

**AN ASSESSMENT OF THE CURRENT STATUS OF ACADEMIC
STAFF DEVELOPMENT PRACTICES IN SELECTED PREPARATORY
SCHOOLS OF ADDIS ABABA**

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Abbreviations

CGAABE:	City Government of Addis Ababa Bureau of Education
CPD:	Continuous Professional Development
CGAA:	City Government of Addis Ababa.
ESDP:	Evaluation of Staff Development Programs
FGEMOE:	Federal Government of Ethiopia Ministry of Education
OCSDA:	Organizing and Coordinating Staff Development Activities
SDP:	Staff Development Programs
SPSS:	Statistical Package for Social Scientists
TELDCPC:	Teachers Professional Leaders Development Core Process Coordinator
TTA:	Teacher Training Agency
SIP:	School Improvement Program
TDP:	Teachers' Development Program

ABSTRACT

The prime purpose of the study was to assess the current status of academic staff development practices in selected government preparatory schools of Addis Ababa. To this end, the descriptive survey method was in operation. Both questionnaire and document analysis were in use as instrument of data collection. The sampling techniques used to select the data sources of the study were simple random stratified and purposive ones. Teachers and educational leaders' development core process coordinators, supervisors, principals, vice-principals, and teachers were the subjects of the study. Frequency, percentages, and mean scores were the statistical tools used to analyze the data gathered. This study revealed that staff members were not given the opportunity to identify their own development needs irrespective of their position. Identification of needs through analysis of the culture, plan and objective of the school as well as individuals work performance together with consideration of trainers' capability and level of motivation in prioritizing the needs identified were not practiced. Though the schools made need assessment for staff development programs, it was top level managers who authoritatively determined development needs of staffs. As shown in the findings, teachers were aware of the program and its contents. However, the programs were not operating according to the time table; procedures were not determined for participation and involvement of all staffs in the assessment of needs; identification and selection of objectives, training types, and contents; and evaluation of staff development programs. In effect such scenario may have adverse consequences both on the part of the teachers and the school itself. It contributes to lowering the interest of teachers to attend the program which might finally end up in physical withdrawal or/and may take students time thereby affecting portion coverage and quality of education outcome. From this, it is possible to conclude as the programs were poorly organized and coordinated. In addition to this, the available limited practice of implementing academic staff development program had been hampered by budget constraints. In light of these findings, some of the recommendations forwarded are: giving a room to staff members in identifying development needs of their own, identifying needs through analysis of individuals' knowledge, skills, attitude, and work performance together with the culture, plan and objective of the schools. Though there might exist unforeseen situations forcing not to run development programs according to the time allotted, attention ought to be given to avoid deterring factors that can be foreseen with adequate preparation that optimize the possibility of operating staff development programs according to time tables. Furthermore, rationally accepting needs assessed by the schools, and avoiding the trend of top level managers' authoritative determination of staff development needs as well as determination of procedures for participation and involvement of all staff should be made.

CHAPTER ONE

1. The Study and Its Approaches

This chapter deals with the background of the study, statement of the problem, significance of the study, delimitation and limitations of the study, the research design, definition of terms and organization of the study.

1.1 Background of the Study

Education has generally been an affair of preparing human beings for life – a means of introducing people to knowledge, skills, attitudes and developing behavior of positive value in the social development rather than an end in itself. With respect to this, Good (1973, p. 202) has noted “Education is a social process, by which people are subjected to the influence of a selected and controlled environment (especially that of schools), so that they may attain social competence and optimum individual development”.

It follows that schools have an important role to play for the effective achievement of the educational aims of transforming students into skilled labor force that an economy uses as a productive force. However, this requires a supply of available resources. Among all the necessary material and human resources the teaching staff is the most prominent input. To this end Aggarwal (1995, p. 395) points out that school “requires premises and equipment, but persons are vital to them and a teacher is the supreme factor.” Aggarwal further elaborates that all the attributes which go to make a school, the amenities (a roomy building, pricey equipment, books, apparatus, and sound syllabus) – will be helpful if and only if there are teachers who are wholly energetic to the goodness of the profession and its associated responsibilities. Likewise, Ayalew (1991, p.109), and Carnoy,(1999, p.83) emphasize that teachers are fundamental to educational delivery and the quality of education largely depends on the quality of academic staff and its devotion.

Therefore, schools to be effective and their outputs to be worthwhile, academic staff development should be an issue to deal with. In other words schools, educational institutes, should make every possible effort to be staffed with qualified teachers that meet the teaching

requirements. With respect to this, Webb and Norton (1990) assert:

....no matter how perceptive and far-sighted the national curriculum; no matter how well the school manipulates its funds... the single most significant factor in a child's learning is the teacher ...teachers are also the most expensive resources...teachers need and deserve support, reassurance and encouragement to go on extending their skills and exploring the frontiers of their knowledge. (p. 2)

To this end, an effective teacher management system in addition to the suggestion given above should assure that teachers will have access to staff development, to progress along a clear path. Besides this it should be also made clear to teachers that they will be directed by regulations and procedures that are rational, transparent and fairly implemented (Gaynor, 1998, p. 10).

It is clear that the Federal Government of Ethiopia is making education a top priority and recognizing the necessity of providing adequate training and education opportunities to teachers so as to achieve quality education. Due to this, the Ministry of Education conducted extensive research on the program under the title of 'The Quality and Effectiveness of Teacher Education Systems in Ethiopia' whose findings and recommendations served to design the new teacher education system overhaul (TESO) so that all teacher education institutions have been working on the program since 2005. Moreover, to sustain the program, the Federal Government of Ethiopia Ministry of Education (FGEMOE) has put some more effort in bringing up teachers development programs to a better status by developing the five major teaching profession competency standards and eight key principles (MoE, 2007, p. 2).

1.2 Statement of the Problem

Quality education has come to be the top issue of the present-day Ethiopian educational system. Cognizant of this fact, the Federal Government of Ethiopia has made efforts to alleviate the quality problem through designing professional development programs such as continuous professional development (CPD) and school improvement program (SIP). In addition to this, introduction of plasma television program as a supplementary input of

education, improvements in student- teacher ratio, student-classroom ratio and student-text ratio has been exhibited. Moreover, since 1999 E.C. a Teacher Development Program (TDP) has been launched in an intention of strengthening the Continuous Professional Development programs (CPD). Despite the fact that all the above mentioned endeavors have been made, the public is not feeling the change in the quality of education. In other words, it is publicly claimed that the quality desired is not yet achieved. Consequently mainstreaming the issue of quality education becomes the call of the day. However, the existing practices of teacher development program invites for assessment. As mentioned earlier the teacher development program as well as preparatory school programs is new phenomenon in the country. Hence, early identification of deficient areas of the programs through research helps to diagnose the problem at the very start. This fact together with absence of comprehensive research done on the present day academic staff development or teachers' development program in preparatory schools of Addis Ababa initiated the researcher to undertake a study on the current status of academic staff development in government preparatory schools of Addis Ababa. It is believed the study will be worth filling the gap. To this effect, the study attempts to answer the following basic questions.

1. To what extent are staff development programs conducted based on a result of needs assessment by preparatory schools?
2. What type of teaching staff development programs is undertaken in preparatory schools of Addis Ababa?
3. How are preparatory schools organizing and coordinating staff development programs?
4. To what extent are the outcomes of staff development programs evaluated by preparatory schools?
5. What major problems do schools face in conducting the staff development activities?

1.3 Objectives of the Study

The general objectives of this study were to identify the strengths and weaknesses of academic staff development practices in government preparatory schools of Addis Ababa and

to suggest some possible solutions to major problems encountering implementation activities of the development programs. To this end, the specific objectives were:

- To determine the extent to which preparatory schools based their academic staff development programs on a result of needs assessment.
- To examine the factors considered in prioritizing the identified needs.
- To identify the type of staff development programs undertaking in the preparatory schools.
- To determine how preparatory schools are organizing and coordinating staff development programs.
- To examine whether preparatory schools evaluate the outcomes of staff development programs conducted.
- To identify major impeding problems encountering the designing as well as implementation of staff development programs

1.4 Significance of the Study

As noted earlier, these days, the crucial problem of improving the quality of education through Teachers Development Program as one of the most prominent factors has drawn the attention of the Federal Government of Ethiopia and other major stakeholders. Schools as vital stakeholders of education are supposed to play the greatest role in executing the programs of academic staff development or teachers' development program. This in turn enables teachers to be empowered with the necessary professional knowledge of the required standard so as to discharge the responsibilities bestowed upon them. Undertaking this study project will contribute to:

1. Identify the strength and weakness of the staff development activities in the preparatory schools.
2. Pinpoint the factors contributing to the strength/weakness of staff development activities.
3. Identify major problems of staff development activities.
4. The findings of the study may provide feedback to stakeholders, professionals (both inside and outside the schools) and the concerned bodies on the trends and

magnitudes of academic staff development problems and how to improve that in human, material and financially viable way.

5. Stimulate further study wider in scope and depth in academic staff development of secondary schools.

1.5 Delimitation of the Study

There are eleven government preparatory schools in the ten sub-cities of Addis Ababa. The study is delimited only to five government preparatory schools, each drawn from different sub-cities with the intention that their practice will provide good representation of the whole eleven preparatory schools. The study mainly focuses on staff development activities within the schools and their respective sub-cities teachers' and educational leaders core process departments. This is made due to the limited resources such as time, money, reference materials and cooperative school personals the researcher had.

1.6 Operational Definitions of Terms

Expert- Refers to those individuals at sub-city level of the education bureau who are trained and skilled in specific subjects and educational supervision.

Staff development- Refers to process by which teachers or staff members go through in-service programs such as induction, mentoring, and coaching to serve the purpose of their profession adequately.

Training- Refers to helping individuals or groups to become competent or capable of performing certain task.

1.7 Organization of the study

The study is organized into four chapters. The first chapter introduces the problem and its approach. The second chapter consists of the review of related literature that incorporates basic concepts, explanations and research findings on staff development by various authors and researchers. Chapter three contains presentation, analysis and interpretation of data, while the fourth chapter deals with summary, conclusions and recommendations.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the literature review on different aspects of academic staff development. It begins with highlighting the meaning of staff development and proceeds to discussing about the need for staff development, briefly introduces some of the standard practices, staff development need identification, developing objectives, training methods, program administration and evaluation.

2.1 The Meaning of Staff Development

It is generally believed that staff development programs worth importance to bring about better quality education, improved access for teachers professional development and schools improvement at large. Different writers describe staff development in their own ways. However, their explanations converge to the same core idea. To start with, Dillon- Peterson (1981, P. 3) describes it as "...a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools."

Staff development, according to Omaha Public School Central Offices Human Resource Division (n.d, p. 1), is also defined as "...the provision of activities designed to advance particular skills. Staff development is a comprehensive and continuous process of practice that benefits staff of the organization, students and ultimately the community."

Both authorities give emphasis on their respective descriptions that staff development is a continuous process designed to boost up the status of professional growth/advancement of skills that ultimately benefit students and schools. However, the first description explicitly points out that staff development process requires an organizational atmosphere that positively envisions better achievement of students, consistent updating of teachers, and promoting school to better status, while the second definition indicates that staff development is a comprehensive process which results in making the community beneficiary.

To sum up, the definitions in both cases, regardless of their minor differences, ascertain that staff development refers to the process of empowering teachers or the academic staff with the necessary skills that possibly results in better teaching-learning performance of schools.

Staff development according to Mosby's Medical Dictionary (2009) has the meaning as:

...a process that assists individuals in an agency or organization in attaining new skills and knowledge, gaining increasing levels of competence, and growing professionally. Various resources outside the agency employing the individuals may be used. The process may include such programs as orientation, in service education, and continuing education.

Mesabi Range Community and Technical College (n.d, p.3) defines staff development as:

...is a term referring to myriad of formal or informal efforts and activities that colleges undertake to enhance individual or institutional capacities to teach and serve students. Staff development programs are an economically viable way to improve institutional outcomes and institutional integrity.

As it has been tried to see in the previous pair of definitions, these also have common denominators that indicate staff development as a process by which individuals' professional capacity or competence is increased. As further analysis of the ideas being reflected in the definitions indicates, the dictionary meaning incorporates that the process helps the effort to attain new skills and knowledge and the utility of various outside resources as an option; while in the later case it is emphasized as a process consisting of a very great but indefinite numbers of efforts and activities that can be run in economically possible way.

To sum up, staff development, deduced from the concepts in the definitions above, can be explained in a more generic form as a set of deliberate activities by which educational personnel are given opportunities to upgrade and update their knowledge, skills, attitudes, and the capacity to shoulder their painstaking work of discharging collective responsibility to the society. In a more generic statement the development represents efforts to improve staff's ability to handle a variety of assignments (Mathis & Jackson, 1997, p. 314).

Staff development programs as the career counterparts of pre-service education provide for quality education and professional adequacy. They search for a positive reply to the altering

social and political sphere of activities and to censure that curricula, professionals and schools are irrelevant, incompetent and failing to keep up instead of advancing respectively (Edmonds, Agletree & Wear as cited in Bishop, 1976, p. 1).

One aspect of staff development is considered to be staffing for the reason it incorporates an orderly arranged attempts which determine the assignment of the right person at the right place and time (Harris & Ben, 1989, p. 21). The other aspect refers to in-service education and advanced preparation. Advanced preparation includes preparation for new as well as for advanced different job assignments that relate to manpower planning. Unlike in-service education, it derives goals and objectives from expected future needs and alternative "job assignments creating a whole array of relationships between trainee and trainer that are distinctly different from those involved in – service education (Harris and others, 1989, p. 21).

There is a noticeable confusion as to the meaning of staff development. It is sometimes seen only in light of the provision of in-service education and training. Although in-service education is much of help to alleviate practical problems which were not either prevailed or appreciated in the pre-service education, it is not a synonym for staff development. Rather staff development is an over-arching concept which should then be considered as an intended and unimpeded series of actions including the recognition of both current and foreseen needs of individual staff for improving their "job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programs of staff activities designed for the harmonious satisfaction of needs" (Bell, in Bell, & Doy, 1991, p. 4) while in service education is one of the main ways in which development can be initiated. And it will not be a good attempt for schools to outline in-service activities without participating teachers in planning staff development programs along with school-centered in-service education and training must be rooted in schools. It will become an essential part of school's approach as "an activity which is natural and occurs automatically as part of the management process." (Hoyle, 1973, p. 9). An appropriate staff development, as to Bell (1994, P. 4), implies the meaningful involvement of the entire staff both in the operation and management of the school.

