

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



---

Gizaw Tasissa