It should be noted that staff development and in-service education programs need to be sensitive to individual needs and to developments in society, be it in the field of education in

general and in the school system in particular. Expectations for education change as new technologies, new life styles, and political, social, and economic forces surface as priorities or potentials. Quite often, administrators and educational personnel understand that staff development and in-service education programs generally are considered too 'fallible', and ineffective. This is because "teacher professional growth has not been taken seriously, it lacks systematic methodology, and it has been managed with astonishing clumsiness" (Rubin, 1971, p. 245). In other extremely opposite case, most of staff development activities are geared towards the simultaneous improvement of the school and individuals professional progress. As a result, profession development is taken as one of the most reliable means to teacher motivation and school improvement (Frase & Conley, 1994, p. 56)

For a staff development program to be worthwhile requires a pertinent, need-oriented, well-founded, and organized, instructional program together with staff members' involvement, consensus, and commitment (Howey, 1974, p. 20). Moreover, as staff development and instructional improvement efforts are inseparable events they must be fit to the existing circumstance of the school system. Besides, they should incorporate mass media, non-educational agencies, a variety of learning sites and community personnel such as colleges and schools.

2.2 The Need for Staff Development

In general sense, teachers who are new to the profession might not be necessarily fully qualified to teach in the rapidly changing world. Besides, pre-service programs that have been gone through do not have similar practices in treating the field of education. Some pre-service education programs incorporate the provision of extensive field experience backed by instructions given on the science of pedagogy or didactic, where as others give much emphasis on subject matter and devoting more of the resources including time to the endeavor and attempts enhancing the skills and knowledge over the area. In such cases the focus is what to teach but not how to teach hence equipping with pedagogical techniques is unthinkable and its significance to teaching learning process is highly marginalized. Not only this but also " ...the basic concept of professional education is that the graduate must have attained in a level of competence sufficient to guarantee safe practice with clients and most

teacher preparation programs aim at a level of competence sufficient for survival.” (Schott, 1989, p. 12)

Similarly Ryan as cited in Schott (1981) gives his critics on what he has observed on professional pre-service education as:

The problem is not that we cannot prepare teachers, but that we do not prepare teachers because we are captive of a simplistic notion that we can train them as teachers at the same time that they are earning their undergraduate bachelor’s degrees...we have taken a short-sighted, on the-cheap approach to teacher education and we are getting what we paid for. (p. 13)

Most often, teacher education is not firmly attached to school needs; the recruitment does not as such incorporate the competencies required for effective teaching as a prerequisite. Consequently, these and other factors negatively affect teachers performance which results in poor quality education. Hence to alleviate the problem of quality in education the need for staff development is inescapable as a “school system’s best insurance against professional inactivity and deterioration” (Castetter, 1962, p. 264). Staff development for all teachers is needed to be compatible with the challenges brought by the rapid changes in technology, and the pressure to improve efficiency, academic achievement and employee performance and to restructure organized delivery systems. Staff development program may also be needed to provide information to members about new programs, mandates, laws or policies, as well as to provide opportunities for the acquisition of new skills (Dean, & Norton, 1994, p. 477). However, it is an imperative duty serving purposes such as basic, generic competency development, remediation of inappropriate performance patterns, specialized competency development, and innovations-related competency development (Harris, 1989, pp. 33-37).

According to Harris, any element of an organization can possibly be subjected to needs that can be classified in one or more of the categories seen above. Hence, staff development programs that consider competency development (in-service education and training) serve the purpose of developing a common-core of generally accepted and widely employed competencies in line with the pre-service goals of the teaching profession. It tends to surpass the average level of competency reached due to pre-service education and deficiencies avoidance.

Obviously, the first priority of an organization goes to its viability, and hence its competitive effectiveness. It has come to be a universal phenomenon that every organization is nearly under a continuous environmental pressure for competency and effectiveness, to cope with the growing demand of people with complex interest in the rapidly changing technology and improved style of life (Monappa, & Saiyadain, 2003, pp. 174-175). In this regard, (Kreitner, 2001, pp. 344-347) emphasizing the need for staff development in the case of novice, points out that "...no matter how careful job applicants are screened, typically a gap remains between what employees do know and what they should know. Training is needed to fill their knowledge gap. "The need for development programs depends on performance deficiency realized through analyzing the difference between the desired performance standard both in present and future, and actual present performance (Schuler & Huber, 1990, pp. 364-5, Davar, 2003, p.118, Sharma, 2002, p.195).

Thus, responding to the pressure of changing environment is an inevitably expected from organizations; otherwise, they fail to run their very mission. The fitness of an organization in general and schools in particular, significantly depends on the capability of its human resource. This in turn calls on the needs for a purposeful and systematically designed training and development program. According to Schuler and Huber (1990, pp. 372-373), training and development program serves different purposes. In some cases, organizations allow individual employees to take part in the training and development programs as a reward for past performance. In some other cases, this opportunity "signals the employee" is promoted and former work group notices that "a switch in stature" has taken place. In most practices, however, training and development program is required to correct employees' skill deficiencies. There are two contrasting perspectives of staff development or professional development of teachers. One perspective appreciates the needs of the school while the other considers the needs and claims of individual teacher (Kirk & Glaister, 1998, p.47). Effective staff development presupposes changes not only in individual teachers but also in the schools in which they teach. Likewise, change attempts at organizational/school level can be a reality as much as they entail changes in the professional practice of individual teachers (Kirk & Glaister, p. 50).

2.3 Standard Staff Development Practices

While examining the practice of staff development mentioned and described below, their major focus boils down to the issue of escalating the staff commitment and professional competency. However, a wise use of the mixture of them broadens the possibility of accommodating the range of individual perceptions, abilities, and style of performance. And no single practice guarantees the achievement of most wanted end result (Bishop, 1976, p. 18).

. **School Related Courses, Seminars, Institutes, Conferences and Workshops** – refer to professionally approved activities that may or may not be officially supported and backed by the school or kebele, or sub-city education and training office. Teachers / participants may or may not be obliged to join the program. Likewise, it may or may not have certification credit, and/or monetary incentives. The activities may be done before/after class work, before/after the school year depending on the situation in the respective schools.

. **Inter–and Intra –School Programs, Activities, and Projects** - activities embraced in this group are meant to occur in the school-building or sub-city level within working hours on weekly, monthly or quarterly basis. This category also includes participating in activities like project planning, action research, instructional council, and sharing experience within or outside school where new and useful ideas are being exercised.

. **Consultant Directed Program** - refers to staff development programs in which professionals of the available sources (university personnel, professional resource specialists, curriculum specialists, and supervisory personnel) are employed to work with school personnel consulting on the specified development area.

. **Production and Use of Instructional Media, Resources, and Materials** – this category includes activities that may be performed using verbal, audio, visual and non electronic/electronic technologies. More over mediated instruction, learning packets modules and the likes are usually at the disposal of individuals or collectively at a specified times or at the convenience of the staff. In addition to these, the development and use of professional

libraries and journals, media centers, exhibits, reports, etc are also to be used in the resource and media programs.

. **Extended Year Progress and Assignments** – programs of such types are to be conducted for a length of time that extends for more than a school year. They include summer employment, with/without payment, in academic/enrichment programs. In all circumstances of staff development scheme, the use of two or more practices is indispensable so as to consider the whole range of individuals' perceptions, abilities, and style performance. This in turn facilitates the realization of the intended staff attitudes and competency as a result of the program.

. **School or Regional Consortia Programs** – programs in this category largely stress the provision of occasions for participants,(at individual, school, sub-city and regional level) to trade and share ideas, staff and development tasks.

. **Individual Centered Personal and Professional Growth Plans** – as the naming indicates this sort of staff development program may focus on individually targeted activities where teachers identify objectives and work with supervisors/peers regarding means, progress, standards, and evaluation. Internship programs and individual growth projects often self designed and self coordinated by the participants are other possibilities.

2.3.1. Induction

The most commonly used helpful programs on the job oriented training *methods prevailing in secondary* schools is induction. It is the process by which novices adapt to and learn about their roles as teachers (Schwille & Dembele, 2007, p. 89). Induction is a very ordered, organized method of communicating and delivering training to employees. It guarantees quality, socializes and integrates the novice to the staff thereby reducing turnover (Potts, 1998, pp. 120, 180, Turner & Bash, 1999, p. 24). When there is no opportunity for formal induction program, in the worst case scenario, beginner teachers are left to sink or swim with little or no help. Hence they go through informal process of on the job learning from the cultures and norms of school settings. This process, more often, invites negative consequences as far as acquiring desired expertise as teachers or remaining in teaching is concerned

(Heidkomp, & Shapiro: 1999, p .48). Teachers' first position is all-important, as that first year's exposure implants an image, good or bad, of what teaching career will be like. If the experience is a disgusting one – and the record indicates that is the case with number of novices – it is probable that the novice will go out of the profession or will be subjected to dissatisfaction, frustration and perhaps to failure as far as one's future career is concerned (Stinnett, 1968, p.92).

Global perspective on induction shows that there are countries in which there are no formal induction programs at all and those having differed in their induction system, except for their some common abilities. For example, in countries like Austria, England, France, Greece, Italy and the Republic of Korea, schools elect to give induction programs, while in Scotland individual teachers make this election. In all of these countries the programs are offered by the schools. However, in some other countries like Israel, Japan and Switzerland the programs are provided jointly by teacher education institutions and the schools. Not only this but also the programs vary in their goals, purposes, structures, logic and their duration. In the Republic of Korea, for instance, the length is seven months, while in Ethiopia, Switzerland and USA is two years (Britton, Paine, Pimm, & Raizen, 2003, pp. 134-36).

However, there are also some important commonalities that some of the countries share: the attitude that induction is indispensable, the particular prominence given to improving teaching and teachers' personal development, that is mainstreaming induction goals, the understanding that the pre-service education has already equipped the teacher with the necessary subject matter appropriate to the level, scheming programs as an integration of various activities capable of addressing various relevant issues, embodies contents such as effective teaching, identifying and addressing pupils' needs, assessments advisable for teaching – learning styles integrating with parents and schools community (Britton and others, 2003, p. 319).

In general, the novices employed today are the teachers of the next generation. Their competence and commitment will determine the success of the entire students of generation. Therefore, every endeavor must be made to teacher development program as the students success almost boils down to the effectiveness of teachers. Substantial evidences show that teachers' qualification is tied with students' achievement (Greenwald, Hedges, & Laine, 1996, pp. 361-396). Having effective teacher is possible through structured, sustained intensive

staff development programs that allow new teachers to observe others, to be observed by others and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work (Wong, 2001, pp. 46, 50).

2.3.2 Mentoring

Mentoring, according to most definitions, is a development program that focuses on building a supportive school environment in which someone in the position of authority assists and encourages novice teachers to promote their personal and professional well-being (Bernardin, 2003, p. 203, Mentz, 2004, p. 541). Yet, others agree that experienced teacher serving as a role model of the same level can be mentor (Bleach, 1997, p. 31, Thomson, 1997, p. 138, Bhatta, & Washington, 2003, p. 212).

This mentoring of novices is another opportunity to enhance the collective professional understandings about teaching and students' learning. It is the most helpful development oriented relationship between the mentor (senior) and mentee (junior colleagues or peers) (Gomez –Mejia, Balkin, & Cardy 1995, p. 345). If novice teachers are denied this opportunity, they will find teaching very hard (Glover& Low, 1996, pp. 38-39). Despite heavy emphasis on mentoring, it impacted fewer self-reported growth outcomes than either school context or coursework (Humphrey, Wechsler & Hough, 2008, pp. 1-63). There is also no consensus reached on what the role of the mentors should be, what role they actually play, and what novices gain from the program. Moreover, current research has not yet provided definitive evidence of the value of mentoring on novices' retention (Wynn. et al. 2007, pp. 208-229; Ingersoll, & Kralik, 2004, p. 15).

The role of mentor is considered to be crucial in most induction programs. The term mentor, in general, belongs to an experienced teacher/educator who provides a one-to-one guidance to one or more novices with the aim of assisting them to become more effective and successful teachers. It has been observed that mentors in some settings are routinely senior teachers, while in others they could also be inspectors, principals, middle-level ministry personnel or university instructors (Schwille, & Danbele, 2007, p.93).

Noe (1999, p. 238), and Potts (1998, p. 56), define mentor, in a more generic way, as an experienced person who offers help in employees' development. Schools would do better if

they rely less on one-to-one mentoring and develop school wide structures that promote integrated professional cultures with frequent exchange of information and ideas across experience levels (Johnson and Birkeland, 2003, p. 608). New teachers' needs are so variable and immediate that the appropriate combination of expertise, experience, and cultural background is unlikely to reside in one mentor who is available when needed. Currently in more than thirty states of America many schools use one-on-one mentoring as a dominant or sole strategy for helping novices, often lacking real structure and relying on the willingness of both the mentor and mentee to seek each other out. Mentors are assigned to respond to a new teacher's day-to-day crisis and provide survival teaching tips. Mentors are simply a safety net for the new teachers. As mentoring has no purpose, goal, or agenda for students' achievement, it alone fails to provide evidence of the connection between well-executed professional learning communities and student learning (Britton, Paine, Raizen& Pimm, 2003, pp.10-11.).

Identifying excellent and insightful class room teachers as mentors and then throw them into service in that capacity does not make the program effective as they do not necessarily know how to mentor. Thus training the would-be mentors and support to properly play their role in helping mentees is indispensable (Laresh, 2003, p. 28). The most critical weak links in ineffective programs are mentor training and support. The missing of these two elements often stem from the assumption that an excellent teacher will naturally make an excellent mentor. In fact, that is not often the case. As mentoring is a professional practice with its own knowledge and research base, strategies and best practices, mentors should be equipped with these 'tools'; otherwise, the quality of mentoring is frequently inadequate to produce the intended impact of the program (Sweeny, 2001, p. 21). In line with this, Schmoker, as cited in Breaux and Wong (2003) says:

...so called 'mentors' are everywhere these days, but they aren't often given release time or a clear, compelling charge. Research has not been found that supports the systematic formation of effective teachers solely through the use of mentors, especially mentors who show up after school begins and may not have been trained, compensated, or given direction or goals to attain.(p. 55)

In sum, examining the ideas of different authorities shown above, one may possibly generalize that mentoring as a single component of induction should be given by trained mentors on areas that are identified through research works. If mentoring is appropriate, it

benefits novice teachers, mentors, the school and the education at large so that the required academic excellence will be attained.

2.3.3 Coaching

Coaching is a process in which daily training and feed back is given to employees by immediate supervisors or by a person with expertise in the field (Mathis & Jackson, 1997, p. 318) to solve their problems and perform tasks better than they would do it, otherwise (TTA, 1998, p.28). Coaching necessarily requires common interest and work-based friendship or collegueship (Thomson, 1997, p. 138).

Quite often, the typical purpose of coaching is enhancing practical skills where workers lacking mastery over the subject seek explicit elaboration or demonstration (Potts, 1998, p. 55) from knowledgeable teacher of higher career status that inspires, assists, reinforces, provides feedback and resources for independent use (Noe, 1999,p. 241). In all study groups, teams, performance observations research, etc. the coach should be skillful, knowledgeable and committed. Furthermore, there must be mutual trust and confidence in order that the program will be effective (Monday, and Noe, 1990, p.281).

According to Allan (2007,pp.12-21), Maeda (2001,p.140),and Thornton (2007,pp.102-104), coaching incorporated in staff development programs has benefits and impacts such as (a) greater reflectivity and professional growth, (b) development of techniques for constructively challenging unhelpful behaviors, including negatively and limiting beliefs, (c) enhanced energy and job satisfaction, (d) opening of creative thinking pathways and improvement of problem solving skills, (e) enhanced personal effectiveness (work smarter, not harder), and (f) enhanced awareness of the setting of realistic goals.

Coaching helps to develop relationships, and establish a bond between veterans, experts and novices .It invites feedback, care, conversation, collaboration, and answers among them. Productivity and satisfaction are most affected by coaching (Rossett and Merino, 2005, pp. 46-49). Apathy disappears and is replaced by energy and enthusiasm (Thornton, 2007, pp. 102-104). With regards to teams, coaching often betters performance, assists positively to resolve conflicts, invites members to speak up, and deepens the group's understanding of the

dynamics that may be limiting its effectiveness. This understanding in turn creates greater trust and cohesiveness which allow members' interaction to be more empathetic and productive (Field, 2007, pp .3-5). This betters the work atmosphere, and enables staff members to expect respectful treatment, to have their ideas and opinions sought, and to be occasionally thanked (Thornton, 2007, pp. 102-104).

2.4 Staff Development Need Identification

Staff development need identification is the first phase of staff development process in which deficiency areas of staff members (with respect to the desired standard skills, knowledge, ability, and effective job performance) and organizational constraints that negatively affect employees' motivation, commitment and performance (a new challenge that demands a change in the way the school operates) are identified (Harries & Simone, 1994, p. 88). The very crucial issue that should be seen before attempting to design development program is assertiveness in the actual existence of the need for training. It is vividly clear that training incurs additional expenses or resources commitment. Hence, organizations should be certain that the training plays a significant role in achieving organizational objectives. Thus, the need to conduct needs assessment becomes vital (Cowling and Mailer, 1998, p. 66, Bernardin, 2004, pp. 167-69). Needs assessment involves total organizational analysis, job/task analysis and person/man analysis (Saiyadain, 1999, pp. 219-223, Monappa & Saiyadain, 2003, pp.181-82).

2.4.1 Organizational Needs Analysis

This is one of the systematic methods of needs analysis which vigilantly examines the organization's structure, objectives, manpower development and future plans and cultural settings. Moreover, it makes every endeavor to make an in depth analysis over the factors mentioned above so that developing a clear understanding of the deficiencies and their typical whereabouts is possible (Monappa, & Saiyadain, 2003, pp. 182-183). Hence needs that can be rectified through appropriate trainings and others that may be corrected with other options /means/ can be easily identified (Schuler & Huber, 1990, pp. 373-375; Bernardin, 2004, p. 168). Steps in organizational analysis include:

- Clear understanding of organization's short-term and long-term objectives and trends that are likely to affect these objectives
- Presence of adequate number of employees and whether or not the performance is up to the required standards
- Conduciveness of the working environment in every unit department
- Obtaining data regarding qualifications, vacancies, replacement and required time length of training for replacements
- Investigating organization climate or environmental constraints – rules, procedures, systems, methods and attitudes of top management towards its subordinate and vice versa

In sum, organizational needs analysis made with utmost capacity of investigation is a prominent approach or means to firm up suggestions on appropriate and diagnostic trainings in light of cornered deficiencies among current skills, knowledge, attitudes, abilities and working inputs in general. In addition, the training team or the ones in charge of this program make sure that the training is tailored to the organization so that trainees can readily see the value of the program (Bernardin, 2003, pp. 182-183, Harris, 1994, pp. 95-96).

2.4.2 Task /Job Needs Analysis

Primarily, this involves deep-rooted investigation of a certain job together with its all various components, operations and the desired conditions to be performed. It should be vividly clear that the target issue here is at the task (keeping aside the cases of individual workers) and the training needed to perform it. Analysis on the above cited factors will shed light on the necessary skills and training required to run the task up to the desired performance standard. (Monapp & Saiyadain 2003, pp. 183 – 184).

According to Schuler and Huber (1990 ,p. 374) ,Job needs analysis refers to examining content of present or anticipated jobs which in turn give information about the task to be performed (job descriptions),the necessary skills (job qualification), and the minimal for acceptable performance. Thus, the result obtained can be used to ascertain that training programs are job specific and useful.

Bernardin (2004, p. 168) ,describing job analysis in a broader way, points out that the ultimate objectives of job needs analysis is to ensure the question “What should be taught in training so that the trainee can perform the Job satisfactorily?” This task requires documenting the task or duties involved together with knowledge, abilities, skills, and other characteristics (or KASOCs) necessary to carry out. Not only these but also another prerequisite to consider, when job needs analysis, is to use both a work oriented approach (identify conducting behaviors and KASOCs) and a task-oriented approach (describes the work activities performed). This is for the very reason that using only task oriented approach makes the information a one side perspective or incomplete. Bernardin, further suggests to use more than one method of job needs analysis to be certain in the needs determined. In addition to this, incase interviews or questionnaires are used and clear discrepancies (in stating important job duties) exist between supervisors and employees resolving them before designing any training program is not a compromise.

In general, job needs analysis made on the basis of data gathered from job performance data, job performance observation, interviews, literature review regarding the job and others mentioned earlier, helps to identify the mismatch between actual performance and the desired standard of performance. Hence, the need for training to rectify the deficiency is certain.

2.4.3 Person (Man) Needs Analysis

Person analysis, as the naming indicates, deals with the individual employee attempting to answer the question of who needs training in the organization and the particular type of training needed. Initially, it involves collecting information about the skills and their respective importance and the minimal acceptable standards of proficiency, and then proceeds to the individual employee analysis. To do this, the work performance appraisal data refers to examine the match between individual’s performance and the respective desired standard thereby identifying those who need training (exhibited mismatch) and those who do well (exhibit exact match). This helps to determine training needs for current job. As per determining employee development need for future job an evaluation of the individual employee proficiency on each necessary skill dimension is compared with the proficiency

level of agreed standard for each skill and then the result shows the existing discrepancy (Bernardin, 2004, p. 169; Schuler, & Huber, 1990, p. 374).

According to Monappa and Saiyadain (2003, pp. 184-185), clues to training needs may be obtained from individual employees or a group's "Typical behavior" identified by extracting information from primary sources such as:

1. Observation at place of work, examination of job schedule, quantum of spoilage, wastage, and clues about interpersonal relations of the employees;
2. Interview with superiors and employees;
3. Corporative studies of good Vs poor employees, to identify differences, skill and training gaps;
4. Personnel records; production reports; and review of literature regarding the technology used.

In sum, person needs assessment is one of the components of training needs analysis with a less precise nature in relation to the two types of needs analyses areas seen previously. This is due to the less objective nature of the available measures together with the existing individual diversity. Nonetheless, with all its constraints, it helps to identify individual employees or groups with deficiencies.

2.5 Developing the Staff Development Objectives

After a proper accomplishment of the tasks of needs assessment the results obtained possibly incorporate the deficient area (individuals, group, and organization constraints) together with the relevant rectifying training and development program. Hence the proceeding task is setting objectives of the program diagnosed. In this regard, Ivancevich and Duening (2004, p. 280), point out that just after training needs identification, objectives must be developed in a written form for they give a framework for the program. Development objectives should be concise, accurate, meaningful, and challenging in nature. Most often, training objectives are of skill objectives to develop physical abilities, understanding, attitudes, and concepts. According to Heneman, Schwab, Fossum, and Dyer (2000, pp.428-429), development objectives contain elements like "a desired performance, an indication of any important

conditions under which the desired performance ,that is ,suitable, if possible, for measurement.”

Objectives of development vary with varying levels of organizations; nevertheless, they are basically designed to enrich the existing potential of employees through improving knowledge, skills and attitudes in order to make them fit to the current job requirement or prepare for future assignment. However, in general terms the objective is to bridge the gap between current performance ability and desired performance from organization perspective the ultimate goal of employee’s development is creating a dependable means to achieve organizational effectiveness and viability (Saiyadain. 1999,pp. 217-19 ,Davar, 2003,pp.118-134) .According to Saiyadain ,objectives of staff development can be summarized as induction (Socialization process) – introduction of the newly hired employees to the organizations way of life (culture, structure function, role relationships, polices and rules, degrees of freedom or limits of behavior; updating – enabling employees cope up with changes that occur in skill, knowledge; technology and those which directly or indirectly avoid obsolescence of employees; preparing for a better position of career ladder in the growth of individual employees or availability of a well trained as and when needed; and competency development – providing an opportunity of further study to certain potent employees so that creativity and innovativeness is encouraged.

2.6 Training Methods

There are various training methods which can be largely classified into two general groups. 1) Those transmittal (informational) in nature –one-way communication- where the instructor actively imparts information and trainees passively receive information; 2) those experimental (interactive) in nature –two-way communication where trainees interact with instructor (Bernardin, 2004,pp.172-175).However, the ultimate objective of training methods is to serve as a means of attaining the desired objectives in training situation.

Training methods should be based on trainers’ competence, level of trainees, program contents, and the cost they incur. Training methods have also advantages and limitation, so they should be chosen after a clear understanding of the rational of each method (Monappa & Saiyadain, 2003, pp. 186-90). According to them, training methods can be classified into

cluster groups based on the learning outcome, and the process it is attained. Thus, the most prevalent cluster groups are:

- On the-Job-oriented training methods- embraces methods like on the –Job-training, Job-rotation, guidance and counseling, brainstorming sessions, and syndicate method (working in small groups). The focuses of this cluster group in general, and each method in particular, are centered on the job or learning on the job itself.
- Simulation Training methods: includes methods such as role-play, case method, management games and in-basket exercise.
- Knowledge-based methods- focus on creating awareness of the knowledge of fundamentals-on which further understanding can be built. This cluster includes lectures, seminars, workshops and educational training programs at academic institutes
- Programmed instruction, films and TV, and group discussions
- Experimental Methods – This category incorporates Sensitivity training; transactional analysis; and achievement – motivator workshops. The focus of these methods in this cluster group is on achieving a better understanding of oneself and others through group process and dynamics.

In sum, Training methods are prominent inputs of training and development programs, possibly belonging to one or more of the above cluster groups, and care must be taken when choosing them before application. To do this, they should be evaluated against the desired degree of motivating trainee to learn the new skill, illustration, consistency with the content, participating trainees, practice and over learning, structuring from simple to complex.

2.7 Staff Development Program Administration (SDPA)

Staff Development Program Administration basically involves the process of determining training contents, training types and location, choice of trainees and training organizations, and general administration (Saiyadain ,1999, pp. 226-27). And organizing a staff development program involves consideration of several administrative aspects ahead of the commencement of the program whether it is to be held inside or outside the organization (Monappa & Saiyadain, 2003, p.190). Moreover, effective administration of the program requires assigning responsible person or persons. And this responsibility includes; aware trainees about the

program, its contents and the overall objectives; enroll employees in courses and programs; prepare and process pretests to be administered or reading or writing materials and other material inputs; arrange the training facility— reserved room, and refreshment; test equipments that will be used during instruction; provide support during instruction, provide communication between trainer(s) and trainees; and maintain records of course completion (Noe, Hollenbeck, Gerhart, and Wright, 2004, p. 209). Thus, the management of an organization plays crucial and decisive role both before and after the commencement of the program in addressing the above mentioned issues and creating conducive training environment so that the program becomes beneficial in meeting the intended ultimate objectives.

2.8 Evaluation of Training and Development Programs

Evaluation is the process and standard used to assign worth or value to the evidence that has been collected (Aldrich, 1974, Buros, 1972, Jung, 1971, cited in Bishop, 1976, p.147). Evaluative processes provide a means for participants to share in the generation of data, the application of standards, and the modification of program efforts. This process should contribute to the related staff development competencies and program improvement efforts, that is, to a more effective diagnosis of individuals and program elements, and to an improved credibility and accountability (Bishop, p.174).

Evaluation relates to all aspects of the staff development process and informs continuous program improvement and accountability efforts by staff from education offices, the school and professional development agencies. Staff development evaluation, like staff development, is a fundamental organizational process which can have a sound effect on schools and their ability to attain their desired outcomes (Duke and Corno, in Dillon- Peterson, 1981, pp. 93-111). According to them, the evaluation needs to give feedback about:

1. The overall condition of the staff development system (the environment created to facilitate professional growth);
2. The adequacy of the process being used to generate, govern, and maintain the system;

3. The effects of specific training thrust on participants, the school, and children; and
4. Side effects, both positive and negative, on participants and on the organization.

According to Saiyadain, commencement of evaluation of training consists of two phases. The first is just after the training is over – refers to trainees reaction as to how have they found the program in terms of contents, training facilities, trainers and relationships with other participants; and the second phase is training- utility – whether a desired modification in behavior, a demonstrable effect on the performance of the task or organizational goals achievement, supremacy of the present training method over others to achieve the desired result and worthiness of training cost to the achievement in job performance have been observed or not. Similarly, Bernardin on his part, points out that evaluating training may help to determine whether trainees are capable of exhibiting the appropriate level of a skill, whether trainees have changed their behavior or not and if the change was due to training. Furthermore, if another group of trainees is to attain the same program, it is crucial to ascertain that they will be beneficiary. This is especially important to ensure accountability of programs in muting the particular needs of employees in a cost effective manner (Bernardin, 2003, p.180).

According to Bernardin (2003, p. 180) and Dessler (2003, p. 210), the evaluation of training programs need to collect data about measures of reactions, learning, behavior change, organizational results, and return on investment.

Reaction – refers to trainees' attitudes towards the program, instructor's subject matter and content, facilities (material, food, etc), environment and the likes. Measuring reaction is important to find out trainees' degree of satisfaction with the program, to identify revision need in the program, and to ensure that future trainees will be receptive to attending the program. For a better feedback on the relevance of the program to its participants, enough time should be given to trainees so that they can give their response on the questions set in the feedback format.

Staff development evaluation, as any other program evaluation has five crucial elements such as goals (what is to be accomplished), participants, program, settings, and outcomes (Weiss, cited in Dillon- Peterson, 1981, p. 94). Staff development is a change process whose effects on the role of teachers, programs, and students are not often documented. To provide stakeholders with a reliable data necessary to shade light on the continuous improvement of staff development services, and to ensure program accountability, evaluation must be incorporated within all aspects of development process, including planning, implementing, and reviewing activities (Kutner, Sherman, Tibbetts, Condelli, 1997, p. 6).

Furthermore, Duke and Corno, regard the planning of staff development evaluation as a process of making decisions on the technical aspect (design, data collection, methods of analysis, and presentation of results) and political aspect (the purpose of evaluation, the specific outcomes to be evaluated, who is to be involved in carrying out the evaluation, and what resources are available for conducting the evaluation, who will have access to the results) of the evaluation. Bishop, adding to this, recommends the following staff development evaluative activities:

1. Review progress and determine objectives to be assessed
2. Design, search, prepare instruments, and schedule for evaluation
3. Conduct summative evaluation, consolidate with monitoring and process evaluation data
4. Indicate discrepancies
5. Relate to standards, make judgments, re: gain-loss, cost effectiveness
6. Feedback to appropriate targets
7. Recycle, redesign or continue

Moreover, in planning and conducting a staff development evaluation, it is essential to determine the time schedule for completing the evaluation activities, to obtain consensus on the necessary evaluation procedures, to identify information sources, to specify devices and conditions for data collection, to determine the unit (the necessary personnel and facilities for the evaluation), to specify the method for data Griffin (1978), Guba, Ridings, and Stufflebeam (1979), which they have condensed into a series of questions revolving around the topics as:

A) Comprehensiveness - Are data sufficient to address major questions? Are data rich in information from multiple sources? Are data likely to yield payoff for investment of effort? B) Technical quality-Is the design as sophisticated as possible given resources? Are there provisions for quality control? Are conclusions warranted by the data? C) Utility-Are results clearly reported and distributed to all users at a time when they will be useful for decision making? Are results clearly related to major questions? D) Propriety-Are responsibilities of all constituents stated explicitly? Are participants consulted and informed throughout the process? Are all expenditures justified and public? (p. 110)

They also underscore a cautionary note as follows:

Evaluation should not be regarded as universally useful or necessary undertakings .Done in a hasty, unsystematic, or insensitive manner, staff development evaluations have the potential to leave schools in worse condition than they were in before the evaluation .These include the encouragement of faculty distrust of evaluation, teacher anxiety and low morale, over-testing subjects, and manipulation of local educational goals. (p. 110)

To sum up, staff development evaluation needs setting performance indicators, evaluation methods, judging performance in light of agreed standards and taking remedial measures whenever necessary (Sims, 1999:94).Not only this but also attention should be paid to optimize positive consequences by making evaluation compromises in light of constraints.

CHAPTER THREE

3 Research Design and Methodology

This section of the paper deals with the research method, source of data, sampling size and sampling technique and procedures of data collection employed in the study.

3.1 Research Method

Due to its appropriateness in describing such educational studies, a descriptive survey method Seyoum and Ayalew (1989,p.17) and Anderson (1990,p.37) was employed to reveal the current status of staff development activities in the preparatory schools.

3.2 Source of Data

The data for the study was gathered from primary and secondary sources .The combination of the primary and secondary information obtained from different respondents and documents brought to light the current status of academic staff development practices. Primary data was collected from teachers, vice-principals, principals, supervisors, and teachers and educational leaders' development core process coordinators at the sub-city level. In gathering secondary data reliable and acceptable published and unpublished materials such as books, journals, yearly reports and educational abstracts which have relevance to the study were reviewed.

3.3 Sample Size and Sampling Techniques

There are ten sub-cities and eleven government preparatory schools under city government of Addis Ababa. Among these five sub-cities were selected by simple random sampling techniques. Each sub-city of the sample has one preparatory school. Then twenty five percent of the teachers of each sample school /a total of hundred and forty nine teachers/ were selected by a stratified sampling technique in order to have respondents from each department. Fifteen principals and vice- principals (three from each preparatory school) and

fifteen supervisors (three from each sub-city) and five teachers and educational leaders' development core process coordinators (TELDCPCs), one from each sub-city, were selected by purposive sampling technique.

Table-3.01: Sample Distribution

No.	Sub-City	Preparatory School	Teachers N=149	Principals / V.Principals N=15	Supervisors / TELDCPCs N=20	Total N=184
1	Addis Ketema	Addis Ketema	25	3	4	32
2	Arada	Minilik II	30	3	4	37
3	Bole	Bole	42	3	4	49
4	Gulele	Yekatit 12	37	3	4	34
5	Yeka	Dj. Wondirad	15	3	4	22

3.4 Data Gathering Tools

In order to obtain descriptive information on the current practice of academic staff development program questionnaires, observation and document analysis were employed as they were believed to be appropriate tools to such a large sample size. The questionnaires containing both closed and open ended item questions were prepared in English language for the reason that all of the respondents use English as a medium of instruction in preparatory schools.

3.5 Procedure of the Data Collection

After going through the available related literature on the issues to be studied, the basic questions have been established. Questionnaires that serve the purpose of answering the basic questions were designed and pilot-tested for the purpose of identifying those terms and phrases that may cause ambiguity and possible confusion to respondents. Then making use of feedbacks obtained through the pilot test rectification of some ambiguous questions, avoidance of errors related to language, ideas, etc. and enrichment of the framed items were

made. Next, as the purpose of this stage confirms the application of the instruments, first contact was made with colleagues of the researcher in the sample schools which later facilitated the work of distributing and collecting the questionnaire in their respective schools.

3.6 Methods of Data Analysis

After going through the necessary stages of coding of variables and feeding in the computer with the data collected analysis and interpretation were made using SPSS (statistical packages for social studies). To this end, descriptive survey method and statistical tools such as percentage and frequency table were used to classify the variables into their respective groups. Accordingly, percentages and frequency counts were used to analyze characteristics such as age, sex, role, and academic qualifications of the respondents and items with nominal nature. Mean scores, were used to identify whether there was agreement between the groups of respondents or not.

CHAPTER FOUR

4 Presentations, Analysis and Interpretation of Data

This chapter consists of two parts. In the first part the general characteristics of the respondents-teachers, principals/vice-principals, supervisors/teachers and educational leaders development core process coordinators- involved in the study are discussed in terms of their sex, age, and academic qualification.

The second part deals with the presentation, analysis and discussion of the major findings underscored in light of the basic questions. In this part, the findings on needs assessment, staff development opportunities, type of staff development programs, relevance of staff development programs, organizing and coordinating staff development programs, evaluating staff development programs and major problems of staff development are analyzed based on the responses obtained from the three groups of respondents to answer the following basic questions of the study.

1. To what extent are academic staff development programs conducted based on a result of needs assessment by preparatory schools?
2. What type of teaching staff development programs is undertaken in preparatory schools of Addis Ababa?
3. How are preparatory schools organizing and coordinating staff development programs?
4. To what extent are the outcomes of staff development programs evaluated by preparatory schools?
5. What major problems do schools face in conducting the staff development activities?

As mentioned in chapter one, the research methodology employed to reveal the findings is descriptive survey. In analyzing the findings, organization of the data collected in frequency distribution tables, and worked percentages and mean scores, to look at inbuilt relationship were used. Respondents were asked about five categories of questions to fill in the questionnaire using five step rating scale. Nevertheless, while analyzing their responses, it was not found easy to show clear picture of respondent's place. Consequently, the researcher

compiled all of the aforementioned five -class rating scale tables into three-class rating scale, so as to impartially show the respondents position. Thus, strongly agree and agree were given 4, strongly disagree and disagree 2, and undecided 3.

4.1 Characteristics of the Respondents

A total copy of 184 questionnaires were prepared and distributed to teachers, principals, vice-principals of selected preparatory schools, supervisors and Teachers and Educational Leaders Development Core Process Coordinators (TELDCPCs) of sub-city education offices. Out of the total number of questionnaires administered to these groups, 142 (95.3 percent) from teachers, from all principals / vice-principals and supervisors/ (TELDCPCs) were filled in and returned.

Table-4.1: Respondents by Sex, Age and Qualification

Item		Teachers N= 142		Principals/ Vice- principals N=15		Supervisor s/ TELDCPC s N= 20		Total N=177			
		F	%	F	%	F	%	F	%		
1	Sex	1. Male		118	83.1	14	93.3	17	85.0	149	84.2
		2. Female		24	16.9	1	6.7	3	15.0	28	15.8
2	Age	1.20-30		16	11.3	4	26.7	3	15.0	23	13.0
		2. 31-40		35	24.6	1	6.7	5	25.0	41	23.2
		3 41-50		53	37.3	3	20.0	10	50.0	66	37.3
		4. 51-60		38	26.8	7	46.7	2	10.0	47	26.6
	Qualification	1. BA/BSc		111	78.2	13	86.7	12	60.0	136	76.8
		2. MA/MSc		31	21.8	2	13.3	8	40.0	41	23.2

As table 4.1 item 1 depicts, of the total 177 respondents, males count to an overwhelming majority 149 (84.2 percent), while females make up only 28 (15.8 percent). Furthermore, of the total 20 supervisors and TELDCPCs, 2 (10 percent) were females and out of 15 principals and vice-principals only one was female. This indicates that females' participation in principal ship and headship positions is not worth mentioning particularly at preparatory school and sub-city education office level.

Response under item 2, revealed that 16 (11.3 percent) teachers, 4 (26.7 percent) principals/vice-principals, and three supervisors/TELDCPCs were in the age group between 20-30, while 35 (24.6 percent) teachers, one principal/vice-principal, and 5 (25.0 percent) supervisors/TELDCPCs went to the age group 31–40. Likewise 53 (37.3 percent) teachers, three principals/vice-principals, and 10 (50.0 percent) supervisors/TELDCPCs were in the age group 41-50, whereas 38 (26.8 percent) teachers, 7 (46.7 percent) principals/vice-principals, and two supervisors/TELDCPCs were in the age group 51 – 60 .This shows that the majority of the respondents were well experienced and matured enough to provide reliable information.

Regarding academic qualifications, item 3 (of the same table) shows that out of the total number of respondents, 136 (76.8 percent) had BA/BSc degree and 41 (23.2 percent) had MA/MSc degree. This implies that all of the respondents in general and teachers in particular had the required qualifications to work at their particular level of career.

4.2 Analysis and Interpretation of Data

Staff development need identification should be the first phase of staff development process in which deficiency areas of staff members and organizational constraints that negatively affect staff members' motivation, commitment and performance are identified (Harries and Simone, 1994, p. 88).The very crucial issue that should be seen before attempting to design development program is assertiveness in the actual existence of the need for training. Thus, the need to conduct needs assessment becomes vital (Cowling and Mailer, 1998, p. 66, Bernardin, 2004, pp. 167-69).

Table-4.2: Whether Needs Assessment for Staff Development Programs are Conducted

Item	Teachers N=142		Principals/Vice - principals N=15		TELDCPCs / Supervisors N=20		Total N=177	
	f	%	f	%	f	%	F	%
1 Yes	101	71.1	14	93.3	16	80	181	74.0
2 No	28	19.7	1	6.7	1	5	30	16.9
3 Do not know	13	9.2	0	0	3	15	16	9.0

In an attempt to investigate whether preparatory schools conduct needs assessment or not, a question was posed to all groups of respondents as shown in table 4.2 above. Accordingly, 101 (71.1 percent) teachers, 14 (93.3 percent) principals/vice-principals, and 16 (80 percent) TELDCPCs / supervisors affirmed that their schools identified staff development needs in advance. Conversely, 28 (19.7 percent) teachers, 1 (6.7 percent) principals/vice-principals, and 1 (5 percent) TELDCPCs / supervisors asserted that their respective schools did not identify development needs. On the other hand, 13 (9.2 percent) teachers and 3 (15 percent) TELDCPCs / supervisors replied as they did not know. Thus, based on the responses of the majority of all groups of the total respondents, it seems logical to conclude that the preparatory schools conducted needs assessment for staff development program in advance.

Table-4.3: Current Practice of Needs Identification

Item	TEACHERS N=114	P/VICE- PRINCEN=14	SUP/TELDCCPCs N=18	Total mean N=146.
	Mean	Mean	Mean	
1 Staff members were given the opportunity to identify their own development needs irrespective of their position	2.01	2.43	2.72	2.1
2 Needs of each individual were identified by immediate supervisors	3.14	3.5	3.44	3.2
3 Top level managers, authoritatively, determine development needs of the staff.	3.74	3.64	3.83	3.74
4 Needs were identified through analysis of the culture, plan and objective of the school.	2.08	2.07	2.0	2.06
5 Needs were identified through analysis of individuals work performance.	3.22	3.86	3.33	3.3
6 Needs were identified through analysis of the knowledge, skills, attitude, etc of each individual.	2.28	2.14	2.16	2.25

As is depicted in table 4.3, all groups of respondents were further asked to indicate their level of agreement / disagreement on the issues of 'who' conducted needs assessment and 'how' it was done using five-step rating scale. Nevertheless, while analyzing their responses, it was not found easy to show clear picture of respondent's place. Consequently, the researcher compiled all of the aforementioned five-class rating scale tables into three-class rating scale, so as to impartially show the respondents position. Thus, 'strongly agree' and 'agree' were given 4, 'strongly disagree' and 'disagree' 2, and 'undecided' 3. Moreover, when computing mean scores and total mean scores results coming in between were converted to the nearest ones. Accordingly, points less than 2.5 - [2, 2.5)- were changed to 2 (disagree), greater than or

equals to 2.5 and less than 3.5 - [2.5, 3.5) - to 3 (undecided), and 3.5 up to 4 - [3.5, 4) - to 4 (agree).

Likewise, teachers, principals/vice-principals, and TELDCPCs / supervisors rated item 1- 'Staff members were given the opportunity to identify their own development needs irrespective of their position' - with mean scores 2.01, 2.43, and 2.72 respectively. Here all groups of respondents showed their disagreement by rating the item quite below average. Therefore, it is possible to conclude that staff members were not given the opportunity to identify their own development needs.

As is seen in table 4.3, both groups of teachers and TELDCPCs / supervisors rated item 2- 'Needs were identified by immediate supervisors' - with mean scores 3.14 and 3.44 respectively. Conversely, teachers rated the item with mean score 3.5. As the rating shown under item 2 reveals, the majority of the total respondents rated with mean score 3.2 which is almost an average and the scale value indicates 'undecided'. Hence, it is difficult to conclude that needs of each individual were identified or not by immediate supervisors. However, as the scale value of the mean score 3.5 (with which principals / vice-principals rated the item) and supervisors' comments seen in some of the schools' official documents reveal, it is likely that immediate supervisors played a role in determining staff development programs.

Regarding the role played by top level managers, respondents were asked to give their opinion on what is stated under item 3 of the same table. Accordingly, teachers, principals/vice-principals, and TELDCPCs/supervisors rated their agreement with mean scores 3.74, 3.64, and 3.83 respectively. Unlike the previous cases, all groups of respondents affirmed their agreement with this item, with rates of little/ no difference well above average. Hence, it is likely that top level managers authoritatively determine development needs of the staff.

The next question as stated in item 4, was posed to investigate whether needs were identified through analysis of the culture, plan and objective of the school. Accordingly, respondents of all groups gave responses. Teachers rated the item with mean scores 2.08, principals/vice-principals with 2.07, and TELDCPCs / supervisors with 2.0. Here, all groups of respondents, including principals/vice-principals that should be primarily accountable to the issue, with no significant difference, confirmed their disagreement with the item. Therefore, as per the

ratings seen, one could conclude that needs were not identified through analysis of the culture, plan and objective of the school.

All groups of respondents were also asked whether needs were identified through analysis of individuals work performance. Thus, teachers rated item 5 as 3.22, principals/vice-principals as 3.86, and TELDCPCs/supervisors as 3.33. What is stated under item 5 were largely duties and responsibilities of principals/vice-principals to be discharged and it might be on this reason or lack of transparency in implementation that their rating significantly differed from the rest. Conversely the remaining groups, which amount the larger majority, rated little above average that makes the total mean score 2.25. Hence, it is found difficult to conclude as needs were identified or not in those ways.

As per determining employee development need for future job, an evaluation of the individual employee's proficiency on each necessary skill dimension is compared with the proficiency level of agreed standard for each skill and then the result shows the existing discrepancy (Bernardin, 2004, p. 169; Schuler, & Huber, 1990, p. 374).

In line with this, teachers, and other respondents were requested if needs were identified through analysis of the knowledge, skills and attitude of each individual. Thus, principals / vice-principals and TELDCPCs / supervisors rated item 6, with mean score 2.28, 2.14, and 2.16, respectively. Hence, as all groups' ratings indicated, needs were not identified through analysis of the knowledge, skills and attitude of each individual.

As regards to prioritizing identified needs of staff development respondents of all groups were provided with five commonly considered factors (multiple response items) to rate their agreement/disagreement on the degree of implementation. Accordingly, as the rating shown in item 1 of table 4.4 reveals, 75 (52.8 percent) teachers, 5 (33.3 percent) principals/vice-principals, and 12 (66.3 percent) TELDCPCs / supervisors confirmed that their schools prioritized needs in light of its importance and urgency. Hence, the data under the item revealed, below 50 percent of principals / vice-principals and well above 50 percent of both groups of teachers and TELDCPCs /supervisors positively agree with the item. Even if there is significant difference between principals/vice-principals and the rest two groups of

respondents, as the later groups comprise the majority of the respondents, it seemed logical to conclude that importance and urgency of the need was among the factors considered.

Concerning item 2 of the same table, 93 (65.5 percent) teachers, 12 (80 percent) principals/vice-principals, and 14 (77.8 percent) TELDCPCs / supervisors indicated that availability of budget was the factor considered in prioritizing needs identified .Here, unlike the case in item 1, the majority of all groups of respondents, ranging 65.5-80 percent positively agreed with the item. Based on this, one can conclude that availability of budget was above all the factors considered.

On the other hand, in item 3, only 55 (38.7 percent) teachers, 4 (26.7 percent) principals/vice-principals, and 8 (44.4 percent) TELDCPCs / supervisors claimed that trainees capability and level of motivation were considered. In item 4, only 22 (15.5 percent) teachers, one principal/vice-principal, and one TELDCPC / supervisor replied that all needs were equally treated. Hence it is possible to conclude that primarily availability of budget and secondarily importance and urgency of the need were factors considered in prioritizing identified needs.

Table-4.4: Factors Considered in Prioritizing Identified Needs

Item		Teachers N= 142		Principals/vice-principals N=15		Supervisors/ TELDCPCs N= 20		Total N= 177	
		f	%	f	%	f	%	F	%
1	Importance and urgency of the need	75	52.8	5	33.3	12	66.3	92	52.6
2	Availability of budget	93	65.5	12	80.0	14	77.8	119	68.0
3	Trainers capability and level of motivation	55	38.7	4	26.7	8	44.4	67	38.3
4	All needs were equally treated	22	15.5	1	6.7	1	5.6	24	13.7
5	Others	3	1.7	0	0	0	0	3	1.7

(Multiple response items)

Clues to training needs may be obtained from individual employees or a group's typical behavior identified by extracting information from primary sources such as: observation at place of work, examination of job schedule, and clues about interpersonal relations of the employees; Interview with superiors and employees; Corporative studies of good Vs poor employees to identify differences, skill and training gaps; and personnel records (Monappa, and Saiyadain ,2003, pp. 184-185). In connection to this, table 4.5 (multiple response items) treats items related to ways of gathering information to analyze staff development needs. Accordingly, in item 1, 39(27.8 percent) teachers, 3 (20 percent) principals/vice-principals, and 8 (42.1 percent) TELDCPCs / supervisors who constituted quite below 50 percent of all groups asserted that their schools made performance reviewing to gather information.

In item 2 of the same table, 25 (17.7 percent) teachers, 3 (20.3 percent) principals/vice-principals, and 9 (47.4 percent) TELDCPCs / supervisors comprising few minorities of the total respondents, agreed that the schools conducted survey study to get information.

In item 3, 80 (56.7 percent) teachers, 8 (53.3 percent) principals/vice-principals, and 9 (47.4 percent) TELDCPCs / supervisors, constituting majority of the total respondents declared that the school conducted group discussion and obtained information.

In item 4, 71 (50.4 percent) teachers, 3 (20 percent) principals / vice-principals, and 8 (47.4 percent) TELDCPCs / supervisors, claimed that their schools made use of observation to collect information about staff development needs.

Therefore, as the majority of the total respondents agree, in analyzing staff development needs, information was gathered through group discussion.

Table-4.5: Methods Used to Assess Staff Development Needs

Item	Teachers N=141		Principals/vice principals N=15		Supervisors/ TEDCPCs N=19		Total N= 175	
	F	%	f	%	f	%	f	%
1 Performance reviewing	39	27.7	3	20.0	8	42.1	50	28.6
2 Conducting survey	25	17.7	3	20.0	9	47.4	37	21.1
3 Conducting group discussion	80	56.7	8	53.3	9	47.4	97	55.4
4 Observation	71	50.4	3	20.0	8	42.1	82	46.9
5 Others	3	2.1	0	0	0	0	3	1.70

(Multiple response items)

Concerning item two, 120 (85.1 percent) teachers 13 (86.7 percent) principals/vice-principals, and 17 (89.5 percent) TELDCPCs/supervisors,(which constituted the larger majority of the total respondents of all groups) confirmed that task analysis was adopted whereas, 122 (86.5 percent) teachers, 13 (86.7 percent) principals/vice-principals, and 16 (84.2 percent) TELDCPCs/supervisors,(comprising the largest majority of the total respondents) approved that the technique used was organizational analysis.

To sum up, based on the agreement reached by the large majority (well above 80 percent of all groups of respondents), it seemed that the techniques used to assess staff development needs were organizational analysis and task analysis.

Table-4.6: Techniques Used to Assess Staff Development Needs

Item(Teachers N=141		Principals/vic e principals N=15		Supervisors/ TELDCPCs N= 19		Total N=175	
	f	%	F	%	f	%	f	%
1 Person analysis	59	41.8	4	26.7	10	52.6	73	41.7
2 Task analysis	120	85.1	13	86.7	17	89.5	150	85.7
3 Organizational analysis	122	86.5	13	86.7	16	84.2	151	86.3

(Multiple response items)

Regarding items of table 4.7, those respondents who claimed that their respective schools did not conduct needs assessment were further asked to indicate the possible reason/s behind it. Accordingly, relating to item one, 27 (96.42 percent) teachers, one principal/vice-principal, and one TELDCPC /supervisor, pointed out that lack of adequate budget was the reason for the schools not to make needs assessment.

In relation to item two, 28 (100 percent) teachers, one principals/vice-principals, and one TELDCPC/supervisor, recognized absence of specialists to be the reason for absence of need assessment program.

On the subject of item three, 3 (11.53 percent) teachers, and one TELDCPC/supervisor, asserted inadequate skills of educational managers to be the reason for failing to conduct needs assessment. Unlike the previous three cases, item four-‘There are not such needs in the school’-was rated as zero by all groups of respondents.

About item five, 14 (50 percent) teachers, and one principal/vice-principal, forwarded that no one in their schools paid attention to the issue of need assessment.

In conclusion, as majority of the respondents who claimed that their respective schools did not conduct needs assessment, absence of specialists and lack of adequate budget were the reasons for failing to conduct needs assessment.

Table-4.7: Reasons for Failing to Conduct Needs Assessment

Item	Teachers N=28		Principals/v ice principals N=1		Supervisors / TELDCPCs N=1		Total N= 30		
	f	%	f	%	f	%	f	%	
1	Lack of adequate budget	27	96.42	1	100	1	100	29	96.67
2	Absence of specialists	28	100	1	100	1	100	30	100
3	Inadequate skills of educational managers	3	11.53	0	0	1	100	4	31.3
4	There are no such needs in the school	0	0	0	0	0	0	0	0
5	No one paid attention to it	14	50	1	100	0	0	15	50

(Multiple response items)

In table 4.8: items related to availability of staff development opportunities were treated. In view of that, respondents were asked whether they have attended staff development programs in the past four years or not. Hence, 112 (78.9 percent) teachers, 13 (86.47 percent) principals / vice-principals, and 14 (70 percent) TELDCPCs / supervisors confirmed that they have attended staff development program in the past four years. Conversely, 30 (21.1 percent) teachers, two principals/vice-principals, and 6 (30 percent) TELDCPCs / supervisors declared that they haven't been to staff development program. Therefore, as per majority of the total respondents, it's worth concluding that staff development opportunities had been available.

Table-4.8: Whether Staff Development Opportunities are Provided

Item		Teachers N=142		Principals/V ice- principals N=15		Supervisor s/TELDCP Cs N=20		Total N=177	
		F	%	f	%	f	%	F	%
1	Yes	112	78.9	13	86.7	14	70.0	139	78.5
2	No	30	21.1	2	13.3	6	30.0	38	21.5

In table 4.9, those respondents who have attended staff development program were further asked regarding the organization (s) who had designed the development program. Consequently, 51(45.5 percent) teachers, 9 (69.2 percent) principals/vice-principals and 3 (21.4 percent) TELDCPCs / supervisors declared that the programs were prepared by the school. Here, the percent between the groups of respondents exhibited significant differences and hence difficult to draw conclusion. However, as the total respondents favoring this item is below 50 percent one may possibly conclude that the schools did not prepare the programs.

Regarding item two, 85 (75.9 percent) teachers, 12 (92.3 percent) principals/vice-principals and 12 (85.7 percent) TELDCPCs/supervisors that make the large majority of all groups of respondents witnessed as the sub-city prepared the programs.

As to item three of the same table 69 (61.6 percent) teachers, all principals/vice-principals and 7 (50 percent) TELDCPCs/supervisors, that amount 64 percent of the total respondents, affirmed that City government of AABOE prepared the staff development programs.

In connection to item four, 31 (27.7 percent) teachers, 8 (61.5 percent) principals/vice-principals and 4 (28.6 percent) TELDCPCs/supervisors, constituting few minorities, pointed out that they were designed and prepared by NGOs. It may therefore be possible to conclude that the sub-city training and development office and City Government of AABOE prepared the staff development programs.

Table-4.9: Responsible Organizations for the Staff Development Programs Conducted

Item	Teachers N=112		Principals/ Vice- principals N=13		Supervisors/ TELDCPCs N=14		Total N=139	
	F	%	f	%	f	%	f	%
1 The school	51	45.5	9	69.2	3	21.4	63	45.3
2 The sub-city training and development office	85	75.9	12	92.3	12	85.7	109	78.4
3 City government of AABOE	69	61.6	13	100	7	50	89	64.0
4 NGOs	31	27.7	8	61.5	4	28.6	43	30.9
5 Others	0	0	0	0	0	0	0	0.0

(Multiple response items)

Similar to the case in table 4.9, in table 4.10, those who claimed that they have attended staff development programs in the past four years were further asked to specify the types of the programs attended. Accordingly, quite majority (85 percent) of the total respondents replied that they had a chance to attend short term training, seminars, and panel discussion; while few minorities (1.2-4.6 percent) indicated that they have attended higher education institution and distance education programs.

Table-4.10: Type of Staff Development Programs Attended

Item		TEACHERS N=112		PRINCIPALS/ VICE-PRINCIPALS		SUPERVISORS /TELDCPC		TOTAL N=139	
		F	%	F	%	f	%	f	%
1	Short term training, seminars, and panel discussion	109	97.3	13	100	14	100	136	97.8
2	Attaining higher education institution	5	4.5	1	7.7	0	0	6	4.3
3	Distance education program	1	0.9	-	-	-	-	1	0.7
4	Others	2	1.8	-	-	-	-	2	1.4

Moreover, in an attempt to investigate whether the programs attended were relevant or not, a question was posed. Consequently, as table 11 depicts, majority of the respondents of all groups, 90- 100 percent, replied positively. Conversely, the remaining few minority (14.7 percent) of the total respondents replied as they were not relevant to the job. Hence, it seems logical to conclude that the staff development programs attended were relevant to the job.

Table-4.11: Whether Staff Development Programs Attended are Relevant

Item		Teachers N=112		Principals/Vice- principals N=13		Supervisors /TELDCPC N=14		TOTAL N=139	
		f	%	F	%	f	%	f	%
1	Yes	101	90.2	13	100	14	100	128	92.1
2	No	11	9.8	0	0.0	0	0.0	11	7.9

As indicated in table 4.12 below, types of staff development programs were listed and respondents were asked to rate their accessibility to the staff. Accordingly, majority of the respondents of all groups, with no significant difference, rated item 1-access to upgrade qualification through extension classes, distance and in-service programs with mean scores,

2.04-2.69. Hence, as per the ratings, the staffs had no access to upgrade their qualification through those ways.

Regarding item 2- 'staffs' access to update themselves using information obtained through internet and/or latest references'- of the same table, teachers, principals/vice-principals and TELDCPCs/supervisors rated the access to internet with mean scores 3.68, 3.7 and 4 respectively while the access to latest references with mean scores 3.12, 3.53, and 3.3 respectively. AS the data revealed the ratings the first are quite above average conversely in the later the total mean score is just above average. According to the responses, obtained, one could conclude that teachers had opportunities to update themselves by obtaining information through internet rather than latest references.

New staff members were introduced to school community and school conditions, oriented about policies and strategies. Mentors helped mentees to promote their personal and professional well being and novice teachers had the opportunity to be assisted by skilled and committed coaches.

Table -4.12: The Degree of Access to Types of Staff Development Programs

Item	TEACHERS N=142	PRINCIPALS/VICE-PRINCIPALS N=15	SUPERVISORS/TELDCPCs. N=20	Total Mean N=177
	MEAN	MEAN	MEAN	
1 Upgrading qualification through: i. Distance program.	2.62	3.13	2.90	2.69
	2.49	2.53	2.40	2.48
	2.03	2.0	2.1	2.04
2 updating using I. Internet	3.68	3.73	4.00	3.72
	3.12	3.53	3.30	3.18
3 Induction: i. introduction about school community and conditions	3.94	4.00	3.95	3.94
	3.97	4.00	3.95	3.98
	3.31	3.73	3.30	3.36
4 Mentors' help to promote personal and professional well being.	3.70	3.73	4.00	3.73
5 Assistance of skilled and committed coaches	3.51	3.80	3.60	3.55

As table 4.13 depicts below, list of common practices observed in staff development programs were geared up and given to respondents to rate their extent of agreement/disagreement. Accordingly, teachers, principals/vice-principals and TELDCPCs/ supervisors rated item 1 with mean scores 3.2, 3.53, and 3.25 respectively. As the ratings naked, principals/vice-principals, minority of the total respondents, confirmed their agreement. While, the remaining groups, the large majority, with no significant difference failed to decide. Thus, with a total

mean score 3.22, difficult to wind up as whether or not senior teachers helped novice teachers to design development plans.

Regarding item 2 of the same table, like the previous case, principals/vice-principals agreed by rating the item with mean score 3.67. While teachers, and TELDCPCs/ supervisors, which make the larger majority, failed to decide about the item rating with mean scores 3.23 and 3.45 respectively. Hence, according to the majority of the total respondents it could be difficult to conclude that whether or not Novice teachers didn't have the opportunity to observe classes of model teachers.

As regards to item 3 of table 4.13 all groups of respondents rated their degree of agreement with total mean score 3.8, which is well above average. Therefore it seems possible to conclude as there were developmentally oriented relationship between mentor and mentee.

Concerning item 4 of the same table, the total respondents of all groups showed their agreement with total mean score 3.65. As the rating is in the range of agreement one can conclude that coaching helped novice teachers to solve their problems and/or perform tasks better than they would do it otherwise.

In connecting to item 5 of table 4.13, teachers, principals/vice-principals and TELDCPCs/ supervisors rated their agreement with mean scores 3.54, 3.53, and 3.7 respectively which are all above average. Thus, it can be said that coaching had enhanced energy and/or job satisfaction.

Regarding item 6 of table 4.13, teachers rated with mean score 3.15 which is in the range of undecided, while principals/vice-principals and TELDCPCs/ supervisors rated their agreement with mean scores 3.67 and 4 respectively. As the total mean score goes down to 3.22 it is found difficult to draw conclusion whether staffs had chance to share experiences with staff members of neighboring schools or not.

Table-4.13: Responses of Research Participants on Perceived Effectiveness of Staff Development Activities

Item	TEACHERS N=142	PRINCIPALS/VIC-PRINCIPALS N=15	SUPERVISOR/ TELDCPCs N=20	Total Mean
	Mean	Mean	Mean	
1 Senior teachers helped novice teachers to design development plans.	3.20	3.53	3.25	3.23
2 Novice teachers had the opportunity to observe classes of model teachers.	3.23	3.67	3.45	3.29
3 There existed developmentally oriented relationship between mentor and mentee.	3.77	3.87	4.00	3.80
4 Coaching helped novice teachers to solve their problems and/or perform tasks better than they would do it otherwise.	3.57	3.73	3.85	3.65
5 Coaching had enhanced energy and/or job satisfaction.	3.54	3.53	3.70	3.55
6 Staffs had chance to share experiences with staff members of neighboring schools	3.15	3.67	4.00	3.22

As table 4.14 depicts below, list of activities that quite often go with organizing and coordinating staff development programs were prepared and given to respondents to rate their extent of agreement/disagreement in light of their respective schools. Accordingly, teachers, principals/vice-principals and TELDCPCs/ supervisors rated item 1 with mean scores 3.8, 3.8, and 3.85 respectively. As the ratings revealed, majority of the total respondents affirmed their agreement with no significant difference. Hence, it is likely that staff members were aware of the program, its contents and the overall objectives.

Regarding item 2 of the same table, teachers, principals/vice-principals and TELDCPCs/ supervisors rated their agreement with mean scores 3.7, 3.4, and 3.85 respectively. As is seen in the mean scores, principals/vice-principals, minority of the total respondents, unlike others rated the item a little above average, however, the remaining groups which make the larger majority rated it well above average. Therefore, it can be concluded that Staff members coordinated the staff development project.

Concerning item 3 of table 4.14, teachers, principals/vice-principals and TELDCPCs/ supervisors rated with total mean score 2.61. As per the rating staff development programs didn't operate according to time tables.

In connection to item 4 of the same table, all groups of respondents were asked whether procedures were determined for participation and involvement of all staffs- in the assessment of needs; Identification and selection of objectives; Selection of training types and/or location; Identification of training contents; and Evaluation of staff development program. Accordingly, majority of the respondents rated the activities with total mean scores, 2.5 – 2.63, below average. Based on the responses obtained, it seems logical to conclude that procedures were not determined for participation and involvement of all staffs.

Regarding item 5 of table 4.14, teachers, principals/vice-principals and TELDCPCs/ supervisors rated with total mean scores 3.93, 3.77 and 3.85 respectively which is closer to the maximum expected value. Hence, as per the agreement reached with no significant difference, it can be said that a communication network for the dissemination and collection of data and information were developed.

Table-4.14: Research Participants' Response on Current Practice of Organizing and Coordinating Staff Development Activities

Item		TEACHERS N=142	PRINCIPALS/V ICE- PRINCIPAL. N=15	SUPERVISOR/TEL DCPCs N=20	TOTAL MEAN
		MEAN	MEAN	MEAN	
1	Staff members were aware of the program, its contents and the overall objectives.	3.80	3.80	3.85	3.80
2	Staff members coordinated the staff development project.	3.70	3.40	3.85	3.69
3	Staff development programs operate according to time tables	2.53	3.33	2.60	2.61
4	Procedures are determined for participation and involvement of all staffs in the: i. assessment of needs;	2.59	3.33	2.45	2.63
	ii. identification and selection of objectives	2.60	3.27	2.35	2.62
	iii. selection of training types and/or location;	2.62	3.00	2.35	2.62
	iv. identification of training contents;	2.53	3.00	2.40	2.55
	v. evaluation of staff development program.	2.49	2.73	2.40	2.50
5	A communication network for the dissemination and collection of data and information are developed	3.77	3.93	3.85	3.79
6	Resources are identified in the following areas : a) Materials input (reading materials, writing materials, etc	3.67	3.86	3.75	3.70
	b) Allocation of funds	2.42	3.07	2.55	2.49

On the subject of resources, all groups of respondents were asked to rate their extent of agreement/disagreement as stated under item 6 (a , b) of the same table. Accordingly, the total respondents of all groups rating with a total mean score of 3.7 confirmed that resources were identified in the area of materials input. Conversely, the same groups of respondents, rating item 6 .b with total mean score 2.49, quite below average, claimed that there was no allocation of funds in resource identification.

Evaluative process should contribute to the related staff development competencies and program improvement efforts, that is, to a more effective diagnosis of individuals and program elements, and to an improved credibility and accountability (Bishop, p. 174). Evaluation relates to all aspects of the staff development process and can inform continuous program improvement and accountability efforts by staff from education offices, the school and professional development agencies. Staff development evaluation, like staff development, is a fundamental organizational process which can have a sound effect on schools and their ability to attain their desired outcomes (Duke and Corno, in Dillon- Peterson, 1981, pp. 93-111).

In order to investigate whether the schools evaluated outcomes of staff development programs or not, questions were posed as shown in table 4.15. Accordingly, 107 (75.5 percent) of teachers, 10(66.7 percent of principals/vice-principals, and 15(75 percent) of TELDCPCs/supervisors confirmed that their schools evaluated the outcomes of staff development programs ;conversely, 25(17.6 percent) of teachers 2(13.3 percent of principals/vice-principals, and 3 (15 percent) of TELDCPCs/supervisors, declared that their schools did not evaluate while 10(7 percent) of teachers, 3(20 percent of principals/vice-principals, and 2(10 percent) of TELDCPCs/supervisors, replied as they did not know. Based on the responses of the majority it is possible to draw a conclusion as the schools had some mechanisms to evaluate the outcomes of staff development programs.

Table-4.15: Whether Staff Development Program are Evaluated

Item		TEACHERS N=142		PRINCIPAL S/VICE- PRINCIPAL S N=15		SUPERVISORS / TELDCPCs N=20		TOTAL N=177	
		F	%	F	%	F	%	f	%
1	Yes	107	75.5	10	66.7	15	75.0	132	74.6
2	No	25	17.6	2	13.3	3	15.0	30	16.9
3	Don't know	10	7.0	3	20.0	2	10.0	15	8.5

In table 4.16, those respondents who have affirmed that their respective schools evaluated staff development needs were further asked about ten questions that test its implementation. Accordingly, item 1 was rated with mean scores 3.53 by teachers 4.0 by principals/vice-principals, and 3.56 by TELDCPCs/supervisors. Hence as the majority of all groups' respondents agreed the schools had determined time for completing the evaluation program.

While evaluating certain staff development program, specifying the timing and frequency of reporting is indispensable. In this respect, respondents were asked to rate their degree of agreement / disagreement as stated in item 2. As a result, teachers, principals/vice-principals, and TELDCPCs/supervisors agreed with mean scores 3.5, 3.7 and 3.6, respectively. As per the rating seen, one could conclude that the timing and frequency of reporting was specified.

For successful attainment of staff development evaluation, consensus has to be obtained by staff members on the necessary evaluation procedure. Because, evaluation plans that are well accepted by staff members are more likely to be implemented as everyone puts better effort developing sense of belongingness. Regarding this respondents were asked to rate their agreement. In view of that, teachers, principals/ vice-principals, and TELDCPCs / supervisors rated with mean scores 3.2, 3.7 and 3.4 that makes a total mean score 3.4. Thus, it is not known whether or not Consensus was obtained on the necessary evaluation procedure.

The study also tested whether information sources were identified to implement staff development evaluation or not. The ratings of the three groups, as shown in table 16 below, were quite closer to the maximum thereby indicating as information sources were identified.

The sixth item in the same table was raised to examine if the school had kept records of all courses, seminars, conferences, etc attended by each employee. Accordingly, teachers, principals/vice-principals, and TELDCPCs/supervisors rated their agreement with mean scores 3.2, 3.9 and 3.1 respectively. As is seen in the magnitude of the mean scores, both groups of teachers and TELDCPCs/supervisors rated the item with mean scores just above average, conversely, Principals/vice-principals rated it well above average. This may indicate that the later group is closer to such activities.

As stated in item 7, respondents were asked whether or not departments made discussion after completion of certain staff development program. Accordingly, all groups rated the item with mean scores ranging 2.2-2.4. As per the responses obtained, it seems logical to conclude that each department did not hold discussions with individuals after having completed a staff development program.

Under table 4.16 in item 8, respondents were asked whether or not their respective schools had a formal assessment format to get feedback from individuals. Accordingly, both groups of teachers, TELDCPCs/supervisors, constituting the larger majority, rated their agreement just above neutral as 3.1 and 3.2. Conversely principals/vice-principals, few minorities, rated their agreement well above average with mean score 3.7. Yet, the total mean score went down to 3.1, which is in the rate of undecided. Hence it is difficult to draw conclusion on the item stated

Table-4.16: Responses of Research Participants on Activities of Evaluation of Staff Development Programs Undertaken

Item		TEACHERS N=115	PRINCIPALS/VICE PRINCIPALS	SUPERVISORS/ TELDPC	Total Mean
		Mean	Mean	Mean	
1	The time for completing the evaluation program is determined.	3.53	4.00	3.56	3.57
2	The timing and frequency of reporting is specified.	3.49	3.70	3.61	3.52
3	The school identifies the reporting audience	3.47	4.00	3.61	3.53
4	Consensus on the necessary evaluation procedure is obtained.	3.15	3.70	3.5	3.23
5	Information sources are identified.	3.67	3.90	3.61	3.68
6	The school keeps records of all courses, seminars, conferences, etc attended by each employee	3.22	3.90	3.06	3.10
7	Each department holds discussions with individuals after having completed a staff development program.	2.16	2.4	2.39	2.2
8	The school has a formal assessment format to get feedback from individuals.	3.13	3.70	3.22	3.18
9	The school has a scheme by which the outcome of the effect of staff development program is evaluated.	3.06	3.70	3.22	3.13
10	Staff development evaluation is checked whether or not it had served the purpose.	2.26	2.2	2.33	2.27

The study further inquired participants about the presence of a scheme to evaluate effects of staff development program. Concerning this, teachers, principals/vice-principals, and TELDCPCs/supervisors rated item 9 of table 16 with mean scores 3, 3.7 and 3.2 respectively. As is seen in the ratings, the two groups other than principals/vice-principals rated it a little above neutral and the total mean score of the three groups is 3.1. Based on this, it is found difficult to conclude whether or not the school had a scheme by which the outcome of the effect of staff development program was evaluated.

In item 10 of the same table, the reaction observed revealed that all groups of respondents with no significant difference rated the item with a total mean score of 2.3 which is quite below average. Hence, it is likely that staff development evaluation was not checked whether it had served the purpose or not.

In table 4.17, respondents were asked whether or not their respective schools faced Impeding problems in preparing and practicing staff development activities. Accordingly, 96(69.1 percent) teachers, 13 (92.9 percent) principals/vice-principals, and 10 (50 percent) TELDCPCs/supervisors indicated that the schools faced problems. Conversely, 42(30.2 percent) teachers, one principal/vice-principal, and 9 (45.0 percent) TELDCPCs /supervisors declared that their schools did not face problems; and 1.2 percent of the total respondents did not know whether the schools faced the problems or not. Hence, it seems rational to conclude that the schools had some impending problems.

Table-4.17: Whether there are Problems in Implementing Staff Development Programs

Item		TEACHERS N= 139		PRINCIPALS /VICE PRINCIPALS N= 14		SUPERVISOR/ TELDCPCs N=20		TOTAL N=173	
		F	%	F	%	F	%	f	%
1	Yes	96	69.1	13	92.9	10	50.0	119	68.8
2	No	42	30.2	1	7.1	9	45.0	52	30.1
3	Don't know	1	0.7	0	0.0	1	5.0	2	1.2

Table 4.18 deals with a set of multiple response questions focusing on the major problems encountered regarding staff development. Here, those respondents who affirmed the presence of impeding problems were further provided with a list of problems to be rated as follows;

Table-4.18: Problems Staff Development Programs Implementation Encountered

Item	TEACHERS N= 141		PRINCIPALS /VICE- PRINCIPAL N= 15		SUPERVISORS / TELDCPCs N=20		TOTAL N=176		
	F	%	F	%	f	%	f	%	
1	Absence of qualified personnel over the area	63	44.7	11	73.3	8	40.0	82	46.6
2	Lack of budget	93	66.0	14	80.0	5	25.0	112	63.6
3	Negligence of top management	68	48.2	11	73.3	2	10.0	81	46.0
4	Staff development program is not considered in the strategic plans of the school	133	94.3	10	66.7	17	85.0	160	90.9
5	Others	3	2.1	0	0	0	0.0	3	1.7

(Multiple response items)

For that reason, 46.6 percent of total respondents (small minority) comprising of 63 (44.7 percent) teachers, 11 (73.3 percent) principals/vice-principals, and 8 (40 percent) TELDCPCs/supervisors indicated the problem to be absence of qualified personnel over the area.

63 percent of the total respondents (large majority) comprising of 93(66 percent) teachers, 14 (80 percent) principals/vice-principals, and 5 (25 percent) TELDCPCs / supervisors claimed the problem to be lack of budget.

46 percent of the total respondents (small minority) comprising of 68 (48.2 percent) teachers, 11(73.3 percent) principals/vice-principals, and two TELDCPCs/ supervisors identified the problem to be negligence of top management.

90.9 percent of the total respondents (large majority) comprising of 133 (94.3 percent) teachers, 10 (66.7 percent) principals/vice-principals, and 17 (85 percent) TELDCPCs / supervisors replied that the strategic plans of the school did not consider the Staff development program.

To sum up, based on the majority of the total respondents, it seems logical to conclude as the major problems in preparing and implementing staff development program were lack of budget and failure of the strategic plans of the schools to consider the program.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

Currently, different development programs, such as TDP (Teachers Development Program), SIP (School Improvement Program), ICT (Information Communication Technology), CD (Curriculum Development), Leadership, Civics and Ethical Education, Induction and Mentoring which are related to the education packages are popular in schools. Resources, both time and money, are invested in designing and implementing staff development programs. However, it is apparent that the practice has been challenged by different problems. The intention of this study was, therefore, to investigate the practices that have been carried out by selected government preparatory schools in Addis Ababa and then to assess those problems affecting them so as to propose some doable alternatives of tackling them. To this effect, the summary, conclusion and recommendations are forwarded based on the findings obtained in light of the following basic questions of the study.

1. To what extent are academic staff development programs conducted based on a result of needs assessment by preparatory schools?
2. What type of teaching staff development programs is undertaken in preparatory schools of Addis Ababa?
3. How are preparatory schools organizing and coordinating staff development programs?
4. To what extent are the outcomes of staff development programs evaluated by preparatory schools?
5. What major problems do schools face in conducting the staff development activities?

5.1. Summary

Regarding the sample size, there are ten sub-city education and training offices and eleven government preparatory schools under the City Government of Addis Ababa. Among these, five sub-cities were selected by simple random sampling techniques. Each sub-city has one preparatory school. Then, 149 teachers, 15 principals /vice principals and 5 teachers and

educational leaders development core process coordinators /TELDCPCs/ were selected by stratified and purposive sampling techniques respectively. Moreover, questionnaires, observation and document analysis were used as instruments of data collection and descriptive research method was employed in the study.

5.1.1. General Characteristics of Respondents

1. Females' proportion in the academic staff of the schools under study, both in classroom teaching and educational leadership was very low .In general, of the total 177 respondents, males account for an overwhelming majority, 149 (84.2 percent), but females make up only 28(15.8 percent). Of the total 20 supervisors and TELDCPCs, 2 (10 percent) were females and out of 15 principals and vice-principals only 1(6.67 percent) was female.

2. All of the respondents in general, and teachers in particular, had the required qualifications to work at each level of their respective occupation. Out of the total respondents, 136 had BA/BSc degrees and 41 had MA/MSc degrees. Besides, 87.1 percent of the total respondents are above 31 years of age.

5.1.2. Need Assessment for Staff Development

The schools understudy conducted need assessment for staff development program. However, the findings of this study reveal that needs were not identified through analysis of individuals work performance, and analysis of the culture, plan, and objective of the schools. Besides this, information was gathered through group discussion only. In the worst case scenario, top level managers authoritatively determined development needs of the staff.

5.1.3. Type of Staff Development Programs Attended

Short term trainings, seminars, and panel discussions were the types of staff development programs attended in which new staff members were introduced to school community and school conditions, and oriented about policies and strategies. Mentors helped mentees to promote their personal and professional well-being.

5.1.4. Organizing and Coordinating Staff Development Activities

Staff members were aware of the program, its contents and the overall objectives. However, staff development programs were not operating according to time tables and procedures were not determined for participation and involvement of all staffs in the assessment of needs, identification and selection of objectives, selection of training types and/or location, identification of training contents, and evaluation of staff development program. Besides these, resources were only identified in the area of materials input -reading materials, writing materials, etc,

5.1.5. Evaluation of Staff Development Programs

The schools had some mechanisms to evaluate the outcomes of staff development programs. The time for completing the evaluation program was determined; the timing and frequency of reporting were specified; the school identified the reporting audience; and information sources were specified. Nevertheless, each department didn't hold discussions with individuals after having completed a staff development program and staff development evaluation wasn't checked whether it had or not served the purpose.

5.1.6. Major Problems of Staff Development Activities

Major problems encountered in preparing and implementing staff development program were lack of budget and the schools did not consider the staff development program in their strategic plans.

5.2. Conclusion

Based on the foregoing major findings of the study the following conclusions were drawn with respect to the basic questions of the study.

5.2.1. To what extent are academic staff development programs conducted based on a result of needs assessment by preparatory schools?

For a staff development program to serve its prime mission, it requires a pertinent, need-oriented, well-founded, and organized instructional program together with staff members' involvement, consensus, and commitment (Howey, 1974, p. 20). As this study reveals the practices in the schools under study, the process of need identification was not participatory and rigorous in its nature. Worse than this was top level managers' authoritative determination of needs. Hence academic staff development programs are not conducted based on a result of need assessment.

5.2.2. What type of teaching staff development programs is undertaken in preparatory schools of Addis Ababa?

a) The type of staff development programs was limited to short term training, seminars, and panel discussion. This implies that the programs were not meant to serve long-lasting problems of educational quality. Therefore, however these programs have some roles to play, the problems might recur.

b) Professional development is taken as one of the most reliable means to teacher motivation and school improvement (Frase & Conley, 1994, p. 56). Nevertheless, as the findings in this study revealed, teachers had no access to upgrade their qualification through extension classes, distance and in-service programs. This might result in dissatisfaction and poor performance that will affect the goal of teacher's development program and the quality of education aspired.

c) The findings also asserted that induction programs were effective. Apparently, this might result from the criterion enforcing both senior teachers/mentors and novice-teachers/mentee to pass through the program if they are to get promotion in the career ladder.

5.2.3. How are preparatory schools organizing and coordinating staff development programs?

As shown in the findings, teachers were aware of the program and its contents. However, the programs were not operating according to the time table; procedures were not determined for participation and involvement of all staffs in the assessment of needs; identification and selection of objectives, training types, and contents; and evaluation of staff development programs. In effect such scenario may have adverse consequences both on the part of the teachers and the school itself. It contributes to lowering the interest of teachers to attend the program which might

finally end up in physical withdrawal or/and may take students time thereby affecting portion coverage and quality of education outcome. From this, it is possible to conclude as the programs were poorly organized and coordinated.

5.2.4. To what extent are the outcomes of staff development programs evaluated by preparatory schools?

The findings revealed that the schools had some mechanisms to evaluate the outcomes of staff development programs. The time for completing the evaluation program, frequency of reporting results, the reporting audience and information sources were specified. But staff development evaluation wasn't checked whether it had served the purpose or not. This implies that schools evaluated staff development programs for the sake of evaluation and not to make use of the results.

5. What major problems do schools face in conducting the staff development activities?

The findings of the study also indicated that major problems in preparing and implementing staff development program were lack of budget and failure of the schools' strategic plan to consider staff development plan. This implies that the schools hardly achieved the stated goal.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn the following recommendations are forwarded to improve staff development programs in preparatory schools in Addis Ababa.

5.3.1. It is said that identifying a problem is half way towards the solution. Staff development programs better serve their required purposes only if they are launched on the basis of adequately assessed needs. Moreover assessment of needs may be more complete and dependable if it is participatory and transparent to stakeholders. Otherwise, it would be mere wastage of resources. For instance a needs assessment committee consisting of representatives of teachers, departments, parent teacher association and vice- principals can identify crucial needs of staff development programs through organizational, person and task analysis.

5.3.2. It has come to be a universal phenomenon that every organization is nearly under a continuous environmental pressure for competency and effectiveness, to cope with the growing demand of people, with complex interest, in the rapidly changing technology and improved style of life (Monappa and Saiyadain, 2003, pp. 174-175). Accordingly, the access to different types of staff development program should be improved to reach as many members as possible. In order to make this a reality, schools should be encouraged to design and prepare staff development programs on their own using teacher development committee, that can possibly facilitate internet service, latest references, and invite knowledgeable guests on voluntary bases and those alumni of higher academic status. The trend of relying on sub-city education and training office and city government of Addis Ababa and ignoring the potential role of individual schools has to be reversed in such a way that the involvement of all has to be enjoyed depending on the nature and contents of the program as well as the capability and level of motivation. Thus,

a) Access to post graduate programs through extension classes, distance and in-service programs in addition to short term training, seminars, and panel discussion should be created by City Government of Addis Ababa Education Bureau.

b) Senior teachers load should be considered when assigned as mentors and independent offices should be provided at department level and consensus should be reached in the way senior teachers help novice teachers in designing development plans.

c) As it is very important to the work and incurring zero cost, novice teachers should be given the opportunity to observe classes of model teachers, and efforts should be made to produce a system in which staffs can have the chances of sharing experiences with staff members of neighboring schools.

5.3.3. Though there might exist unforeseen situations forcing not to run development programs according to the time allotted, attention ought to be given to avoid deterring factors that can be foreseen with adequate preparation that optimize the possibility of operating staff development programs according to time tables. Besides this, procedures must be determined for participation

and involvement of all staffs in the assessment of needs, identification and selection of objectives, selection of training types and/or location, identification of training contents, and evaluation of staff development program.

5.3.4. Evaluating development program may help to determine whether or not trainees are capable of exhibiting appropriate level of a skill, have changed their behavior and if the change was due to training. Furthermore, if another group of trainees is to attain the same program it is crucial to ascertain that they will be beneficiary. Evaluating staff development program is especially important to ensure accountability of programs to meet particular needs of staffs in a cost effective manner (Bernardin, 2003, p. 180). Thus, consensus on the necessary evaluation procedure should be obtained. Schools should keep records of all courses, seminars, conferences, etc. attended by each employee and each department should hold discussions with individuals after having completed a staff development program.

5.3.5. First and for most, preparatory schools must consider staff development programs as it is crucial and inescapable issue. Secondly, schools and the concerned authorities must do their level best to give staff development program its possible share as one of independently stated budget headings while allocating schools' budget. Thirdly, sub-cities education and training offices together with their respective schools should make joint efforts in creating means of income in addition to the budget allocated to the schools. This might be effective by consulting NGOs that work under education as well as inviting and consulting stakeholders to a fund raising programs.

More importantly, the schools together with their respective staffs and students can work on projects that can make differences on the budget problem, impeding the staff development program, through mobilizing school clubs, provided they are convinced to internalize the issue of staff development as their own agenda.

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DECLARATION

I confirm that this is my original work:

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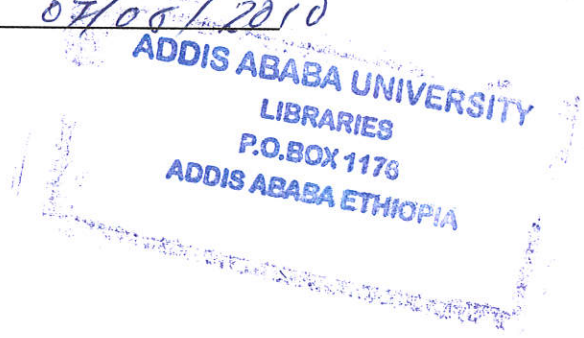
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This thesis has been submitted for examination by my approval as a University advisor.

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School of Graduate Studies

College of Education

Department of Policy and Planning

Dear Respondent,

The objective of this questionnaire is to gather information about the current status of staff development practices in your school. Please be genuine and complete in your answers.

Thank you for your cooperation.

Direction

1. You do not need to write your name.
2. Please mark 'X' on the appropriate box to indicate your response.
3. Please give only one answer to each item unless you are requested to do otherwise.

Personal information

A. Sex 1. Male 2. Female

B. Age

1. 20 – 30 years
2. 31 – 40 “
3. 41 – 50 “
4. 51 – 60 “

C. Role

1. Principal
2. Vice -Principal
3. Teacher

D. Qualification

1. 12 + 3
2. BA/ BSC
3. MA/ MSC

1. Conducting needs assessment for professional staff development program.

1.1. Has your school conducted staff development needs assessment?

1. Yes 2. No 3. Do not know

1.2. Please mark 'X' in the box that fits best to your level of agreement /disagreement on the following statements using the ratings provided below.

Ratings: 5=Strongly Agree; 4=Agree;3=Undecided;2=Disagree; and 1=Strongly Disagree.

Statement	(5)Strongly Agree	(4)Agree	(3)undecided	(2)Disagree	(1)Strongly Disagree
1. Staff members were given the opportunity to identify their own development needs irrespective of their position.	5---	4---	3---	2---	1---
2. Needs of each individual were identified by immediate supervisors	5---	4---	3---	2---	1---
3. Top level managers, authoritatively, determined development needs of the staff.	5---	4---	3---	2---	1---
4. Needs were identified through analysis of the culture, plan and objective of the school.	5---	4---	3---	2---	1---
5. Needs were identified through analysis of individuals work performance.	5---	4---	3---	2---	1---
6. Needs were identified through analysis of the knowledge, skills, attitude, etc of each individual.	5---	4---	3---	2---	1---

1.3 Which of the following factors does your school see in prioritizing the needs identified? / You may give more than one answer/

1. Importance and urgency of the need 2. Availability of budget
 3. Trainees capability and level of motivation
 4. All needs are equally treated
 5. Indicate if any other _____

1.4. How does your school gather information in analyzing staff development needs?

/You may give more than one answer/

1. Performance reviewing 3. Conducting group discussion
2. Conducting survey 4. Observation
5. Specify if any other _____

1.5. What technique is used by the school for assessing staff development needs? /You may give more than one answer/

1. Person analysis 2. Task analysis 3. Organizational analysis

1.6. If your answer for question number '1' is 'no', what do you think the reasons could be for your school not to conduct needs assessment? /You may give more than one answer. /

1. Lack of adequate budget to conduct needs assessment
2. Absence of specialists to undertake needs assessment
3. Inadequate skills of educational managers to conduct staff development needs assessment
4. There are no such needs in the school
5. No one paid attention to it
6. State if any other _____

2. Availability of staff development opportunities.

2.1 Have you attended any staff development programs during the past four years?

1. Yes 2. No

2.2. If 'Yes', who prepared the program? /you may give more than one answer/

1. The school 2. The sub city education and training office
3. City government of Addis Ababa education bureau 4. NGOs
5. Specify if any other _____

2.3. What were the types of the development program? /you may give more than one answer/

1. Short term training, seminar, panel discussion 3. Distance education program
2. Attending higher education institution 4. Mention if any other -----

2.4. Was the program attended relevant to your job?

1. Yes

2. No

2.4 A What is your level of agreement/disagreement on the opportunities of the following types of staff development programs?		(5)Strongly Agree	(4)Agree	(3)undecided	(2)Disagree	(1)Strongly Disagree
1	Teachers have opportunities to upgrade their qualification through: i. Distance programs	5---	4---	3---	2---	1---
	ii. Summer in-service programs	5---	4---	3---	2---	1---
	iii. Extension classes	5---	4---	3---	2---	1---
2	Teachers have opportunities to update themselves by obtaining new information through mechanisms such as: i. Internet ,	5---	4---	3---	2---	1---
	ii. Latest references.	5---	4---	3---	2---	1---
3	Induction – New staff members are: i. introduced to school community and school conditions;	5---	4---	3---	2---	1---
	ii. oriented about policies, and strategies	5---	4---	3---	2---	1---
	iii. oriented about professional ethics	5---	4---	3---	2---	1---
4	Mentors help mentees to promote their personal and professional well being.	5---	4---	3---	2---	1---
5	Novice teachers have the opportunity to be assisted by skilled and committed coaches.	5---	4---	3---	2---	1---

2.4 B What is your level of agreement/disagreement on the opportunities of the following relevant staff development programs?		(5)Strongly Agree	(4)gree	(3)undecded	(2)Disagre e	(1)Strongly Disagre y
1	Senior teachers help novice teachers to design development plans.	5---	4---	3---	2---	1---
2	Novice teachers have the opportunity to observe classes of model teachers.	5---	4---	3---	2---	1---
3	There exists developmentally oriented relationship between mentor and mentee.	5---	4---	3---	2---	1---
4	Coaching has helped novice teachers to solve their problems and/or perform tasks better than they would do it otherwise.	5---	4---	3---	2---	1---
5	Coaching has enhanced energy and/or job satisfaction.	5---	4---	3---	2---	1---
6	Staff members have chance to share experiences with staff members of neighboring schools.	5---	4---	3---	2---	1---

3. Organizing and coordinating staff development activities.

What is your level of agreement/disagreement on the following statements?		(5)Strongly Agree	(4))Agree	(3)Undecided	(2)Disagree	(1)Strongly Disagree
1	Staff members are aware of the program, its contents and the overall objectives.	5---	4---	3-- -	2---	1---
2	Staff members coordinate the staff development project.	5---	4---	3--	2---	1---
3	Staff development programs operate according to time tables.	5---	4---	3--	2---	1---
4	Procedures are determined for participation and involvement of all staffs in the: i. assessment of needs;	5---	4---	3-- -	2---	1---
	ii. identification and selection of objectives;	5---	4---	3--	2---	1---
	iii. selection of training types and/or location;	5---	4---	3--	2---	1---
	iv. identification of training contents;	5---	4---	3--	2---	1---
	v. evaluation of staff development program.	5---	4---	3--	2---	1---
5	A communication network for the dissemination and collection of data and information are developed.	5---	4---	3-- -	2---	1---
6	Resources are identified in the following areas: a) Materials input (reading materials, writing materials, etc)	5---	4---	3-- -	2---	1---
	b) Allocation of funds	5---	4---	3--	2---	1---

4. Evaluating staff development programs.

4.1. Does the school evaluate the outcomes of staff development programs?

1. Yes 2.No 3. Do not know

4.2.If 'Yes', please show your level of agreement/disagreement on the following statements.

Statement		(5)Strongly Agree	(4)Agree	(3)Undecided	(2)Disagree	(1)Strongly Disagree
1	The time for completing the evaluation program is determined.	5---	4---	3-- -	2---	1---
2	The timing and frequency of reporting is specified.	5---	4---	3--	2---	1---
3	The school identifies the reporting audience.	5---	4---	3--	2---	1---
4	Consensus on the necessary evaluation procedure is obtained.	5---	4---	3--	2---	1---
5	Information sources are identified.	5---	4---	3--	2---	1---
6	The school keeps records of all courses, seminars, conferences, etc attended by each employee	5---	4---	3-- -	2---	1---
7	Each department holds discussions with individuals after having completed a staff development program.	5---	4---	3-- -	2---	1---
8	The school has a formal assessment format to get feedback from individuals.	5---	4---	3-- -	2---	1---
9	The school has a scheme by which the outcome of the effect of staff development program is evaluated.	5---	4---	3-- -	2---	1---
10	Staff development evaluation is checked whether or not it had served the purpose.	5---	4---	3-- -	2---	1---

5 Major problems of staff development activities

5.1Has your school faced any impeding problems in preparing and implementing staff development program? 1. Yes 2. No 3. Do not know

5.2 .If 'Yes', what are the problems?/you may give more than one answer/

1. Absence of qualified personnel over the area 2. Lack of budget

3. Negligence of top management

4. Staff development program is not considered in the strategic plan of the school.
5. Please state if any other _____

Interview questions for principals, supervisors and heads of teacher development department.

1. Does your office/department/school/ conduct teacher development program based on need assessment?
2. Who/what are the main sources of data in conducting needs assessment?
3. What types of staff development program are frequently conducted?
4. How often is this staff development program conducted?
5. Do you think the staff development program conducted is satisfactory?
6. How are your office/department/school organizing and coordinating staff development programs?
7. Does your office/department/school evaluate the outcomes of the development programs?
8. What major problems does your office/department/school face in conducting the staff development activities?

ADDIS ABABA UNIVERSITY

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A QUESTIONNAIRE TO BE FILLED BY TELDCPC AND SUPERVISORS

Dear Respondent,

The objective of this questionnaire is to gather information about the current status of staff development practices in your school. Please be genuine and complete in your answers.

Thank you for your cooperation.

Direction

1. You do not need to write your name.
2. Please mark 'X' on the appropriate box to indicate your response.
3. Please give only one answer to each item unless you are requested to do otherwise.
4. TELDCPCs and supervisors are kindly requested to give your responses, only with respect to the government preparatory school under the sub-city

Personal information

B. Sex 1. Male 2. Female

B. Age

1. 20 – 30 years
2. 31 – 40 “
3. 41 – 50 “
4. 51 – 60 “

C. Role

1. 4. Teacher and educational leader's development core process coordinators (TELDCPCs)

2. 5. Supervisor

D. Qualification

1. 12 + 3 2. BA/ BSC 3. MA/MSc

1. Conducting needs assessment for professional staff development program.

1.1. Has the government preparatory school conducted staff development needs assessment?

1. Yes 2. No 3. Do not know

1.2. Please mark 'X' in the box that fits best to your level of agreement /disagreement on the following statements using the ratings provided below.

Ratings: 5=Strongly Agree; 4=Agree;3=Undecided;2=Disagree; and 1=Strongly Disagree.

	Statement	(5)Strongly Agree	(4)Agree	(3)undecided	(2)Disagree	(1)Strongly Disagree
1.	Staff members were given the opportunity to identify their own development needs irrespective of their position.	5---	4---	3---	2---	1---
2.	Needs of each individual were identified by immediate supervisors	5---	4---	3---	2---	1---
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1.3 Which of the following factors does the school see in prioritizing the needs identified?
/ You may give more than one answer/

1. Importance and urgency of the need 2. Availability of budget
 3. Trainees capability and level of motivation
 4. All needs are equally treated
 5. Indicate if any other _____

1.4. How does the school gather information in analyzing staff development needs? /You may give more than one answer/

1. Performance reviewing 3. Conducting group discussion
 2. Conducting survey 4. Observation
 5. Specify if any other _____

1.5. What technique is used by the school for assessing staff development needs? /You may give more than one answer/

1. Person analysis 2. Task analysis 3. Organizational analysis

1.6. If your answer for question number '1' is 'no', what do you think the reasons could be for your school not to conduct needs assessment? /You may give more than one answer. /

1. Lack of adequate budget to conduct needs assessment
 2. Absence of specialists to undertake needs assessment
 3. Inadequate skills of educational managers to conduct staff development needs assessment
 4. There are no such needs in the school
 5. No one paid attention to it
 6. State if any other _____

2. Availability of staff development opportunities.

2.1 Have you known teachers attending any staff development programs during the past four years?

1. Yes 2. No

2.2. If 'Yes', who prepared the program? /you may give more than one answer/

1. The school 2. The sub city education and training office
 3. City government of Addis Ababa education bureau 4. NGOs
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2.3. What were the types of the development program? /you may give more than one answer/

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2.4. Was the program attended relevant to teachers' job?

1. Yes 2. No

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3. Organizing and coordinating staff development activities.

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	ii. identification and selection of objectives;	5--	4--	3--	2--	1--
	iii. selection of training types and/or location;	5--	4--	3--	2--	1--
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	v. evaluation of staff development program.	5--	4--	3--	2--	1--
5	A communication network for the dissemination and collection of data and information are developed.	5-- -	4-- -	3-- -	2-- -	1-- -
6	Resources are identified in the following areas: a) Materials input (reading materials, writing materials, etc)	5-- -	4-- -	3-- -	2-- -	1-- -
	b) Allocation of funds	5--	4--	3--	2--	1--

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4.1. Does the school evaluate the outcomes of staff development programs?

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5.3 .If 'Yes', what are the problems?/you may give more than one answer/

- 1. Absence of qualified personnel over the area
- 2. Lack of budget
- 3. Negligence of top management
- 4. Staff development program is not considered in the strategic plan of the school.
- 5. Please state if any other _____

